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Colby College Catalogue

SEPTEMBER 1996-AUGUST 1997

Waterville, Maine

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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.

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Colby

Chartered by the General Court of Massachusetts in 1813, seven years before Maine became a state, Colby is the 12th-oldest independent liberal arts college in the nation. In 1871 it became the first previously all-male college in New England to admit women. Before World War II, trustees voted to move the College from its crowded original site in downtown Waterville to the handsome Mayflower Hill campus of more than 700 acres, where 46 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 43 foreign countries. Alumni, numbering more than 20,000, 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. 29) 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 for 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 was designed 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 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 Union 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 composed 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 of the Colby College Museum of Art, as well as original and traveling shows, are to be seen in the Jetté Galleries, opened in 1973, and the Davis Gallery, opened in 1991. The Paul J. Schupf Wing, opened in 1996, is devoted entirely to the art of Alex Katz. 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 Acquisitions Fund and the Ellerton M. and Edith K. Jetté Fund), 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. A men's reserve varsity team competes in soccer. Golf is a coed varsity team sport. Rugby is a club sport for men and women. Men's volleyball is a club sport. Water polo, woodsmen, bicycling, fencing, sailing, and ultimate frisbee 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.

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 include 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, and 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 Runnals Union, the home of Colby's Performing Arts Program, serves as the focus for curricular and extracurricular theater and dance. Powder and Wig, the student drama group, and Colby Dancers are two student-run organizations using Runnals throughout the year to stage a variety of productions. Runnals contains Strider Theater, an intimate proscenium theater well equipped for today's production requirements; the Cellar Theater, a small black box theater; the Dunn Dance Studio, a spacious dance studio with a sprung wood floor; and rehearsal rooms, design studios, a sound studio, classrooms, and shops used for the fabrication of designs realized on stage.

Colby offers an interdisciplinary major in performing arts, enriched with courses offered by the departments of Art, English, and Music. In addition, Colby offers a minor and provides courses for nonmajors and opportunities for practical experience in numerous areas of theatrical production and dance.

Unique program features are the Colby in London Program, the Visiting Artist in Residence Program, and the arts lecture fund. Students can study drama for a semester in one of the world's most famous theater cities and return to campus to share experiences with the Colby community. Additionally, Performing Arts brings talented guest artists of international standing to campus each year. Typically these artists in residence spend a semester on campus involved in production and teaching courses. Through the program's arts lecture fund, professional touring groups bring theater and dance performances to the campus throughout the year. In residence for several days, these companies enhance the program with lectures, workshops, and informal discussions with students and faculty.

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 ongoing Protestant chaplain as co-equal faith leaders for students and others. The tripartite 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 Alpha Kappa Delta (sociology), Delta Phi Alpha (German), Omicron Delta Upsilon (economics), Phi Beta Kappa, Pi Sigma Alpha (political science), Psi Chi (psychology), Sigma Delta Pi (Spanish), Sigma Pi Sigma (physics), and Student Affiliates of the American Chemical Society. Student publications include *The Colby Echo*, *New Moon Rising*, *The Oracle*, and *Pequod*.

Service organizations are The Bridge (Bisexual, Gay, and Lesbian Society), Colby Emergency Response, Colby Friends (Big Brother, Big Sister), and the Colby Volunteer Center.

Other groups include Asian Cultural Society, Asian-American Student Association, Biology Club, Blue Lights, Broadway Musical Revue, Coalition for Political Action, Coffeehouse, Colby Comedy Group, Colby Dancers, Colby Democrats, Colby Eight, Colby Handbell Ringers, Colby Improv, Colby Mountaineering Club, Colby Outdoor Orientation Trips (COOT), Colby Republicans, Colby Students for Non-Alcohol Programming (CSNAP), Colbyettes, Debate Team, Economics Club, Environmental Council, Fly Fishing Club, French Club, Geology Club, German Club, Government Club, Habitat for Humanity, Human Rights Group, International Club, Lorimer Chapel Choir, George E. Murray Parliamentary Debate

Society, Off-Campus Society, Outing Club, Photography Club, Pottery Club, Powder and Wig, Psychology Club, Russian Club, Safe Escort, Society Organized Against Racism (SOAR), Student Health on Campus (SHOC), Spanish Club, Stu-A Films, Student Alumni Association, Student Arts Committee, Student Organization for Black and Hispanic Unity (SOBHU), WMHB, and Women's Group.

Religious organizations are B'nai B'rith Hillel, Colby Christian Fellowship, Muslim Youth Association, and Newman Club.

Other clubs and societies are 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.

Libraries

The Colby libraries provide attractive surroundings for study and research at three campus locations. Miller Library, the often-photographed building with the clock tower in the center of campus, houses the humanities and social science collections, the College archives, Special Collections, and the library's administrative and technical staff. The branch library for art and music is in the Bixler Art and Music Center and features a state-of-the-art listening center and a rapidly growing slide collection. The science library moved into the new F.W. Olin Science Center in July 1996. The greatly expanded facility includes individual as well as group study areas, each complete with computer network access, and incorporates the geology map collection. The Colby libraries are open from early morning until late at night throughout the academic year and during daytime hours in the summer. Some study areas and a computer cluster are open 24 hours a day.

An open-stack system allows easy access to a collection of more than 800,000 items, and the on-line catalog and many of the library's electronic indexes and Internet files are available on library workstations and computers campus-wide. Electronic materials on CD-ROM and those received across the Internet are an exciting and rapidly expanding element of the library collections. The collection strongly supports all curriculum areas and contains more than 2,700 currently received periodicals, many long runs of retrospective periodicals of historical and scholarly value, and daily newspapers from this country and abroad. Miller Library is a depository for U.S. and Maine state documents and subscribes to the United Nations depository collection on microfiche.

An active consortium with Bates and Bowdoin has resulted in mutual on-line access to our catalogs and to rapid turnaround time on lending of materials among the three institutions. Reference librarians and interlibrary loan staff help researchers identify and obtain resources beyond those in the CBB collections.

Instruction in the use of the library and its research materials is offered throughout the curriculum, from an introduction in beginning English classes to in-depth subject searching using sophisticated tools in upper-level classes. Students, faculty, and other researchers seeking individual assistance are welcome at all reference desks.

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 7,000 primary and critical sources representing the Irish Literary Renaissance, 1880-1940.

The Alfred King Chapman Room houses the College archives, which hold more than 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.

For detailed information about Colby's library collections and services, browse the library's pages on the Colby World Wide Web site (<http://www.colby.edu/librarybase/>) via the Internet.

Information Technology Services

A wide range of information technology resources and support is available at Colby. Computers are recognized as valuable tools for scholars in all disciplines. They are used by faculty members and students in all disciplines, 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 the Olin computer classroom (Olin 323) and the library cluster (Miller 16). Specialized computing facilities dedicated to particular departments are located in Biology, Chemistry, Economics, Geology, Language Resource Center, Music, Physics, and Psychology. Macs are also available for sale at a significant discount through the bookstore to students, faculty, and staff. About 75 percent of all students own a Mac.

Central (time-sharing) computing systems include several Hewlett Packard minicomputer systems for academic use and the library automation system, including an on-line catalog. A Colby account is set up automatically for each student; passwords may be entered at the Information Technology Services Office in Lovejoy 105 to activate a personal account. Each account provides integrated electronic mail, and a campus World Wide Web server enables personal Web pages. These computers can be accessed from Macs in all public clusters and from student rooms.

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 every faculty office and classrooms. All residence halls have direct Ethernet access to the network. The College has high-speed Internet access, which provides access to regional, national, and international computing resources, including electronic mail, Web service, file transfer, and remote login. Hundreds of major U.S. library catalogs are available on the Internet, in addition to supercomputers, specialized data sources, and conferencing systems.

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

The Media Services group of ITS, located in the Audiovisual Center in Miller Library, provides support for audiovisual resources in classrooms and elsewhere on campus. In addition to offering the traditional equipment delivery and loan services, the group also produces educational materials and provides instruction in many media-related areas. A full complement of equipment, from overhead projectors and computer projection systems to portable video recorders and video editing stations for student and faculty use, is maintained. Through its satellite downlink facilities, Media Services provides multilingual and special-interest programming to the campus via cable TV. Lectures, discussions, and other campus events are broadcast over "Moosenet," the College's own cable TV channel.

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

Information about Colby's current events, publications, and academic programs is available on the World Wide Web at the following address on the Internet: <http://www.colby.edu/>

Special Programs

Recognizing 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.

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 and public and professional services and for youth programs and sports camps.

The major focus of the summer program is continuing medical education (CME)—Colby is the only undergraduate college in the country approved by the Accreditation Council for Continuing Medical Education to sponsor CME for physicians. About 12 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 80 doctors enroll each summer in the seven-week Lancaster Course in Ophthalmology, and two- to four-day seminars are held in anesthesiology, child abuse, emergency medicine, family practice, forensic medicine, ophthalmology, pediatrics, and urology. The Maine Orthopaedic Review is a two-week course. In addition to CME accreditation, American Academy of Family Practice credit is generally available for courses designed for primary care physicians.

Public and professional service programs include the Church Music Institute, Great Books, and Piano Institute. The Portland String Quartet is in residence for two weeks. Youth camps for cheerleading, soccer, football, basketball, baseball, swimming, cross country, and other sports are available. The Maine Quilt Association holds its annual quilt show in the Wadsworth Gymnasium in July, and the New England Music Camp performs its annual Pops concert the first weekend in August.

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.

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 resources.

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 Services 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 experiment with CHOICES, 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 that 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 Portland, Boston, and New York City. Information and applications for the Graduate Record Examinations, Graduate Management Admission Test, Law School Admission Test, Medical College Admissions Test, National Teachers Examination, and the Foreign Service Examination can be obtained by seniors in the office, and all but the last two are administered at Colby at least once each year.

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

Admission

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

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

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

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

Colby 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-three and five-tenths percent of the members of the Class of 1996 graduated in four years. The six-year graduation rate of the Class of 1994 was 87.5 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: December 31.

January 1: Deadline for filing applications for winter option early decision admission and financial aid. Notification: January 31.

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.

April 1: 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 mid-January. 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 in the fall. 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 SAT-I Reasoning Test 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 College Board SAT Program, P.O. Box 6200, Princeton, NJ 08541-6200. Students taking ACT tests should make requests to ACT, P.O. Box 168, Iowa City, IA 52243. The Colby College test code is 3280.

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 Arbitur (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 35 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 36-37. 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 (CLEP) tests.

Health Records No student will be allowed to register, attend classes, or participate in any campus activities, including COOT (Colby Outdoor Orientation Trips), until health and immunization records have been received and approved by the College Health Center. Verification of a physical examination and of a TB skin test within the past six months is required, as is verification of the polio series and tetanus and diphtheria immunization within the past 10 years. Proof of two immunizations after the first birthday for measles, mumps, and rubella is also required. In compliance with Maine state law, Colby requires proof of immunization such 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.

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.

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 SAT-I Reasoning Test 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 College Board SAT Program, P.O. Box 6200, Princeton, NJ 08541-6200, U.S.A. To ensure that the results are sent promptly to Colby, please use the Colby College code, 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 an assistant dean of students is responsible for international activities and serves as the adviser to international students on immigration matters. An intensive English as a Second Language Bridge Program during the fall semester serves conditionally admitted students whose TOEFL scores are below Colby's minimum for acceptance. Individual English as a Second Language tutoring is available to any international student at any time during the academic year.

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, alumni, faculty, and staff members.

Placement in Mathematics A mathematics placement questionnaire must 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 SAT-II Subject Test in a foreign language.

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 1996-97

	Sem. I	Sem. II	Total
Tuition	\$10,630	\$10,630	\$21,260
Board	1,380	1,380	2,760
Room	1,475	1,475	2,950
General Fee	465	465	930
	<hr/>	<hr/>	<hr/>
	\$13,950	\$13,950	\$27,900

Calendar of Payments 1996-97

	On Campus	Off Campus
<i>Upon Acceptance for Admission:</i> Admission deposit— new students only (nonrefundable).	\$200	\$200
<i>April 1:</i> Attendance deposit for first semester—return- ing students only (nonrefundable after July 1, 1996).	\$200	\$200
<i>August 1:</i> One half of annual basic charges, less admis- sion or attendance deposit.	\$13,750	\$10,895
<i>August 1:</i> Colby Outdoor Orientation Trip fee— new students only	\$175	\$175
<i>January 1:</i> One half of annual basic charges.	\$13,950	\$11,095

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.

Study-Abroad Deposit: Students participating in a Colby abroad program are required to pay a \$500 deposit. This deposit is forfeited should the student withdraw from the program.

Basic Charges

Tuition: All matriculating students are required to enroll for at least nine credit hours each semester at the basic tuition rate of \$10,630 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 that 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 \$820 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 \$10,630 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 \$350 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 \$465 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 off-campus programs*.

Students 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. Semester fees for the 1996-97 Colby off-campus programs are as follows:

Semester Charges

Colby in Cork	\$13,950
Colby in Costa Rica	\$13,950
Colby in Cuernavaca	\$13,950
Colby in Dijon	\$13,950
Colby in Freiburg	\$13,950
Colby in London	\$13,950
Colby in Oxford	\$13,950
Colby in St. Petersburg	\$13,950
Colby in Salamanca	\$13,950
Colby in Washington	\$9,500

Students who matriculate at Colby in the fall of 1995 or later and who subsequently transfer credits for full-time study in a non-Colby program will be subject to a fee of \$1,000 per semester. This fee will be charged on the Colby tuition bill.

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

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.

Students who are not enrolled on campus for the fall and/or spring semester will be charged a fee of one ninth the annual basic charge of \$27,900 for participating in the January Program.

Miscellaneous Charges

Applied Music: A student receiving musical instruction under the applied music program is charged a fee for a one-credit course and for a two-credit course. Music majors will be permitted to enroll in one course per semester at no charge but will be charged for a second course.

Medications: A student will be charged for the cost of prescription and non-prescription medicines prescribed by the health services staff.

Fines: Fines are charged 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 Statements for basic charges are normally mailed two to four weeks before they are due. Additional statements are furnished monthly for accounts with outstanding balances due and may be mailed to students as deemed necessary by the College.

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 for the amount of the scholarship but 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.

The College does not accept credit cards for payment of student account charges.

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 day 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 10% of the enrollment period	90%
Next 15% of the enrollment period	50%
Next 25% of the enrollment period	25%
Thereafter	0%

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

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.

No refund will be made until the withdrawal/leave process established by the dean of students is completed.

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 likely will 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; continue a financial aid grant program for about one third of all Colby students; maintain and update the College's physical plant and sophisticated equipment; and retain flexibility for currently unforeseen but essential investments that will be needed 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 8:30 a.m. and 4:30 p.m. 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 Financial Aid.

Financial Aid

Colby offers financial aid to admitted students who demonstrate eligibility. In order to ensure equal access and opportunity for students from all economic backgrounds, Colby awards approximately \$13 million annually in grants, loans, and campus employment to approximately 1,100 full-time students, or 65 percent of the enrollment.

The average aid package awarded to 783 students in 1995-96 was \$15,120. 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 Direct Ford/Stafford Loans.

Colby requires all aid applicants to submit the Free Application for Federal Student Aid (FAFSA) to the federal processor before February 1. On the basis of the FAFSA, parents' and students' tax returns, and Colby supplemental information forms, the College determines eligibility 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 decision financial aid application 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, and Colby's official Claremont, Howard, and Clark Atlanta 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 and Colby policy.

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 federal laws 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 of the serious 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, who invite pledging, who haze, or who 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 Colby community—students, faculty, staff, trustees, overseers, alumni—is committed to maintaining a residential atmosphere that supports personal growth and learning; ensures individual rights and the well-being and the dignity of others; promotes understanding and respect; and fosters the opportunity to make lasting friendships. To this end, where alcohol is used, it must be used responsibly, and abuse will not be tolerated.

Colby's policies governing the possession, sale, and consumption of alcoholic beverages (which are set forth in Appendix VIII of the *Student Handbook*) are consistent with Maine state law. Students are personally responsible for compliance. The legal drinking age in Maine is 21. State of Maine laws forbid possession of alcohol by underaged persons.

Any student found using or supplying illegal drugs, including steroids, or in possession of drug paraphernalia is subject to disciplinary action, including suspension or expulsion. The College wishes to help those who have substance abuse problems, and confidential counseling is available to those who will discuss treatment and participate in a treatment program.

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

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

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

Upon recommendation of the medical director or director of counseling services, the College reserves the right to require a student to withdraw for medical or psychological reasons.

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

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

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

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

A new 141-bed dormitory is under construction and will be occupied in the fall of 1997. This new facility, designed in consultation with students, will include a number of suites for upperclass students. Because of the additional accommodations of the new dormitory, the number of off-campus permissions granted for 1997-98 will be significantly fewer than those granted in previous years.

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

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

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The Colby Plan

In 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.

Unless taken as part of an established institutional exchange program, credits earned at another institution while a student is registered concurrently at Colby may not be applied toward graduation requirements.

Quantity Requirement (Credits) 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 At least a 2.00 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 (Composition) is required.

Foreign Language: 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 SAT-II 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 Office of the Registrar. 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 aesthetic 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 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 on 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 wellness seminars, fitness classes, varsity athletics, activities classes, and club sports. More specific information concerning the wellness requirement is provided in the section "Physical Education."

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 declare 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 2.00 average, has been earned in the new major. If, in the senior year, the average in courses completed toward the major falls below 2.00, the major requirement is not fulfilled, and the degree cannot be awarded.

Any student whose major average falls below 2.00 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:

African-American/American Studies	Geology-Biology
American Studies	German
Anthropology	Government
Art	History
Biology	International Studies
Chemistry	Latin American Studies
Chemistry: Biochemistry	Mathematics
Classical Civilization	Mathematics-Mathematical Sciences
Classical Civilization-English	Music
Classics	Performing Arts
Classics-English	Philosophy
Computer Science	Philosophy-Mathematics
East Asian Studies	Physics
Economics	Psychology
Economics-Mathematics	Religious Studies
English	Russian Language and Culture
Environmental Policy	Sociology
French Literature	Spanish
French Studies	Women's Studies
Geology	

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: Cell and Molecular Biology/Biochemistry
Chemistry: Environmental Science
Economics: Financial Markets
Geology: Earth Science
Geology: Environmental Science

Minors In addition to a major, students may also elect a minor. A minor normally consists of five to 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 2.00 average in the minor. Current minors are:

Administrative Science	Geology
African-American Studies	German
Anthropology	Human Development
Art	Japanese
Chemistry	Mathematics
Chinese	Music
Classical Civilization	Performing Arts
Classics	Philosophy
Computer Science	Physics
Creative Writing	Psychology
East Asian Studies	Religious Studies
Economics	Russian Language and Literature
Education	Science, Technology, and Society
Education: Professional Certification	Women's Studies
Environmental Studies	

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

Independent Majors A student may design an independent major by a detailed written proposal, prepared with the support of an adviser who agrees to assume responsibility for the program throughout its course. Normally there will be at least one other adviser who will help to shape and direct the program. The program must include integrated course work representing from one quarter to one third of the total credit hours required for graduation and an independent study in the senior year. Implementation requires the written approval of the independent major board, a subcommittee of the Independent Study Committee. An annual report is required from each independent major and adviser and 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 Fernando Gouvêa.

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 in the catalogue 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.

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.

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.

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.

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.

Academic Honors

Phi Beta Kappa 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. Phi Beta Kappa certificates may be awarded to members of the three lower classes for distinction in scholarship.

Latin 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.

Honors in [Major] Honors programs are offered in American studies, anthropology, chemistry, computer science, East Asian studies, economics, English, French, government, history, international studies, Latin American studies, mathematics, performing arts, 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]."

Distinction in the Major This category of honors may be awarded to a student on the specific recommendation of the department. To be considered for the award, the student must have at least an average of 3.25 in the major; some departments stipulate a higher average in the major.

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. Application must be made during the student's junior year. Inquiries should be directed to the chair, Associate Professor Fernando Gouvêa.

Named Scholarships Academic excellence is 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 Recognition by the Dean's List requires an average of all marks in the previous semester of at least 3.20 for upperclassmen (3.00 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.

Other Honors Academic departments may recognize students' achievements, according to departmental guidelines, with certificates or other awards.

The names of students who graduate with Latin honors, honors or distinction in major, senior scholar status, election to Phi Beta Kappa, or as Bixler or Dana scholars are printed in the annual commencement program.

Academic Programs

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

Division of Humanities, Associate Professor Debra Campbell, 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 Edward Yeterian, chair, includes the departments of Administrative Science, Anthropology, Economics, Government, History, Psychology, Sociology.

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

Division of Interdisciplinary Studies, Associate Professor Patrice Franko, 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, Latin American Studies, Science, Technology, and Society, and Women's Studies.

Integrated Semester Studies Integrated Semester Studies is a pioneering program in liberal arts education, designed to explore a brief but momentous era in world civilization from the perspective of four different disciplines. The integrated semester will afford students an opportunity to learn about a subject in depth and to make broad connections between disciplines that will help reveal the essential unity of human knowledge and experience. It is open to all classes. In the spring of 1997, faculty in history, literature, music, and physics will inaugurate this program with four courses offering an examination of the years 1919-1945—from the end of World War I through World War II. In the fall of 1997, the emphasis will be on The Age of Enlightenment and Revolution, 1775-1800. The program and the individual courses are described under "Integrated Semester Studies" in the "Courses of Study" section of this catalogue.

Opportunities to Study Away Colby maintains an Office of Off-Campus Study to provide information and guidance to students planning to study in another country or at another institution in this country. Applications are processed through this office in advance of the student's enrollment in a program of study away from Colby. Students are encouraged to consult their major and minor advisers, as well as the off-campus faculty liaison in their major or minor department, before making plans for study abroad. Students interested in any of the off-campus programs will contact the Office of Off-Campus Study for specific information. In a few programs, specific College departments are also listed for reference.

Colby-Sponsored Foreign-Language Semesters 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 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.

Colby/IES in Freiburg: Conducted in conjunction with the Institute for European Studies, this program provides an opportunity to study German language, literature, and cultural history and European economic policies in Freiburg, Germany. Participants reside in university dormitories together with their German counterparts and students from other countries. Cultural events and excursions to the Black Forest and Munich are included. Applicants must have completed two semesters of college-level German. The program is offered in the fall semester.

Additional information on these foreign-language semesters may also be obtained from the Admissions Office (for entering first-year students).

Colby-Sponsored First-Year Programs Designed specifically for entering first-year students, the College offers the following programs abroad, all in the fall semester:

Colby in Cuernavaca: Refer to description above.

Colby in Dijon: Refer to description above.

Colby in London: Provides the experience of living and studying in one of the world's most cosmopolitan cities. A resident Colby professor supervises all aspects of the program, a "study group" that includes a fixed curriculum arranged especially for incoming first-year Colby students. Because London is the theater capital of the English-speaking world, the program's core is related to the performing arts and is augmented by courses in English composition and art history. Participants reside in the International Student House and experience theater, concerts, museums, and the English culture.

Colby-Sponsored 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 Ireland, England, Spain, and Russia.

Colby in Cork: This is a program for students with any major in the natural sciences, social sciences, or 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.

Colby in London Liberal Arts Program: Through the Colby in London Liberal Arts Program, students have a choice of studying at University College London (for either semester or for a full academic year) or the London School of Economics (for a full academic year only). Students live in university residences. The College maintains a London Center near University College with a resident director and administrative staff. Students who opt to study in London during the fall semester take a specially arranged orientation course for three weeks prior to the start of regular university courses. Group activities, including excursions and theater tickets, are part of the program.

Colby in London Theater Program: This program, offered in the spring semester, provides students an opportunity to study professional theater. The program, with a core of required performing arts courses and some other options, includes attendance at a variety of theatrical productions and is designed to accommodate both beginning and more advanced students. A Colby professor serves as resident director. Information is available from the Performing Arts Program.

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 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 a full cultural program is offered, including excursions. Other opportunities for study in Russia include participation in the American Collegiate Consortium for East-West Educational Exchange as well as approved non-Colby programs. Further information may be obtained from the Department of German and Russian.

Colby-Affiliated 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.

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 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 also available from 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 People's University in Beijing. In addition to this program, East Asian studies majors and nonmajors alike avail themselves of opportunities to study on Taiwan, at other schools in China and Southeast Asia, and at intensive summer programs stateside. More information about these programs is available from the chair of the East Asian Studies Department.

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.

I.S.L.E. Sri Lanka Program: Colby is a member of the Intercollegiate Sri Lanka Education consortium. Students may study in Sri Lanka during the fall semester on a program that combines study of Sinhala as well as courses in the philosophy and culture of the country. Students live with families, and the program is supervised by a resident director from one of the consortium colleges.

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 to Colby. Approval forms and a handbook of approved programs are available from the Office of Off-Campus Study. For study abroad for the academic year 1997-98, the deadline is March 15, 1997. Students on financial aid continue to receive that aid if they attend a Colby-approved program. Particular areas of study include:

Study in English-Speaking Countries: In addition to Colby's programs in London and Cork, the College has a relationship with Harris Manchester College, Oxford, in which three highly qualified students may study for a year and live in the Oxford environment. Students also may study at the universities of Edinburgh, Glasgow, and Warwick in the United Kingdom, at a variety of universities in Australia and New Zealand, and at a special program in South Africa.

Study in Non-English-Speaking Countries: Colby maintains close relations with Hamilton College's and Wesleyan University's programs in Paris, which offer students with an advanced level of French the opportunity to study (for an academic year or semester) alongside French students in courses in the humanities or social sciences. Similar programs are available in

Chile and Ecuador. With the exception of language-acquisition programs, students who wish to study in a country whose language is taught at Colby must have taken the equivalent of at least four semesters of the language before departure (some programs require more advanced preparation). In other countries, students are required to take courses in the host-country language for the duration of their program. In addition to study in Europe, opportunities are available in Latin America, Africa, Southeast Asia, and the Middle East.

Foreign Exchange Colby has an exchange program with the École Normale Supérieure in Fontenay/St. Cloud, France. Each year, a student of this school comes to Colby as the French assistant, and Colby sends a student (normally a recently graduated French major) to France, where he or she may take courses or serve as an English-language assistant in a French high school.

Agreements with the Universidad de Salamanca and University College Cork, in conjunction with Colby's junior-year-abroad programs at these universities, allow Spanish and Irish students to spend a year at Colby.

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

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

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

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

Engineering Programs: Colby 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" in this catalogue. 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.

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.

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 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.

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.

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 ideas to final draft. The tutors are trained to work with various forms of writing—lab reports, case studies, application essays, and 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 center, located in Miller Library.

Academic Procedures

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 and Deadlines."

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 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 ensure 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 urged to complete all distribution requirements by the end of their sophomore year. Students are encouraged to elect subject areas that are new to them and are advised to avoid overconcentration in any department or division.

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

Election of Courses Each semester 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. These elections and subsequent changes must have the adviser's approval and be filed with the registrar before credit will be granted for any course taken.

Deadlines for voluntary changes, which include adding or dropping a course, changing sections within a course, declaring or revoking the satisfactory/unsatisfactory option, augmenting or decreasing credit in courses offered for variable credit, and withdrawing from courses (applicable for upperclass students only) appear in "Critical Dates and Deadlines," published annually by the registrar.

Full time standing during a semester requires a minimum of 12 credit hours.

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.

Ordinarily, a student can neither repeat a course for additional credit nor register for two courses scheduled to meet concurrently.

Registration Registration each semester takes place on a date specified in the College calendar. Except in exceptional circumstances specified in advance in writing by the dean of students, a student will not be permitted to register later than the seventh class day of each semester.

It is important that students understand the distinction between payment of fees and

registration. Prior to registration, each student must complete payment of fees as specified by the treasurer, who is not authorized to defer such payment.

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

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.

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 with a mark of *WF* may result.

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.

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.

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

Warnings Throughout the semester, at the discretion of the professor, warnings are issued to students. A *major* warning signifies that a student's average is below passing; a *minor* warning means that a student's average is barely passing. Warnings may also be issued for excessive absence or late or incomplete assignments. Attention is called to the statement on attendance in the "Academic Requirements" section of this catalogue.

Semester Exams Six days are set aside at the close of each semester for two-hour final exams. 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 (on the appropriate form) of a valid conflict involving 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.

Marks A student may obtain marks from instructors, but the only official College record is that maintained in the Registrar's Office. Grade reports are issued to the student at the end of each term; the College does not normally furnish parents with reports. Grade reports may be withheld at the direction of the Business Office for students whose financial obligations to the College have not been met.

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

Abs signifies absence 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, the second day following spring vacation for January courses, 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.

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 2.00 grade

point average in any semester, exclusive of the January Program, are subject to probation or dismissal from the College. 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 (2.00) 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.

Upon their return to the College, the records of students on study programs elsewhere are subject to review and action by the Committee on Academic Standing.

Academic Standing A student's class standing is determined by the number of credit hours earned and full-time 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.

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. Matriculated 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 an SAT-II Subject Test in a foreign language 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. 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.

For newly admitted students:

- (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).

For matriculated students:

(1) Students seeking to transfer credits for full-time study away from Colby must file application forms by the established deadlines with the Office of Off-Campus Study. Approval must be obtained prior to beginning such study. Deadlines are listed under "Academic Programs" in this catalogue. The Office of Off-Campus Study must be notified immediately of any subsequent change in the approved program.

(2) Graded credits earned at an accredited degree-granting institution may be transferred toward a Colby degree by matriculated students, including students dismissed for academic reasons by the Committee on Standing, if approved, prior to enrollment in specific courses at the other institution, by the appropriate College authorities. Forms on which to seek approval can be obtained from the Office of the Registrar. The Registrar's Office must be notified immediately of any subsequent change in the approved program.

(3) No student may receive transfer credit for more than 14 credit hours taken for the purpose of making up deficiencies incurred at Colby. Credits earned at summer school will not constitute a semester to apply to the eight semesters required for the Colby degree.

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 permanent entries 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.

Auditing Courses A matriculated Colby student may arrange to audit courses with the consent of the instructor. 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. The decision whether the course is to be audited or taken for credit must be made at entry.

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

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 approval of the dean of students. 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 Office.

Students taking a leave of absence must notify the College by the date when course preregistrations are due for the following term.

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.

Withdrawals and leaves of absence must be effected officially by filing a form 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 the section titled "Student Fees"). A student who leaves without official notification is not eligible for refunds, which are calculated from the date the withdrawal is approved by the dean of students.

Transcripts Transcripts are available from the Registrar's Office upon written request of the student or former student. There is no charge for the transcript itself; fees will be assessed for special requests such as immediate delivery or transmission by overnight courier or fax. (It should be noted that a transcript sent via fax is not official.) Transcripts will not be issued for anyone whose financial obligations to the College have not been met.

Courses of Study

Course Designations Each course is identified by a title, subject, and number: e.g., *English Composition is English 115* and would appear on the printed curriculum as *EN115*.

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

- 000: noncredit January programs; priority to first-year students unless otherwise noted
- 100: priority 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

Course descriptions include specific *prerequisites* when these are required by instructors. Priorities for admission to some courses are set by departments, and such information is included in the printed curriculum from which courses are elected.

Departments have the option to decide whether particular courses are offered in either one or both semesters and/or in January. Catalogue descriptions provide this information with bold-faced letters immediately following course numbers:

- f**: course is offered in fall semester
- j**: course is offered in January term
- s**: course is offered in spring semester
- []**: course is not offered in current year

Catalogue descriptions of courses that fulfill *Area* requirements include a bold-faced capital letter following the number of credit hours:

- 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, so the "area" may vary according to the department of the instructor.

Courses that fulfill the requirement in *Diversity* are designated by a bold-faced **D**.

Credit hours are per semester and are indicated in each course description as well as in the printed curriculum. Some courses, listed for variable credit, provide an opportunity for students to earn augmented credit by completing extra work as agreed upon with the instructor by a specified deadline and registered for appropriately.

With the exception of "topics" courses and seminars in which subject matter varies, courses may not be repeated for additional credit.

Courses listed in the catalogue as well as the curriculum are subject to withdrawal at the discretion of the College administration. Departments reserve the right to limit enrollment in any course and to establish priorities for courses that might be overenrolled.

The curriculum for each semester, available at the Registrar's Office, provides information about the time and place of classes as well as their final examination group numbers.

"Critical Dates and Deadlines," a schedule for each academic year, is issued by the registrar and includes deadlines for adding, dropping, and withdrawing from courses and for declaration and revocation of the satisfactory/unsatisfactory option or augmented credit option.

Administrative Science

Chair, PROFESSOR RANDY NELSON

Professors Nelson¹ and Leonard Reich; Associate Professor Batya Friedman²; Visiting Professor George Miaoulis³; Visiting Associate Professor Elizabeth Turesky⁴; Visiting Assistant Professors William Lee⁵ and Barry Farber⁴

¹Joint appointment in administrative science and economics.

²Joint appointment in administrative science and mathematics.

³Part time, first semester only.

⁴Part time.

⁵Part time, second semester only.

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 major in administrative science will not be offered after the 1997-98 academic year; the major is thus unavailable to students matriculating after the 1994-95 academic year. The minor in administrative science *will* continue to be offered and is available to all students.)

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 Economics 331 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, Mathematics 112 or 231, 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.

212f Issues in Management A broad perspective on the field of administrative science is provided through consideration of the ethical, financial, interpersonal, structural, economic, and legal issues that managers face. Emphasis is placed on quality and competitiveness. Based on readings, lectures, and case studies. *Three credit hours.* S. MR. REICH

221fs 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. *Three credit hours.* MR. FARBER

250s Industry, Technology, and Society, 1750-1900 An examination of the processes by which rapid technological developments took place in America, including the stimuli and constraints on inventors, engineers, entrepreneurs, and corporations; attempts by government to control technology; and the impact that evolving technology and industry had on social values. Also listed as Science, Technology, and Society 251 and as History 242. Enrollment limited. *Three or four credit hours.* H. MR. REICH

[251] Industry, Technology, and Society in the 20th Century An examination of developments in American technology and industry during the course of this century. Major

topics include the rise of the auto, electrical, computer, and communications industries; the importance of research, development, and marketing to the growth and diversification of the economy; environmental and agricultural issues; and atomic energy. Also listed as Science, Technology, and Society 251 and as History 243. Enrollment limited. *Three or four credit hours.*

H. MR. REICH

279f Organizational and Group Dynamics Introduction to research, theories, and their practical applications in understanding human behavior at work; the individual, the group, and the organization. The course integrates readings, lectures, case studies, and experiential learning methodology. *Three credit hours.* **S.** MS. TURESKY

311f Managerial Finance I An introduction to financial markets, institutions, and instruments. The tools needed for discounted cash flow analysis, asset valuation, and capital budgeting are developed. The effects of diversification on risk and the relationship between risk and return are also considered. *Four credit hours.* MR. NELSON

322s Managerial Finance II An examination of (i) the issues firms face in obtaining long-term financing and establishing a dividend policy, (ii) the effects of capital structure on the cost of capital and the value of the firm, (iii) international corporate finance, and (iv) the use of financial derivatives, including options, to manage financial risk. *Prerequisite:* Administrative Science 311. *Four credit hours.* MR. NELSON

333f 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. *Prerequisite:* Administrative Science 212. *Three or four credit hours.* **S.** MR. MIAOULIS

336s 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; and the relationship of ethics to effective corporate strategies. The last issue is emphasized. *Prerequisite:* Economics 133, 134, Administrative Science 212. *Three or four credit hours.* MR. REICH

354s 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

371f The Computer and Decision Making How does computer technology support, hinder, and transform human activity? At the core of this 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. *Prerequisite:* Administrative Science 212. *Four 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.*

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

491f, 492s 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

493fs 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 Sweeney (English), James Webb (History), and Robert Weisbrot (History); 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/American studies, or they may elect a minor in African-American studies built upon courses in anthropology, history, literature, economics, government, music, religious studies, and sociology. The program exposes students to the history and cultures of Africans and people of African descent throughout the Americas. However, the primary focus of the program is on the literature, history, and culture of African Americans in the United States.

Requirements for the Major in African-American/American Studies

Fifteen courses selected from American studies, literature, social science, and music, including American Studies 276 or African-American Studies 276, African-American Studies 312, American Studies 271, 493, English 355, 356, 343, History 131, 132, and 247; English 426; either Music 232, 234, American Studies 272, or 297; either History 342 or 442; either Anthropology 211, 217, Sociology 214, 252, 254, 355, 356, 357, Government 319, or Women's Studies 221; and one course focused on Africa, preferably Anthropology 237, History 360, 363, or 364. Course substitutions and exchanges may be made in consultation with the adviser.

Requirements for the Minor in African-American Studies

Seven courses including African-American/American Studies 276; African-American Studies 312 or English 493A (Spring 1997 only); English 343; History 247; Music 232, 234, American Studies 272, or 297; at least one course focused on Africa; and either Anthropology 217, Government 319, Sociology 214, 252, 254, 355, 356, 357 or 493 (Fall 1996 only). Course substitutions and exchanges may be made in consultation with the adviser.

Interested students may also consider an independent major in African-American studies or an independent major that combines African-American studies with another relevant discipline.

276s 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] 20th-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.

491f, 492s 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

Courses that apply to African-American/American studies major

<i>American Studies</i>	271	Introduction to American Studies: The Material Culture of Modern Life
	493	Seminar in American Studies
<i>Anthropology</i>	211	Indigenous Peoples and Cultures of North America
<i>English</i>	355	Studies in American Literary History
	356	Studies in American Literary History
	413	Authors Courses (when appropriate)
<i>History</i>	131	Survey of United States History to the Civil War
	132	Survey of United States History: 1865 to the Present
<i>Music</i>	133	American Music

Courses approved for African-American studies

<i>American Studies</i>	276	African-American Culture in the United States
	298	American Popular Culture
<i>Anthropology</i>	217	Race and Ethnicity: Cross-Cultural Race Perspectives
	237	Ethnographies of Africa
<i>English</i>	343	African-American Literature
	493	Seminar: American Gothic Literature (Bryant only)
<i>Government</i>	319	Law and Social Change: Women and Minorities
<i>History</i>	247	African-American History
	342	Crisis and Reform: American Society and Politics in the 1960s
	360	The Western Sahel
	363	Debating the African Past
	364	Economic Change in 20th-Century Africa
	442	Seminar: African-American Thought and Leadership
<i>Music</i>	232	Jazz History
	234	From Doo-Wop to Disco: Rock's First Era: 1945-75
<i>Sociology</i>	214	African-American Elites and Middle Classes
	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
	493	Seminar: Race in the Sociological Tradition (Fall 1997 only)

American Studies

Director, PROFESSOR RICHARD MOSS

ADVISORY COMMITTEE: *Professors Charles Bassett (American Studies and English), Christine Bowditch (Sociology), Patrick Brancaccio (English and Performing Arts), Cedric Bryant (English), Debra Campbell (Religious Studies), Anthony Corrado (Government), James Fleming (Science, Technology, and Society), 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*), Margaret McFadden (*American Studies*), Moss (*History*), Patricia Onion (*English*), Leonard Reich (*Administrative Science and History*), John Sweney (*English*), Pamela Thoma (*American Studies and Women's Studies*), Robert Weisbrot (*History*); Adjunct Instructor Linda Goldstein; and five students majoring in American studies

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

Requirements for the Major in American Studies

American Studies 271* and 493; English 355* and 356*; History 131* and 132*; two additional English courses in American literature; two additional courses in American history; and four additional courses other than American history or American literature (see lists below) with some interdisciplinary focus on American culture—coordinated with the approval of the major adviser according to chronology, theme, or method—to bring the total to a minimum of 14 courses. Majors are expected to take one course dealing with “minority American cultures,” chosen from a list distributed each semester by the program. (*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 African-American/American studies; requirements are listed under African-American Studies.

[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 are 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 participate, 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.*

271fs **Introduction to American Studies** An introduction to methods and themes in American studies, the interdisciplinary examination of past and present United States culture. This year the focus will be on the United States in the 1930s: films, radio, photographs, novels, philosophy texts, sociological studies, prescriptive literature, popular and art music, paintings, and drama of the period in the context of the political and cultural upheavals of the Great Depression. *Four credit hours.* MS. MCFADDEN

[273j] Introduction to American Material Culture: The Interpretation of Objects Exploration of the ways in which objects can be employed to illuminate the culture of the society in which they were produced. Objects such as photographs, tools, silver, clothing, and buildings examined in light of an intersecting sequence of methodologies including close formal analysis, iconography, structuralism, semiotics, feminism, and Marxist criticism. *Four credit hours; three credit hours in January.*

276s 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 African-American Studies 276. *Four credit hours.* S, D. MS. GILKES

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

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

[297j] Our National Pastime: Baseball and American Society The contributions of baseball to various aspects of American culture and society. Issues include race relations, economic implications, and the game as symbol. Movies, e.g., *Pride of the Yankees*, *A League of Their Own*; books, e.g., *The Natural*, *Men At Work*, *Only the Ball Was White*, *Summer of '49*, and *October 1964*. Enrollment limited. *Prerequisite:* Permission of the instructor. *Two or three credit hours.*

298s American Popular Culture An examination of “popular” culture and its relationship to “folk,” “mass,” and “high” cultures. Two primary issues will be considered simultaneously: (1) the historical evolution of different forms of popular culture, including popular literature, theater, and music, as well as mass cultural forms like silent and sound film, recorded music, radio, paperback books, and television; and (2) theoretical tools of cultural studies will be used to analyze the production and reception of particular examples of popular culture, connecting these texts to their historical and cultural contexts. Special attention to the role of popular culture in shaping the development of gender, racial, and class formations in the United States. *Four credit hours.* MS. MCFADDEN

331s 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 historically it has 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. MR. BRANCACCIO

378s American Dreams Houston Baker Jr. has written: "During the past quarter century . . . we who have been othered have awakened." That awakening reflected in the range of cultural identities that compose America. Using the lens of popular culture, we will develop a multicultural perspective on the American experience through 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 explored through ongoing dialogues among identities. *Four credit hours.* D. MS. MANNOCCI

397f Introduction to Asian-American Cultures Through examination of selected interdisciplinary readings and popular culture, a focus on the experiences of Asian Americans in the United States. Thematic emphasis on the diversity of Asian Americans across class, ethnic, and national lines. Topics include the social and cultural construction of race and ethnicity; immigration patterns and their effects; militarism and colonization; family and community; cultural nationalism and feminism. *Three or four credit hours.* MS. THOMA

483f, 484s 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

491f, 492s 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

493f Seminar in American Studies: 20th-Century American Comedy An interdisciplinary seminar incorporating theoretical approaches to the study of American thought and culture. Topics will vary. Fall 1996: Comedy as a lens through which to view the complexities and contradictions of 20th-century American culture, drawing on theories of comedy from literary studies, philosophy, psychology, and anthropology and analyzing comic texts, jokes, songs, cartoons, films, radio, television, stand-up routines, and "literary" humor. Attention to comic genres like parody and satire, ethnic humor and stereotypes, and comedy's role in exposing, subverting, and reinforcing cultural boundaries and assumptions. *Prerequisite:* Senior standing as American studies major. *Four credit hours.* MS. MCFADDEN

493s Seminar in American Studies: Asian-American Autobiography An interdisciplinary seminar incorporating theoretical approaches to the study of American thought and culture. Topics will vary. Spring 1997: The production of Asian-American autobiography primarily through written expression but also through other cultural texts, including film, video, and visual art. Using recent autobiographical theory, we will address questions of mediation and authoring, the desire for authenticity, the will to speak and self-name, and the meaning of identity. *Prerequisite:* Senior standing as American studies major. *Four credit hours.* D. MS. THOMA

Courses from other departments that may be applied to the American studies major

<i>Administrative Science</i>	250	Industry, Technology, and Society, 1750-1900
	251	Industry, Technology, and Society in the 20th Century
	336	Business Ethics and Strategy
	354	Law in American Society
	<i>Anthropology</i>	211
217		Race and Ethnicity: Cross-Cultural Perspectives
253		Anthropology of Gender
313		Investigating Cultural Diversity

- Art* 277 American Visual Arts I
 278 American Visual Arts II
 353 Contemporary Art, 1914 to the Present
 493 Seminar (when appropriate)
- Economics* 231 Environmental and Natural Resource Economics
 274 American Economic History
 312 Topics in Law and Economics
- Education* 215 Adolescents in Schools and Society
 235 Multicultural Education and the Difference of Politics
 271 Environmental Science and Values Education
 332 Women, Girls, and the Culture of Education
 336 American Education: Historical Perspectives on Modern Issues
- English* 333 Modern American Drama, 1920-1970
 334 Contemporary American Drama
 338 American Renaissance I
 339 American Renaissance II
 341 American Realism and Naturalism
 342 American Indian Literature
 343 African-American Literature
 344 19th-Century American Poetry
 345 Modern American Fiction
 347 Modern American Poetry
 349 Contemporary American Fiction
 351 Contemporary American Poetry
 353 The American Short Story
 355 Studies in American Literary History I
 356 Studies in American Literary History II
 362 Art and Oppression
 413 American Authors
 425 Modern Women's Literature
 426 Tilling the Garden: African-American Women Writers at Work
 493 Seminar in American Literature
- Government* 211 The American Presidency
 212 The American Congress
 213 United States Senate Simulation
 214 Parties and the Electoral Process
 231 United States Foreign Policy: The Cold War
 232 United States Foreign Policy: After the Cold War
 273 American Political Thought
 311 The Judicial Process
 312 The Politics of Presidential Nominations
 313 American Constitutional Law I
 314 American Constitutional Law II
 315 American Constitutional Law III
 316 Presidential Electoral Politics
 317 The Policy Making Process
 319 Law and Social Change: Women and Minorities
 320 American Liberalism in Thought and Practice
 331 Business and American Foreign Policy
 335 United States-Latin American Relations
 351 United States Policy Toward the Middle East
 371 Foundations of American Constitutionalism
 411 Seminar: The New Deal

- 412 Tutorial, The Politics of Presidential Elections
 413 Seminar: Policy Advocacy
 414 Seminar: Ethics in Politics
 415 Tutorial, American Government
 432 Seminar: United States Foreign Policy
- History* 131 Survey of United States History: To 1865
 132 Survey of United States History: 1865 to the Present
 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
 245 U.S. Histories of Sexuality
 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: U.S. History, 1775-1860
 340 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
 346 Comparative Social Movements in 20th-Century U.S. History
 347 America in Vietnam
 348 U.S. Urban History
 382 The Atlantic Revolutions
 433 Seminar: Culture in America
 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
 234 From Doo-Wop to Disco: Rock's First Era
 236 American Musical Theater in the 20th Century
- Philosophy* 252 American Thought
- Psychology* 232 Cognitive Psychology
 237 Psychology of Language
 253 Social Psychology
 356 Social Psychology Seminar
- Religious Studies* 257 Women in American Religion
 318 Seminar: Mary Daly
 319 Religion in North America
- Science, Technology, and Society* 216 Aeronautics in America
 219 The American Home, 1794-1994
 271 History of Science in America
- Sociology* 393 Technology, War, and Society
 214 African-American Elites and Middle Classes
 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
 273 The Family
 276 Sociology of Gender
 277 Sociological Social Psychology
 292 Social Change
 334 Social Deviance
 353 The City in Sociological Perspective
 355 African-American Women and Social Change
 356 African-American Religious Experience
 357 Race Relations and Social Change
 376 Divorce and Contemporary Society
 493 Senior Seminar in Sociology: Race and Ethnicity in the U.S.
- Women's Studies*
- 221 Gender, Race, and the Politics of Difference
 311 Seminar in Feminist Theory

Ancient History

In the Department of Classics.

Professor Joseph Roisman

154s 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

158f 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

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

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

[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 majors and minors in classics and in science, technology, and society. Also listed as Science, Technology, and Society 393. *Four credit hours.* **H.**

491f, 492s 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

Chair, ASSOCIATE PROFESSOR DAVID NUGENT

Associate Professor Nugent, Assistant Professors Mary Beth Mills¹, Catherine Besteman¹, and Jeffrey Anderson; Visiting Assistant Professor Constantine Hrisikos

¹On leave full year.

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 493; either Anthropology 113 or Religion 118; one culture area course selected from Anthropology 211, 233, 235, or 239; one topics course selected from Anthropology 214, 252, 253, 256; 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 (following anthropology course descriptions) 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.

Honors in Anthropology

Seniors majoring in anthropology may apply for the honors program during the first two weeks of the fall semester. In addition to securing a faculty sponsor and department approval, the student must have a 3.25 overall grade point average and a 3.60 grade point average in the major or special permission of the department. The program involves independent research conducted in Anthropology 483. Honors normally will be taken as a four-credit course, and the final product will be between 50 and 70 pages of superior quality.

Requirements for the Minor in Anthropology

Six courses, including Anthropology 112; either Anthropology 113 or Religion 118; one culture area course selected from Anthropology 211, 233, 235, or 239; one topical course selected from Anthropology 214, 217, 252, 253; and two additional courses in anthropology (300 or 400 level) or selected from the list of electives.

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.

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.

112fs 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.** FACULTY

[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.

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

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

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

213j **Human Rights and Indigenous Peoples** Throughout its history, anthropology has been committed to and active in maintaining the rights of indigenous peoples against the negative global forces of nation-state power, racist ideologies, assimilative missionization, and industrial resource appropriation. To develop an informed, up-to-date, and critical understanding of these issues, the course will offer an overview of the contemporary state of indigenous peoples and then guide students in pursuing on-line research of Internet sites established by indigenous peoples themselves, anthropological groups, international human rights organizations, world news services, national governments, and the United Nations. *Prerequisite:* Anthropology 112. *Three credit hours.* D. MR. ANDERSON

[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.

[215] **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.

[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. 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. 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 have conventionally identified human cultures as located in particular places, countries, or communities. What happens to cultural beliefs and identity in an age of widespread population mobility and global travel? Exploring 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.

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 classic utopic and dystopic literature of the West from Plato to the present. *Three credit hours.* D. MR. HRISKOS

233s Anthropology of a Region: China A sociocultural analysis of a selected geographic area (China). An investigation of the institutions and social life that were 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

235s 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.

[239] 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. An examination of the diverse social and cultural contexts that make up the region, exploring both historical roots and contemporary experiences of Southeast Asian peoples. 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.

252s 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, and an 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. A 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.

[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.

313f 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

329s Myth and Poetics An examination of the symbolism, rhythm, structure, pattern, narrative devices, and space-time and modes of performance of myth and poetic language in the oral traditions of indigenous peoples. Various interpretive approaches to myth and poesis will also be reviewed, including those of Levi-Strauss, Bakhtin, Cassirer, Sapir, Propp, Jakobson, and Friedrich. The course will provide an understanding of mythopoetic language as both grounded in common human experiences and generated by particular sociocultural systems. Enrollment limited. *Prerequisite:* Anthropology 112. *Four credit hours.* MR. ANDERSON

332f 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. The personalities, social currents, and ideas that have shaped the development of anthropology. Diaries, films, biographies, literature, and original ethnographies 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.* MR. HRISKOS

333s 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.* MR. HRISKOS

[398] **Revelation and Revolution** What is the cultural basis of Prophetic movements that lead to religious rebellions? Are they merely economic and political epiphenomena? Are religious rebellions always due to domination and exploitation from the outside? Or is that only part of the answer? An excursion into various charismatic movements to provide 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.

483fjs Honors in Anthropology *Prerequisite:* Senior standing, admission to the honors program, and permission of the supervising faculty member. *Two to four credit hours.* FACULTY

491f, 492s 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

493f Senior Seminar The meaning and development of anthropological perspectives. Individual projects developed from group discussion and consultation with instructor. Previously listed as Anthropology 494. *Prerequisite:* Anthropology 333 or permission of the instructor. *Four credit hours.* MR. ANDERSON

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

<i>African-American Studies</i>	276 African-American Culture in the United States
	318 The Sanctified Imagination in African-American Life and Culture
<i>American Studies</i>	276 African-American Culture in the United States
<i>East Asian Studies</i>	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
<i>Economics</i>	293 Economic Development of the Third World
<i>Geology</i>	141 Introduction to Physical Geology
	142 Introduction to Historical Science
	352 Principles of Geomorphology
<i>Government</i>	332 Political Development of the Third World
<i>History</i>	364 Economic Change in 20th-Century Africa
	442 Seminar: African-American Thought and Leadership
<i>Music</i>	232 Jazz History
<i>Psychology</i>	233 Physiological Psychology
	374 Human Neuropsychology
<i>Religious Studies</i>	117 A Passage to India: India and the Western Imagination
	211 Religions of India
	317 Sikhism: Scripture, Sacred Music, and Art
	355 The Goddess: A Hermeneutics in Theology
<i>Sociology</i>	235 Sociology of Religion
	252 Race, Ethnicity, and Society
	273 The Family
	355 African-American Women and Social Change
	356 African-American Religious Experience
<i>Spanish</i>	232 Spanish-American Culture

Art

Chair, PROFESSOR MICHAEL MARLAIS

Professors Harriett Matthews, David Lubin¹, David Simon, and Marlais; Associate Professor Abbott Meader; Assistant Professors Kenneth Ganza and Bevin Engman; Visiting Assistant Professors Scott Reed², Véronique Plesch, and Garry Mitchell²; Adjunct Instructors Samuel Atmore³, Jere DeWaters³, Nancy Meader³, and Ruth (Bonnie) Bishop³

¹Resident director, Colby in London Program.

²Part time.

³January Program only.

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, 333, 334
- (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.

111f, 112s 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. SIMON, MR. MARLAIS, 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. *Three credit hours.*

[118j] Postmodern Apocalyptic Film From *The Four Horsemen of the Apocalypse* to *Blade Runner*, from *Dr. Strangelove* to *Repoman*, and from *Taxi Driver* to the *Mad Max* trilogy, apocalyptic film has gripped filmmakers and the viewing public alike. Emphasis on determining whether these films serve merely as cinematic nihilistic Doomsday rhetoric or as prophetic revelation for the approaching millennium. Enrollment limited. *Three credit hours.* **A.**

131fs 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

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

162s 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

173f 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 or four credit hours.* **A, D.** MR. GANZA

197jA Special Topics in American Arts *Two credit hours.* INSTRUCTOR

197jB Graphic Design An introduction to graphic design that deals with both practical and aesthetic issues; a study of the history of design as communication; actual design projects. *Two credit hours.* MS. BISHOP

197jC Reading Pictures: Text and Context in the Paintings of a Renaissance Artist Through an in-depth analysis of the late-15th-century decoration of a church, an introduction to the aims and methods of art historical research: pictorial style, words and images, low and high art, public and private art, and pictorial narrative art. Previous art history course work not required. *Two credit hours.* MS. PLESCH

221f 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

- 222s 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
- 234fs 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
- 235s 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
- 241f 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. ENGMAN
- 242s 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. ENGMAN
- 261f 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
- 262s Sculpture IV** Further exploration of sculptural techniques and concepts. Out-of-class work is essential. *Prerequisite:* Art 261. *Three credit hours.* MS. MATTHEWS
- 273s 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.* A, D. MR. GANZA
- [274] The Arts of Japan** A historical introduction to the major art forms of Japan—painting, sculpture, ceramics, architecture, and prints—from their beginnings in the pre-Buddhist age to the beginning of the modern era in the 19th century. *Three or four credit hours.* D.
- [275] Classics of the Sound Cinema** Selected masterpieces of world cinema (1930-1960). Particular emphasis on developing skills for viewing films as a form of visual art. Enrollment limited. *Three credit hours.* 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 starting in 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.
- [297] Five Centuries of French Art** French art from the 14th century through the French Revolution. Painting, sculpture, and architecture studied, as well as such other pictorial media as manuscript illumination, prints, tapestry, and enamel. Links with literary and intellectual movements explored. Some reading in French required for French/French studies majors. *Three credit hours.* A.

297j Was There a Van Gogh? The life and work of the Dutch painter, and the public myth, popular caricature, and commercial phenomenon that he has become. Selections from Vincent's letters to his brother Theo, excerpts from biographical studies, a look at his artwork in light of the 19th-century ambiance in which he lived as well as from a contemporary perspective, and discussion of several films purporting to present the life of Van Gogh. *Three credit hours.* Enrollment limited. **A.** MR. MEADER

[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.**

311s 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. SIMON

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

[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.*

314f Art of the High Middle Ages Romanesque and Gothic painting, sculpture, and architecture in Western Europe, from the re-emergence of monumental stone sculpture through the exuberance of the Gothic cathedral. Influences of monastery, pilgrimage, and court on art from A.D. 1000 to 1400. *Prerequisite:* Art 111. *Three or four credit hours.* MR. SIMON

331s 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 Renaissance in Italy The art of the 14th, 15th, and early 16th 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.*

333f Mannerism and Baroque Art in Southern Europe Painting, sculpture, and architecture from the late works of Michelangelo in the 16th century through the early 18th century in Italy and Spain. *Prerequisite:* Art 112 or permission of the instructor. *Three or four credit hours.* MS. PLESCH

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

341f 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. ENGMAN

342s 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.* MR. MEADER

[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 Postimpressionism through German Expressionism. *Prerequisite:* Art 112. *Three or four credit hours.*

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

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

362s 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." 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.*

391f, 392s 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.

441f 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. ENGMAN

442s 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.* MR. MEADER

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

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

491f, 492s 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

493f Seminar: Museum Exhibition A course designed to offer students the opportunity to curate an art history exhibition for the Colby College Museum of Art. Students will be responsible for selecting works of art from the museum's collection, researching individual

objects, designing the exhibition, and writing the exhibition catalogue. *Prerequisite:* Some background in art history. Offered as Art 397 in fall 1993. *Four credit hours.* MR. MARLAIS AND MR. SIMON

493s Seminar: The Decorative Arts of China and Japan A study of Chinese and Japanese art forms encountered frequently in museums but infrequently in art history surveys: ceramics, jade, lacquer wares, textiles, furniture, metalwork, glass, ivory, and jewelry. Topics include problems of connoisseurship and collection strategies, study of actual objects in the College's museum, and possible field trips to major regional collections. May be taken in fulfillment of the seminar requirement for the major in East Asian studies. *Prerequisite:* Art 173, 273, or 274; or East Asian Studies 151 and 152; or permission of the instructor. *Three or four credit hours.* A, D. MR. GANZA

Astronomy

In the Department of Physics and Astronomy.

Professor Murray Campbell

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

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

231j 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 stellar structure, stellar energy generation, and astrophysical interpretation of observations. Observational topics include telescope design and control, planning observations, acquisition of images with a CCD electronic camera, fundamentals of astronomical image processing, stellar photometry, spectroscopy of stars and nebulae, and advanced data processing with IRAF in the unix environment. *Prerequisite:* High school chemistry, algebra, and trigonometry; high school or college physics is desirable. Enrollment limited. *Three credit hours.* N. MR. CAMPBELL

Biology

Chair, ASSOCIATE PROFESSOR PAUL GREENWOOD

Professors Arthur Champlin, Russell Cole, David Firmage¹, and Frank Fekete; Associate Professors Bruce Fowles², Jay Labov, Greenwood, and Herbert Wilson; Assistant Professors Raymond Phillips³, Barbara Best⁴, and Russell Johnson; Senior Teaching Associate Elizabeth Champlin; Teaching Associates Timothy Christensen and Lindsey Colby; Teaching Assistant Scott Guay; Research Associate Betsy Brown; Animal Care Technician Austin Segel

¹Director of the Environmental Studies Program.

²On leave fall semester.

³Director of Information Technology Services.

⁴On leave full year.

The Department of Biology provides its students with a background in, and an appreciation for, important aspects of classical and modern 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 at the molecular, cellular, organismal, and population levels of organization. Special facilities include the Perkins Arboretum, the Colby-Marston Bog, a scanning and transmission electron microscope suite, several laboratory microcomputer clusters, a radioisotope laboratory, a clean room, two greenhouses, a herbarium, numerous environmental chambers, and animal and aquarium rooms.

Department 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.

The **concentration in environmental science** is designed to provide students with a background to work in the environmental field or to continue on to graduate study in environmental science, ecology, or one of the other biological disciplines. In recent years, graduates have enrolled in graduate programs in ecology, marine biology, natural resource management, public policy, and environmental health. Others are employed by federal and state agencies, private and public organizations, and consulting firms.

The **concentration in cell and molecular biology/biochemistry** focuses biology majors on the interdisciplinary field that lies at the interface between biology and chemistry and also prepares students for graduate study or employment in the biomedical fields. Recent graduates have pursued interests in gene therapy, genetic counseling, and biomedical research.

Students interested in teaching are urged to read the "Education" section of the catalogue and to contact a member of the Education Department. Students majoring in biology and preparing for dental, medical, or veterinary schools must take a year of organic chemistry and a year of introductory college physics with laboratory in addition to the courses required for the major; students preparing for graduate study in the biological sciences also should 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 with social and political issues to address sustainable development problems. See description under "Other Colby Abroad Programs." Colby also maintains affiliate status with the School For Field Studies.

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

General Requirements for All Major Programs

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. Courses required for the major may not be taken satisfactory/unsatisfactory. At least seven biology courses with lecture and laboratory components (including at least one course at the 300 level or above) must be taken for the major. One additional biology course (with or without laboratory) or equivalent at the 300 level or above must also be taken. A maximum of four credit hours of independent study or field experience and two credit hours of seminar may be counted toward the major. No more than eight credit hours in a semester or 12 credit hours in total from off-campus programs can be counted toward the major programs.

Requirements for the Basic Major in Biology

In biology, 31 hours of course work (excluding Advanced Placement credit), including Biology 161, 162, one course in plant biology (Biology 211, 213, 214, 216, 235, and 398) and at least one course beyond the introductory level with laboratory in population and evolutionary biology (Biology 211, 212 [no laboratory required], 257j, 258j, 271, 354, or 358j), in organismal biology (Biology 213, 214, 216, 235, 278, 312, 316, 334, 357, 373, 375, or 381), and in cell and molecular biology (Biology 232, 238, 277, 279, 367, 374, or 398). Seniors must enroll in Biology 490 in both semesters. In addition, Chemistry 141, 142; Mathematics 121 or 123 or equivalent; and one additional mathematics course numbered 112 or higher (excluding seminars).

Requirements for the Concentration in Environmental Science

In biology, 31 hours of course work (excluding Advanced Placement credit), including Biology 161, 162, 271, 352, 493, one course in plant biology (Biology 211, 213, 214, 216, 235, and 39), and at least one additional course with laboratory in organismal biology (Biology 213, 214, 216, 235, 278, 312, 316, 334, 357, 373, 375, or 381) and in cell and molecular biology (Biology 232, 238, 277, 279, 367, 374, or 398). Seniors must enroll in Biology 490 in both semesters. In addition, Chemistry 141, 142; Mathematics 121 or 123 or equivalent, Mathematics 112 or 231; Economics 133, 231; and two courses selected from the following: Chemistry 217, 241, 242, Environmental Studies 118, 235, Geology 141, 142, 171, 177j, Science, Technology, and Society 215. Students are encouraged to take at least one field-oriented course such as Biology 258j, 354, 358j, a School for Field Studies semester program, or similar approved programs.

Requirements for the Concentration in Cell and Molecular Biology/Biochemistry

In biology, 31 hours of course work (excluding Advanced Placement credit), including Biology 161, 162, 279 (with laboratory), 367, 368, 376, one course in plant biology (Biology 211, 213, 214, 216, 235, and 398), and at least one additional course with laboratory in organismal biology (Biology 213, 214, 216, 235, 278, 312, 316, 334, 357, 373, 375, or 381) and in population or evolutionary biology (Biology 211, 212 [no laboratory required], 257j, 258j, 271, 354, or 358j). Seniors must enroll in Biology 490 in both semesters. In addition, Chemistry 141, 142, 241, 242; Mathematics 121 or 123 or equivalent and one additional mathematics course numbered 112 or higher (excluding seminars); and either Physics 141, 142 or one course with laboratory chosen from Biology 232, 238, 277, 374, 398, Chemistry 331. In addition, each concentrator must complete an independent study project equivalent to two (or preferably three) credit hours. This requirement can be satisfied through independent study, January Program, or a summer research project.

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, childbirth, lactation, and menopause. Lecture only. Satisfies the non-laboratory science distribution requirement. Cannot be counted toward the biology major. Enrollment limited. *Three credit hours.*
N. MS. BROWN

133f Microorganisms and Society An introduction to the importance of microorganisms to human health and the functioning of planet Earth. The diversity of the microbial world presented with relevant examples of how microorganisms affect our daily lives. Discussions and lectures based on the roles microorganisms and viruses play in disease, the food industry, ecological relationships, and biotechnology. Cannot be counted toward the biology major. Lecture only: *three credit hours*; lecture and laboratory: *four credit hours.* N. MR. FEKETE

161f Introduction to Biology: Organismal Biology Consideration of biological problems and processes common to all organisms. Topics include 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. Biological diversity also will be addressed. Examples drawn from plants, animals, and microorganisms. Lecture and laboratory. *Four credit hours.* N. MR. FIRMAGE AND MR. LABOV

162s 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 instructors. *Four credit hours.* N. MR. CHAMPLIN AND MR. GREENWOOD

[177] Plants and People An introduction to unique and special aspects of plant biology; the important physiological and ecological connections between plants and animals, especially

humans. The ways in which humans depend upon, use, and manipulate plants, including nutritious, medicinal, poisonous, and hallucinogenic species; discussion of plant biotechnology. Basic principles of plant biology applied to issues such as deforestation and global warming. Cannot be counted toward the biology major. Enrollment limited. Lecture only: *three credit hours*; lecture and laboratory: *four credit hours*. N.

[197j] **Architecture of Animals and Plants** Humans usually build structures out of dry, rigid materials such as brick, concrete, lumber, or steel. In contrast, animals and plants are wet and dynamic and usually consist of flexible, pliant materials such as chitin, collagen, cellulose, skin, and bone. How are organisms built to cope with crashing waves, rushing rivers, hurricane-like winds, or gentle breezes? An exploration of the shapes and sizes of organisms, the materials they use, and the environmental forces they encounter. Examples include contrasting "designs" between palm trees and skyscrapers, birds and airplanes, dolphins and submarines, sea anemones and radial tires. Demonstrations and hands-on exercises introduce general design principles. Cannot be counted toward the biology major. Enrollment limited. *Three credit hours*. N.

211f **Taxonomy of Flowering Plants** An introduction to the study of variation, evolution, classification, and nomenclature of biological organisms and the techniques used by systematists in establishing phylogenetic relationships, with particular emphasis on flowering plants. Recognition of major families of flowering plants and identification of specimens represented in the local flora are stressed. Lecture and laboratory. *Prerequisite*: Biology 161, 162, or permission of the instructor. *Four credit hours*. MR. PHILLIPS

212s **Evolution** An introduction to the concepts of population genetics and evolution. Lecture only. *Prerequisite*: Biology 161, 162, or permission of the instructor. *Three credit hours*. MR. FOWLES

[213] **Biology of the Lower Plants** Comparative studies of the morphology, development, physiology, and significance of algae, fungi, and bryophytes. Offered in alternate years. Lecture and laboratory. *Prerequisite*: Biology 161, 162, or permission of the instructor. *Four credit hours*.

214f **Plant Physiology** The essential mechanisms of plant function. Topics include plant-water relations, mineral nutrition, photosynthesis, nitrogen fixation, hormone action, and growth and development. Lecture and laboratory. *Prerequisite*: Biology 161, 162, or permission of the instructor. *Four credit hours*. MR. JOHNSON

216s **Biology of Vascular Plants** A study of vascular plants with emphasis on structure, activities, reproduction, and evolutionary relationships of ferns, gymnosperms, and angiosperms. Lecture and laboratory. *Prerequisite*: Biology 161, 162, or permission of the instructor. *Four credit hours*. MR. FOWLES

[219] **Conservation Biology** Concepts of conservation biology 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. Offered in alternate years. Enrollment limited. *Prerequisite*: Biology 161, 162, or permission of the instructor. *Three credit hours*.

232s **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. *Prerequisite*: Biology 161, 162, or permission of the instructor. Lecture only: *three credit hours*; lecture and laboratory: *four credit hours*. MR. CHAMPLIN

[235] **Horticulture** Basic principles in the areas of plant structure and function will be considered and related to plant cultivation. Practical application of these principles discussed in areas such as lighting, propagation, pruning, and floriculture. Offered in alternate years. *Prerequisite:* Biology 161, 162, or permission of the instructor. Lecture only: *three credit hours*; lecture and laboratory: *four credit hours*.

238s **Bacteriology and Immunology** An introduction to pathogenic bacteriology and immunology. Mechanisms of the mammalian immune response against infectious agents of disease; development of general knowledge in these areas and practical experience in laboratory techniques. Lecture and laboratory. *Prerequisite:* Biology 161, 162, Chemistry 141, 142, or permission of the instructor. *Four credit hours.* MR. FEKETE

[257j] **Winter Ecology** An introduction to the ecological and physiological adaptations of plants and animals to the winter environment in central Maine; an extensive field component. Enrollment limited. *Prerequisite:* Biology 161, 162, or permission of the instructor. *Three credit hours.*

258j **Ecological Field Study** Intensive study in a south temperate or tropical area. Students must cover expenses. Limited scholarship funds are available. Enrollment limited. *Prerequisite:* Biology 161, 162, or permission of the instructor. *Three credit hours.* MR. FIRMAGE

271f **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, 162, or permission of the instructors. *Four credit hours.* MR. COLE AND MR. WILSON

277f **Animal Cells, Tissues, and Organs** Studies of the organization of cells into tissues and organs in animals. Emphasis on the relationship between cellular morphology and tissue and organ function. Laboratories emphasize the microanatomy of mammalian tissues and tissue culture techniques and experimentation. Lecture and laboratory. *Prerequisite:* Biology 161, 162, or permission of the instructor. *Four credit hours.* MR. GREENWOOD

278s **Mammalian Anatomy and Physiology** Examination of the anatomy and physiology of tissues, organs, and organ systems of mammals including humans. The functional anatomy of mammals and how it permits them to solve problems such as movement, acquisition and utilization of food and fluids, transfer and integration of information, and reproduction. Intended primarily for sophomores. Lecture only: *three credit hours*; lecture and laboratory: *four credit hours.* *Prerequisite:* Biology 161, 162, or permission of the instructor. MR. LABOV

279f **Genetics** The mechanisms of inheritance, with emphasis on experimental findings. The physical and chemical bases for the behavior of genes, and applications of genetic principles to society. *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. Species common to New England are emphasized. Offered in alternate years. Lecture and laboratory. *Prerequisite:* Biology 161, 162, 271, or permission of the instructor. *Four credit hours.*

316f **Marine Invertebrate Zoology** The morphology, functional anatomy, and classification of the invertebrates. An optional weekend trip to the Maine coast. Lecture and laboratory.

Prerequisite: Biology 161, 162, junior or senior standing, or permission of the instructor. *Four credit hours.* MR. WILSON

334s 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. Field trips to local habitats; occasional Saturday field trips. Lecture and laboratory. Offered in alternate years. *Prerequisite:* Biology 161, 162, junior or senior standing, or permission of the instructor. *Four credit hours.* MR. WILSON

351s Environmental Microbiology The ecology of microorganisms 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. *Prerequisite:* Biology 161, 162, 238, Chemistry 141, 142, or permission of the instructor. Lecture and laboratory. *Four credit hours.* MR. FEKETE

352s Ecological Theory 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. Relevance of ecological theory to the solution of environmental problems. Lecture and laboratory. *Prerequisite:* Biology 161, 162, 271, or permission of the instructors. *Four credit hours.* MR. COLE AND MR. FIRMAGE

[354] Marine Biology A study of marine organisms and their environment with emphasis on coastal systems. Laboratory exercises provide quantitative methods for studying organisms. Occasional weekend field trips to the coast. Lecture and laboratory. Offered in alternate years. *Prerequisite:* Biology 161, 162, junior or senior standing, or permission of the instructor. *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 drawn from terrestrial, marine, and freshwater plants and animals. An independent field project is component of the laboratory. *Prerequisite:* Biology 161, 162, 271, or permission of the instructor. Lecture: *three credit hours*; lecture and laboratory: *four credit hours.*

[358j] Ecological Field Study Intensive study in a tropical area. Students must cover expenses. Limited scholarship funds are available. Enrollment limited. *Prerequisite:* Biology 161, 162 and permission of the instructors. *Three credit hours.*

367f, 368s 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 161, 162, Chemistry 241, 242 or permission of the instructor. Lecture and laboratory. *Four credit hours.* MR. GREENWOOD, MR. BOURGAIZE AND MS. MILLARD

[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, junior or senior standing, or permission of the instructor. Lecture only: *three credit hours*; lecture and laboratory: *four credit hours.*

374s 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. *Prerequisite:* Biology 161, 162, one of the following: 232, 238, 277, 279, 357, or 375, or permission of the instructor. Lecture only: *three credit hours*; lecture and laboratory: *four credit hours*. MR. LABOV

[375] 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 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, junior or senior standing, or permission of the instructor. Lecture only: *three credit hours*; lecture and laboratory: *four credit hours*.

376s 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 161, 162, 279, Chemistry 241, 242 (may be taken concurrently), or permission of the instructor. *Four credit hours*. MR. BOURGAIZE

379f 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, junior or senior standing in one of the natural sciences majors, and permission of the instructor. *Four credit hours*. MR. CHAMPLIN

[381] 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 emphasized by examining structure and function in terms of basic mechanical design principles. Occasional weekend field trips to the coast. The dependence of mechanical behavior on the structure of molecules, tissues, structural elements, whole organisms, and habitats. *Prerequisite:* Biology 161, 162, and either 271, 312, 316, 354, or 375, or permission of the instructor. Previous exposure to physics will be helpful. Lecture only: *three credit hours*; lecture and laboratory: *four credit hours*.

394fs Topics in Cell and Molecular Biochemistry Discussion of advanced topics of current interest based on the primary literature. May be repeated for credit. Also listed as Chemistry 394. *Prerequisite:* Junior standing, or permission of the instructor. *One credit hour*. MR. BOURGAIZE

398s Plant Cell and Molecular Biology An examination of how plants maintain genetic information, and how this information is expressed throughout the plant life cycle. Emphasis will be on nuclear and organellar genomes, regulation of gene expression by developmental and environmental stimuli, signal transduction pathways, and plant transformation and biotechnology. Lecture and laboratory. *Prerequisite:* Biology 161, 162, junior or senior standing, or permission of the instructor. *Four credit hours*. MR. JOHNSON

490fs Senior Colloquium Attendance at selected departmental colloquia during the fall and spring semesters; written evaluations to be submitted. Required of all senior biology majors. *Noncredit*. FACULTY

491f, 492s Independent Study *Prerequisite:* Permission of a faculty sponsor. *One to four credit hours*. FACULTY

493f Problems in Environmental Science Causes of and solutions to selected environmental problems studied through lectures, discussions, and guest presentations. A group project is conducted to teach methods used by private firms and governmental agencies to investigate environmental problems. Enrollment limited. *Prerequisite:* Senior standing in the environmental science concentration, or permission of the instructors. *Four credit hours.* MR. COLE AND MR. FIRMAGE

[494] Topics in Biology Reading and discussion about contemporary topics in biology. *Prerequisite:* Senior standing as a biology major or permission of the instructor. *One credit hour.* FACULTY

Chemistry

Chair, PROFESSOR BRADFORD MUNDY

Associate Chair, PROFESSOR WAYNE SMITH

Professors Smith and Mundy; Associate Professors Thomas Shattuck, David Bourgaize, and Whitney King¹; Assistant Professor Julie Millard; Visiting Assistant Professor Joceline Boucher; Postdoctoral Fellow Tom Poon; Senior Teaching Associate Jean McIntyre; Teaching Associate Rody Fowles; Teaching Assistants Lisa Miller and Terri Poon

¹On leave full year.

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 the 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.

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

Requirements for the Major in Chemistry

Chemistry 141, 142, 241, 242, 331, 341, 342, 493, 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, 368, 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, 368, 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 and 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 may be satisfied through independent study, internship, or summer research and forms the basis of the seminar presentation in Chemistry 494.

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.

112s 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. MR. SMITH

118f 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

141f, 142s 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. MS. MILLARD AND MR. MUNDY

[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.*

241f, 242s 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 AND MR. POON

[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.*

331f 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. SHATTUCK

[332] Instrumental Methods of Analysis Instruction in instrumental methods, including modern electroanalytical methods, absorption spectroscopy, fluorescence, Raman spectroscopy, mass spectrometry, and chromatography. *Prerequisite:* Chemistry 331, 342 (may be taken concurrently), or permission of instructor. *Four credit hours.*

341f, 342s 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

367f, 368s 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. Lecture and laboratory: *four credit hours.* MR. BOURGAIZE, MR. GREENWOOD, AND MS. MILLARD

376s 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 instructor. *Four credit hours.* MR. BOURGAIZE

394fs Topics in Cell and Molecular Biochemistry Discussion of advanced topics of current interest based on the primary literature. May be repeated for credit. Also listed as Biology 394. *Prerequisite:* junior standing or permission of the instructor. *One credit hour.* MR. BOURGAIZE AND MR. GREENWOOD

411f 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

413f 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

431f 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. POON

432s 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

434s 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

481f, 482s 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

483f, 483j, 484s 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: *two or three credit hours*; 484: *one to three credit hours.* FACULTY

491f, 492s 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

493f, 494s Seminar Discussion of topics of current interest in all areas of the chemical literature. *One credit hour.* MR. MUNDY

Chinese

In the Department of East Asian Studies.

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.

125f, 126s 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

127f, 128s 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

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

421f, 422s Fourth-Year Chinese Advanced Chinese language, focusing on broadcast and newspaper reading. *Prerequisite:* Chinese 322 or permission of the instructors. Chinese 421 is prerequisite for 422. *Three or four credit hours.* MS. CAI AND MS. BESIO

491f, 492s 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, PROFESSOR HANNA ROISMAN

Professors Peter Westervelt¹, Peyton Helm², Hanna Roisman, and Joseph Roisman³; Assistant Professor Kerill O'Neill¹; Visiting Assistant Professor Jane Whitehead⁴; Visiting Instructor Jacques Bailly

¹On leave full year.

²Vice president for development and alumni relations.

³Joint appointment in classics and history.

⁴First semester only.

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

Even though a student majoring in classics may concentrate in either Greek or Latin, it is recommended 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, 137, 139, 151, 197j, 232, 236, 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 at least 10 courses as follows:

- (a) Three courses selected from the following: Classics 133, 137, 232, 236.
- (b) Ancient History 154, 158.
- (c) One course numbered 300 or higher in classics or ancient history.
- (d) Four additional courses selected from the following: Classics 135, 139, 151, 258; Ancient History 356, 393; Greek 111, 112, 131; Latin 111, 112, 131; Art 311, 312; Government 271; Philosophy 231, 392; Religious Studies 203, 204; 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 or 137.
- (b) Classics 232 or 236.
- (c) Ancient History 154 or 158.
- (d) One 300-level course or higher in classics or ancient history.
- (e) Three additional courses selected from the following: Greek 111, 112, 131; Latin 111, 112, 131; Classics 133, 135, 137, 139, 151, 232, 236; Ancient History 154, 158; Art 311, 312; Government 271; Philosophy 231, 392; Religious Studies 203, 204; or equivalent courses selected in consultation with the adviser of the minor.

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

Courses Offered in Classics

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

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

[137] Literature of Greece and Rome An introduction to the literature and thought of ancient Greece and Rome. Readings in translation will include epic and lyric poetry, tragedy and comedy, and historical, political, and philosophical writings. Discussion will include a consideration of the impact of classical literature on Western Civilization. *Three or four credit hours.* L.

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

141f Introduction to Classical Archaeology The archaeology, art, and thoughts of the classical world, from the Iron Age of Greece, the time of epic poet Homer, to the first Christian emperor of Rome, Constantine. The glory that was Greece, the grandness that was Rome, the mystery that enshrouded the Etruscans—all contributed significantly to modern Western civilization. *Three or four credit hours.* MS. WHITEHEAD

145f Bulls and Lions: Bronze Age Cultures of the Mediterranean Exploration of the material culture of the major Bronze Age civilizations of the old world: Mesopotamia, Egypt, Bronze Age Crete and Greece, and Troy—lands of the great legends of Gilgamesh, Sargon, the Trojan War, and Daedalus and the Minotaur, and the origins of much of ancient art and thought. *Three or four credit hours.* MS. WHITEHEAD

[151] Anatomy of Bioscientific Terminology 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 also to misformation, common errors, and words still in use that reflect scientific theories since rejected. *Three credit hours.*

[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. *Two or three credit hours.* L.

[236] Roman Legends and Literature Through reading the works of selected Roman authors in translation, an examination of major concepts in mythology: cosmogony, the hero, the interplay of legend and history, etc. *Four credit hours.* L.

247f The Etruscans and the Origins of Civilization in Italy Western civilization owes more to the Etruscans than most people know. A study of the “mysterious” people who gave us, among other things, our alphabet and numerals—their art and recent archaeological discoveries of their ancient sites, studied through the words of the Roman historians who wrote about them. *Three or four credit hours.* MS. WHITEHEAD

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

332s Manhood in Greek Society and Literature A seminar on the concept of manhood and its impact in shaping Greek society and literature. Among topics discussed are: the Homeric hero and his family, man at war, male and female on the tragic and comic stage, Greek sexuality, masculine competitiveness, the cultural construction of the male, and the rhetoric of manhood in the Athenian courts. Enrollment limited; preference to classics and classical civilization majors and minors. *Four credit hours.* MS. ROISMAN AND MR. ROISMAN

491f, 492s 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

Courses Offered in Greek

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

111f [111j] Introductory Greek Introduction of Ancient Greek grammar and syntax. *Four credit hours (three in January).* MS. ROISMAN

112s Intermediate Greek Greek grammar and syntax. Selected readings. *Prerequisite:* Greek 111. *Four credit hours.* MR. BAILLY

131f Introduction to Greek Literature 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.* L.

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

[239] **Euripides: Electra** *Four credit hours.* L.

251f **Euripides: Alcestis** *Four credit hours.* L. MS. ROISMAN

352s **Euripides: Hippolytos** *Four credit hours.* L. MS. ROISMAN

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

[358] **Sophocles: Electra** *Four credit hours.* L.

[360] **Sophocles: Oedipus the King** *Four credit hours.* L.

491f, 492s 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.

111f Introductory Latin An introductory course in Latin grammar and syntax. *Four credit hours.* MR. BAILLY

112s Intermediate Latin Latin grammar and syntax. *Prerequisite:* Latin 111. *Four credit hours.* MR. BAILLY

131f 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. BAILLY

[231] **Tibullus and Propertius** *Four credit hours.* L.

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

[239] **Cicero and Sallust** *Four credit hours.* L.

[251] **Ovid: Metamorphoses** *Four credit hours.* L.

253f **Seneca's Letters: "Don't Live, Be Happy!"** *Four credit hours.* L. MR. BAILLY

352s **Roman Drama: Seneca: Phaedra** *Four credit hours.* L. MS. ROISMAN

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

[358] **Tacitus: Agricola** *Four credit hours.* L.

[362] **Virgil: Eclogues** *Four credit hours.* L.

491f, 492s 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

Computer Science

In the Department of Mathematics and Computer Science.

Associate Professors Dale Skrien and Batya Friedman; Visiting Associate Professor James Larson; Adjunct Instructor Jeff Earickson¹

¹January Program only.

The department offers a major and a minor in computer science. The computer science major can be taken with honors.

Colby computer science majors in recent years have entered graduate schools to do advanced work. They also have used the major as a solid foundation for careers in industry.

Requirements for the Major in Computer Science

Computer Science 115, 231, 232, 333, 352, 371 or 355, 375 or 378; Mathematics 121 or 123,

122 or 124, 274; three additional courses chosen from Computer Science 353, 355, 357, 371, 375, 378, 491, 492, Mathematics 253, 332, 372 (where 491 or 492 must be taken for at least three credits).

Requirements for the Honors Program in Computer Science

An honors program is available for students majoring in computer science who have a grade point average of at least 3.25 in all mathematics and computer science courses numbered 200 or higher and who complete an additional, pre-approved program of independent study in the major (Computer Science 483) 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 Computer Science."

Requirements for the Minor in Computer Science

Computer Science 115, 231, 232; Mathematics 274 or Philosophy 152; two additional three- or four-credit courses from Computer Science 113 and all computer science courses numbered 200 or above.

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

031j C Programming in a UNIX Environment An in-depth introduction to the C programming language, with an emphasis on programming on machines that run the UNIX operating system. A general introduction to the UNIX operating system at the user level (common user commands, editors, and the file system) and UNIX programming tools (debuggers, "make," and "imake"). A practical introduction to major aspects of programming in C: program flow control, routines, and macros; the preprocessor and include files; command line arguments; I/O; pointers, structures, and unions; dynamic memory management; arrays and linked lists; compiler options. Good programming practice and debugging methods are emphasized. Aspects of systems programming with UNIX operating system kernel and library system calls are also covered: spawning subprocess via fork and exec; UNIX file I/O; signals; interprocess communication via sockets and pipes; security; and thread programming. Enrollment limited; priority to seniors, then computer science majors, others. *Prerequisite:* Prior programming experience in another language. *Noncredit.* MR. EARICKSON

113f Great Ideas in Computer Science An introduction to computer science that provides an overview of the important ideas in the field. Topics may include history, programming, human-computer interaction, hardware, theory of computation, artificial intelligence, and social issues. A weekly laboratory session provides hands-on computer experience. No previous computer experience required. *Four credit hours.* Q. MS. FRIEDMAN

115fs Structured Programming and Elementary Algorithms Problem solving and programming in a high-level language. Topics include algorithm development, control structures, data structures, and their implementation. *Four credit hours.* Q. INSTRUCTOR

[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.*

231s 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.* INSTRUCTOR

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

[332] Introductory Numerical Analysis Listed as Mathematics 332 (q.v.). *Prerequisite:* Some programming experience, Mathematics 122 or 124, 253, 274. *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. Offered in alternate years. *Prerequisite:* Computer Science 115, 231. *Four credit hours.*

352s Information System Design A theoretical and practical examination of the design process as it applies to information systems. Techniques for assessing the need for technology, specifying the system design, and involving users in the design process are explored. Design methods include future scenarios, mock-ups, rapid prototyping, field testing, and formative evaluation. Includes a significant semester-long design project. Offered in alternate years. Enrollment limited. *Prerequisite:* Computer Science 231. *Four credit hours.* MS. FRIEDMAN

[353] Artificial Intelligence 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 may include knowledge representation, deduction, systems design, expert systems, learning, natural language understanding, planning, robotics, search, vision, CSCW, connectionism. Offered in alternate years. Enrollment limited. *Prerequisite:* Computer Science 231, Mathematics 274. *Four credit hours.*

[355] Human-Computer Interaction Human-computer interaction spans the spectrum from interface design to envisioning social interactions in cyberspace. An introduction to theories of human-computer interaction, representations of information, and interface design. Advanced topics may include multimedia, computer agents, computer-supported cooperative work (CSCW), virtual reality, and electronic meeting rooms (e.g., MUDs). Offered in alternate years. *Prerequisite:* Computer Science 231. *Four credit hours.*

357f Systems An introduction to systems programming concepts with an emphasis on timeshare systems and networking. Topics may include storage and memory management, scheduling, I/O, communication, and security. Offered in alternate years. *Prerequisite:* Computer Science 231. *Four credit hours (three credit hours in fall 1996).* MR. LARSON

371f Organizational Computing How does computer technology support, hinder, and transform human activity? At the core of this 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 Administrative Science 371 (q.v.). Enrollment limited. *Prerequisite:* Administrative Science 212. *Four credit hours.* MS. FRIEDMAN

375s Analysis of Algorithms Analysis of the space and time efficiency of algorithms. Graph, genetic, parallel, and mathematical algorithms as well as algorithms used in cryptology may be explored. Offered in alternate years. *Prerequisite:* Computer Science 231 and Mathematics 274. *Four credit hours.* MR. SKRIEN

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

393fs Computer Science Reading Seminar A wide-ranging seminar in computer science on topics of interest organized and participated in by both students and faculty. The format typically entails discussions based on readings from current literature in computer science selected by the seminar participants. Intended to acquaint students with current research and issues in various fields of computer science. Nongraded. May be repeated for credit. *Prerequisite:* Permission of instructor. *One credit hour.* MS. FRIEDMAN

491f, 492s 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

494fs Honors Independent Study The independent study component of the honors program in computer science. 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

Creative Writing

Director, PROFESSOR PETER HARRIS

ADVISORY COMMITTEE: Professors Harris, Susan Kenney, Richard Russo, and Ira Sadoff; Associate Professors James Boylan and Debra Spark (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). 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, or Modern American Poetry.

Admission to intermediate and advanced writing courses is by manuscript submission only.

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

Professor Lee Feigon (History and East Asian Studies); Associate Professors Prindle (Japanese) and Nikky Singh (Religious Studies); Assistant Professors Kenneth Ganza (Art and East Asian Studies), Kimberly Ann Besio (Chinese), and Suisheng Zhao (Government); Visiting Assistant Professor

Constantine Hriskos (Anthropology); Visiting Instructors Rong Cai (Chinese) and Hiroko Harada (Japanese); Teaching Assistants Hong Zhang (Chinese) and Taku Shishido (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. Study abroad during the junior year is strongly encouraged; see "Other Colby Abroad Programs" for information about the Associated Kyoto Program in Japan and various programs in China.

Requirements for the Major in East Asian Studies

A minimum of five semesters 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 towards the major. No requirement for the major may be taken satisfactory/unsatisfactory.

Honors in East Asian Studies

An honors program is available for senior majors who have earned a 3.25 major average and who apply for the program prior to the end of their junior year. Some aspect of the culture of East Asia will be studied as the honors project in East Asian Studies 483 and 484.

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

Requirements for the Minor in East Asian Studies

The East Asian studies minor consists of seven courses: East Asian Studies 151, 152, Chinese 125, 126 or Japanese 125, 126, and three additional non-language courses, two of which must be elected from the 200 or higher level and at least one of which must be at the 300 or higher level among those courses approved for the major in East Asian studies. None of these non-language courses may be double-counted toward the Chinese or Japanese minor. When electing the three additional non-language courses, students are not required to concentrate their studies solely on Chinese or Japanese.

[115j] Postwar Japanese Drama It has been the trend among certain Japanese intellectual and literary circles in the past 50 years to reflect on Japan's postwar theatrical works to see how the dramatic field responded to the past. Readings will explore such themes as the atomic bomb dropped on Hiroshima and the Tokyo war crimes tribunals. Knowledge of Japanese not required. *Three credit hours.* L, D.

151f, 152s 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, Japan, and Korea. Topics in the history, art, philosophy, religion, language, literature, and government of the areas. *Four credit hours.* H, D. MR. FEIGON AND MR. GANZA

231s 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

[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.

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

271j Women in Japanese Cinema and Literature Feminists have deliberated on ways to explain sociocultural happenings around us. The course will help students familiarize themselves with Western and Japanese literature and cinema. No prior knowledge of Japanese language, culture, or feminist ideology required. *Three credit hours.* L, D. MS. PRINDLE

457s Seminar on Japanese Culture: Literature and Society Examination of some major Japanese cultural and historical aspects through literature. The concept of Zen Buddhism (monism), the fall of feudalism, and post-World War II social problems examined and discussed through poetry, fiction, and drama. Some comparisons with literatures from other cultures such as those of India, China, and Germany. *Four credit hours.* L, D. MS. HARADA

458s Seminar in Modern Chinese History: Chinese Reform Movement Listed as History 458 (q.v.). *Prerequisite:* Permission of the instructor. *Four credit hours.* H, D. MR. FEIGON

483f, 484s Honors Project An interdisciplinary analysis of an aspect of East Asian culture employing diverse sources and methods. Independent study, extensive readings, consultations, and a thesis. Successful completion of the honors project and of the major will result in the degree being awarded "With Honors in East Asian Studies." *Prerequisite:* Senior standing, a 3.25 major average, and permission of a faculty mentor. *Three credit hours.* FACULTY

491f, 492s 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. *One to four credit hours.* FACULTY

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
	276	Field Experience in China
	476	Seminar on Chinese Art
		All courses offered
Chinese		All courses offered
East Asian Studies		All courses offered
Government	233	International Relations in East Asia
	255	Introduction to Chinese Politics -
	256	The Pacific Challenge
	261	Introduction to Japanese Politics
	452	Chinese Foreign Policy
History	258	History of Tibet
	378	Comparative Perspectives: East and West, 1000-1700
	398	Korean Civilization
	455	Reading East Asian Histories (in translation)
	456	Society and Culture in East Asia
Japanese		All courses offered
Religious Studies	212	Religions of China and Japan
	355	The Goddess
	391	Seminar (if topic is appropriate)
	392	Seminar (if topic is appropriate)

Economics

Chair, PROFESSOR CLIFFORD REID

Professors Jan Hogendorn, Henry Gemery¹, James Meehan, Thomas Tietenberg, Reid, and Randy Nelson²; Associate Professors David Findlay¹, Patrice Franko³, Debra Barbezat, and Michael Donihue; Assistant Professor Saranna Thornton⁴

¹On leave first semester.

²Joint appointment in administrative science and economics.

³Joint appointment in economics and international studies.

⁴On leave all year.

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 or 123 or equivalent; 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 during the second year.

Requirements for the Major in Economics with a Concentration in Financial Markets

Economics 133, 134, 223*, 224*, 391, 393, 493 (either Economic Forecasting or Economics of Organizations), and either 277 or 338; Administrative Science 221, 311 and 322; Mathematics 121 or 123 or equivalent; either Mathematics 231 or the two-course sequence 381, 382. Two additional elective economics courses, at least one of which must be at the 300 level. The comprehensive examination administered during the senior year must be passed.

**Note:* To continue in either major, students must receive a grade of C- or better in Economics 223 and 224. All economic theory courses (223, 224) 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. For other students seeking to fulfill the intermediate theory requirement with a course taken elsewhere, approval for the standard credit transfer form can be secured only by petitioning the Economics Department and having the petition approved by majority 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 to courses in economics, to all courses in administrative science used to fulfill major requirements, and to Mathematics 121 or 123 and 231. 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. Independent studies cannot be used to fulfill the 300-level course requirement. No requirement for the minor may be taken satisfactory/unsatisfactory.

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

134fjs 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.* S. FACULTY

[213] 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.*

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

[217] Issues in Macroeconomic Policy Uses economic analysis to examine critical current issues in U.S. macroeconomic policy. Topics include the budget, deficit and national debt, desirability of a balanced budget amendment; secrecy vs. openness in the formulation of discretionary monetary policy; and discretion vs. rules in the conduct of monetary policy. *Prerequisite:* Economics 134. *Two credit hours.*

218j Seminar on the Economics of Technical Change An introduction to the nature of technological change and innovation as they bear on economic structure and growth. Examines technical change in both its theoretical and historical context. *Prerequisite:* Economics 133, 134 or permission of the instructor. *Two or three credit hours.* MR. GEMERY

[222] Health Economics The application of economic analysis to health care. Distinctive features of health care markets are analyzed using economic models of uncertainty and incomplete information. Topics include the supply and distribution of medical personnel, the financing of health care, sources of rising costs, and alternative organizational forms for the delivery of medical care, including health care systems in other countries. The economic basis for health

care reform and governmental intervention in the health care sector will also be discussed. *Prerequisite:* Economics 133. *Four credit hours.*

223fs 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; open to first-year students only with permission of the instructor. *Four credit hours.* MR. MEEHAN AND MR. REID

224fs 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; open to first-year students only with permission of the instructor. *Four credit hours.* MR. DONIHUE AND MR. FINDLAY

231f 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 renewable and exhaustible resources, and sustainable development. *Prerequisite:* Economics 133. *Three or four credit hours.* MR. TIETENBERG

[239] 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.*

254s 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. *Four credit hours.* D. MS. BARBEZAT

[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.

277f 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

278s 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

293f 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

312s Topics in Law and Economics A seminar examining the common law and the legal system from the point of view of economic analysis. 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 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. Enrollment limited. *Prerequisite:* Economics 223. *Four credit hours.* MR. TIETENBERG

331f 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

332s 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. Also listed as Mathematics 336. *Prerequisite:* Economics 223 and 224 and Mathematics 122 or 124. *Three or four credit hours.*

338s 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

355f 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 impact 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.*

391fs 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 previously has been, enrolled. Required of all economics majors. *Prerequisite:* Permission of the instructor. *Two credit hours.* FACULTY

393fs 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. *Four credit hours.* MR. REID

431s 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

472fs 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.* MR. DONIHUE

483f, 484s 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

491f, 492s 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

493fs Senior Seminar Topics in public policy analysis, interdisciplinary issues, or research. Topics will change each semester. In 1996-97: Economic Forecasting, The Economics of Organization, and Advanced Topics in Environmental Economics. Enrollment limited. *Prerequisite:* Senior standing as an economics major or permission of the instructor. *Four credit hours.* MR. DONIHUE, MR. MEEHAN, AND MR. TIETENBERG

Education and Human Development

Co-Directors, ASSISTANT PROFESSORS LYN BROWN AND MARK TAPPAN

Professor Thomas Berger (Mathematics); Associate Professor Jean Sanborn (English); Assistant Professors Christine Bowditch (Sociology), Brown (Education), Tarja Raag (Psychology), Peter Kahn (Education), and Tappan (Education); Visiting Assistant Professor Karen Kusiak (Education); Instructor Sandy Grande (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 the 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 **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.

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 and complete a teaching portfolio.

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, 434, and five electives in education and human development.

Requirements for the Minor in Human Development

Education 215, 317 or 318, 332, 434, one field experience, internship, or practicum, and two electives from other departments, to be approved by program faculty.

Requirements for the Minor in Professional Certification

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

(2) Education 231, 257, 374, 399, one practicum (351 or 355), the Senior Student Teaching Sequence (433, 435, 493), and one elective in education and human development.

215f Adolescents in Schools and Society A focus on understanding the experiences of contemporary adolescents, using case materials, literature, film, and autobiographical reflection to

capture the voices of adolescents coming of age. The ways in which theories and approaches from various disciplines help in interpreting the phenomena of adolescence. Consideration of gender, racial, class, and cultural differences. Enrollment limited. *Four credit hours.* S, D. MS. BROWN

231fs The Craft of Teaching A critical exploration of the theory and practice of teaching, focusing on the relationship among students, teachers, and the curriculum. Issues and topics considered include the ethical dimensions of teaching; difference and diversity in the classroom; general principles of curriculum planning and instruction; the use of instructional technologies; grading and evaluation; and school reform and restructuring. *The course also includes a practicum component:* Students serve as assistant teachers in an elementary, middle, or junior high school. Responsibilities include tutoring, working with individual students, and preparing and presenting lesson plans to the whole class. Enrollment limited. *Four credit hours.* S. MR. TAPPAN AND MS. GRANDE

235f Multicultural Education and the Difference of Politics There is tremendous diversity in the perspectives and approaches contemporary scholars take to the issue of diversity in education. The course utilizes a range of literature on multicultural education in considering the broader question: What should the institution of public schooling be in a pluralistic and democratic society? The challenge to students will be to better understand the issue of diversity and schooling and to provide informed responses to the questions of how race, gender, and culture affect the problem of schooling in American society. The dynamics of teaching and learning are an integral part of the course, although it is not intended to provide specific classroom teaching skills or strategies. Enrollment limited. *Four credit hours.* S, D. MS. GRANDE

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

257f Educational Psychology Listed as Psychology 257 (q.v.). *Prerequisite:* Psychology 121, 122, or permission of the instructor. *Four credit hours.* MS. RAAG

[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.*

317f Sociocultural Perspectives on Education and Human Development To what extent is human development situated in social, cultural, historical, and institutional contexts? How does language (the sociocultural medium, *par excellence*) mediate human action and interaction and facilitate the development of mind—particularly in early childhood? What are the educational implications of a sociocultural perspective on human development? These and other questions are examined with particular reference to the writings of L.S. Vygotsky. The work of contemporary scholars working within the sociocultural tradition are also considered. *Prerequisite:* Education 215, Psychology 255, 257, or permission of the instructor. *Four credit hours.* MR. TAPPAN

[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, Psychology 257, or permission of the instructor. *Four credit hours.*

332s 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 course will also explore the relationship of women and men educators to the next generation of women, considering questions of class, race, and ethnicity. *Prerequisite:* Permission of the instructor. *Four credit hours.* **D.** MS. BROWN

336s American Education: Historical Perspectives on Modern Issues The sociocultural and historical evolution of the American public schools will be examined as a reflection of the evolution of American society. Students will study the nature, function, and consequences of the schooling process and reflect upon how schools have reacted to the changing sociocultural and political demands of American society. Designed to generate a broad, analytic framework through which to investigate the root assumptions of modern education; students provide their own informed responses to the questions of educational and societal reform. *Prerequisite:* Education 231 or permission of the instructor. *Four credit hours.* **H.** MS. GRANDE

351j, [353] Practicum in Education Serving as assistant teachers in an elementary, middle, or junior high school, students will tutor, work with individual students, and prepare and present lesson plans to the whole class. Students also will write critical essays relating assigned readings to the practicum experience. Meeting weekly in seminar with College supervisor. Nongraded. *Prerequisite:* Permission of the instructor. *Three credit hours.* MS. GRANDE

355j Urban/Multicultural Practicum Students will serve as assistant teachers in an elementary or middle school in an inner-city environment or in an alternative 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. GRANDE

374s 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. Exploring the skills and attitudes necessary for teaching students with special needs in regular settings and examining the roles and responsibilities regular educators have for teaching students who qualify for special education. Consideration given to the psychological, philosophical, historical, and legal foundations of special education. In addition, students will be required to spend a minimum of 20 hours over the course of the semester working in a practicum setting with a special needs teacher. *Prerequisite:* Education 231, 257, or permission of the instructor. *Four credit hours.* MS. KUSIAK

399f Curriculum and Methods An advanced consideration of theoretical and applied issues related to effective classroom teaching. 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 English language arts, foreign languages, mathematics, life science, physical science, and social studies. Required of, and normally limited to, candidates for the minor in professional certification. Enrollment limited. *Three credit hours.* MS. GRANDE

433f 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, 351 or 353 or 355, 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 435 is expected. Enrollment limited. *Four credit hours.* MS. KUSIAK

434s Senior Seminar in Education and Human Development A critical examination of selected topics and issues in the contemporary study of education and human development. The focus 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. Open only to senior minors in education or human development. *Four credit hours.* MR. TAPPAN

435j Student Teaching Practicum Students will serve as student teachers in a secondary school, helping adolescents to learn and working with cooperating teacher(s) and support personnel. The student teacher is expected to assume full responsibility for full-time teaching, including planning and presenting unit and daily lesson plans and evaluating student performance. Nongraded. *Prerequisite:* Education 231, 433, 493, and permission of the instructor. *Three credit hours.* MS. KUSIAK

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

493f Student Teaching Seminar A focused seminar designed to accompany the student teaching practicum. Deals with practical issues such as lesson plan preparation, communication and discipline in the classroom, special class projects, and student evaluation. Analysis of, and reflection on, teaching through a daily journal and readings. Enrollment limited. Nongraded. *Corequisite:* Enrollment in Education 433. *Two credit hours.* MS. KUSIAK

English

Chair, ASSOCIATE PROFESSOR CEDRIC BRYANT

Associate Chair, ASSOCIATE PROFESSOR JAMES BOYLAN

Professors Douglas Archibald, Patrick Brancaccio, John Mizner, Charles Bassett¹, John Sweney, Susan Kenney^{2,3}, Peter Harris, Ira Sadoff⁴, W. Arnold Yasinski⁵, Richard Russo¹, and Phyllis Mannocchi; Associate Professors Robert Gillespie⁶, Patricia Onion², Jean Sanborn^{2,7}, Natalie Harris², Linda Tatelbaum², Bryant, Boylan², Laurie Osborne, David Suchoff⁸, and Debra Spark²; Assistant Professors Elizabeth Sagaser, Anindyo Roy, and Elisa Narin van Court; Adjunct Assistant Professor David Mills; Visiting Assistant Professors Michael Burke² and Susan Sterling²; and Visiting Instructor Katherine Stubbs.

¹On leave full year.

²Part time.

³On leave first semester.

⁴January and second semester only.

⁵Administrative vice president.

⁶College editor.

⁷Resident director, Colby in Cork Program.

⁸On leave second semester.

The English Department offers literature courses in all periods, genres, and major authors, as well as seminars in particular topics and in 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; two studies in special subjects; 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, 484, the Honors Thesis, and, upon successful completion, graduate "With Honors in English."

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, 484), 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). 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.

111f 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.* FACULTY

112fs 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. STERLING AND WRITERS' CENTER TUTORS

115fjs 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

151j 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. Formerly listed as English 152. *Prerequisite:* English 115 or exemption. *Four credit hours; three credit hours in January.* L. FACULTY

172fjs Literary Studies "What is literature?" or "When is it literature?" A focus on the student's 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.* D. FACULTY

199s Literature and Politics Between the Wars, 1919-1945 See course description in the Integrated Semester Program section of this catalogue. Enrollment limited. *Four credit hours.* L. MR. BASSETT

214s 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 may apply for work-study positions in the Writers' Center. Course is offered as needed. Enrollment limited. Nongraded. *Prerequisite:* Sign up with the instructor in the Writers' Center. *Two credit hours.* MS. STERLING

271fs 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

272js 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; three credit hours in January.* L, D. FACULTY

278fs Creative Writing: Fiction Introduction to the writing of fiction, with emphasis on student manuscripts. Enrollment limited. *Prerequisite:* English 115. *Four credit hours.* A. MR. BOYLAN, MS. SPARK, AND MS. KENNEY

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

311s Middle Ages: Medieval Narratives and Cultural Authority An exploration of the ways in which late medieval narratives create, recreate, and resist the various forms of cultural authority in 14th-century England. An examination of both canonical and noncanonical

materials including romance, sermon literature, chronicles, hagiography, poetic narratives, and drama, and an investigation of the historical, social, and material contexts in which these works were written and transmitted. Readings include Chaucer, John Gower, William Langland, the Pearl poet, Margery Kempe, John Hoccleve, John of Trevisa, and Bromyard; critical skills will be honed with readings in the historical/cultural/critical traditions of Lee Patterson, Carolyn Dinshaw, Seth Lerer, Paul Strohm, Miri Reuben, and David Aers. *Four credit hours.*

L. MS. NARIN VAN COURT

313f Renaissance Poetry I A course inquiring into the nature, power, and history of poetry by examining the forms and uses—social, political, religious, personal—of lyric and narrative poetry in English during the 16th century. Constructions of voice; representations of art, desire, mortality, religious experience, and national identity. The period's poetic theory, including important defenses of poetry and the heated debate about rhyme. Readings in Wyatt, Surrey, Stuart, Marlowe, Raleigh, Spenser, Mary Sidney, Philip Sidney, Whitney, Daniel, Campion, Shakespeare, Donne, and others. *Four credit hours.* **L.** MS. SAGASER

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

317s 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 writers of the second half of the century, including James Boswell, Samuel Johnson, Hannah More, Tobias Smollett, Laurence Sterne, Jane Austen, Matthew Lewis, William Blake, and Anna Laetitia Barbauld. *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.**

323f 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 the 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," including works by Oscar Wilde, H.G. Wells, George Gissing, Bram Stoker, George Eliot, Rudyard Kipling, William Morris, and others. *Four credit hours.* **L.**

325f Modern British Fiction As an introduction to early modern British fiction, the course frames the works of Hardy, Joyce, Woolf, Conrad, Forster, and Lawrence within the context of the aesthetic tenets and practices of what is called "literary modernism." To what extent does the literature embody the ideas of "spatialization," "dehumanization," and "introversion" as well as the accompanying narrative and representational modes associated with this movement? What continuities and paradoxes are implicit in the modernist notions of "subjectivity," "tradition," "time," "history," and "identity," and how can they be explained within

the larger historical and social developments of the era—post-agrarian, industrial capitalism, colonialism, and European transculturalism? Readings include novels and critical essays by early modernists (writers and critics), post-war scholars who attempted to map the movement, and contemporary poststructural critics. *Four credit hours.* L. MR. ROY

[326] **Modern Irish Poetry** The origins, contexts, nature, and achievements of Irish poetry after Yeats. Poets selected from among 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.

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

328s **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** 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 the plays and staging techniques of women writing since 1970, including works by Caryl Churchill, Ntosake Shange, and Wendy Wasserstein. Emphasis on current feminist theory in order to investigate the implications of gender roles, stereotypes, and associated assumptions and conventions in theatrical performance. *Four credit hours.* L.

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

[334] **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 of the theatrical as well as 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.

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

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

341s **American Realism and Naturalism** In exploring the aesthetic, ideological, and historical factors that shaped "realist" and "naturalist" texts, we will pay close attention to the relationships among the major critical categories of late-19th-century American literature. How were realism and naturalism defined against literature classified as sentimental, regionalist, and local color? What were the racial, gender, and class politics of these critical categories? Authors include Howells, James, Dreiser, Norris, and London. *Four credit hours.* L. MS. STUBBS

342f American Indian Literature The course will focus on the pan-Indian figure of Trickster, the protean animal/human who rides the margins and turns the world as we know it inside out. An encounter with Trickster in both ancient and contemporary manifestations, in Trickster cycles and stories from different oral traditions and in contemporary fiction, poetry, and film. *Four credit hours.* L, D. MS. ONION

343f African-American Literature Particular attention to the much-neglected contributions of African-American women writers such as Jessie Fauset, Nella Larson, and Zora Neale Hurston. The aim of the course, more broadly, is a critical understanding of the ways African-American writers in the 19th and 20th centuries have responded artistically to problems inherent in American democracy concerning race, identity, marginality, gender, and class. The interpretive methods that will inform readings by James Baldwin, Toni Morrison, Paul Laurence Dunbar, and Chester Himes include formalism, historicism, feminist criticism, and myth criticism. *Four credit hours.* L, D. MR. BRYANT

[344] **19th-Century American 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 “mainstream.” 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.

347s Modern American Poetry A close look at the poetry and theoretical constructs of Modernism, its esthetic, social and metaphysical stances as reflected in the poetry, the essays, and ideological statements of its partisans and opponents. Poets to be considered in literary, historical, and cultural context are Robert Frost, T.S. Eliot, Ezra Pound, Langston Hughes, Marianne Moore, Wallace Stevens, William Carlos Williams. *Four credit hours.* L. MR. SADOFF

351f 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 include Elizabeth Bishop, Lucille Clifton, Allen Ginsburg, Sharon Olds, Adrienne Rich, and Richard Wilbur. *Four credit hours.* L. MR. HARRIS

[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.

355f, 356fs 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. MS. HARRIS AND MS. STUBBS

362s 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." A study of the lives and works of Oscar Wilde and Radclyffe Hall, then discussion of selected writing by H.D., E.M. Forster, Willa Cather, Gertrude Stein, Virginia Woolf, James Baldwin, John Rechy, Rita Mae Brown, Audre Lorde, Monique Wittig, Edmund White, Gloria Anzaldúa, Jeannette Winterson, and others. Images of the lesbian and gay experience in painting, photography, film, and television are 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

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

379f 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

397Af Re-mapping Literary History: From Beowulf to Virginia Woolf, Part I An examination of major British literary traditions by tracing the dialogues and debates on the issues of literary representation and influence, poetic traditions and counter-traditions, and aesthetics. An attempt to situate these debates within their specific cultural contexts and to examine their role in defining the parameters of literary culture through reading representative texts from the period. The course fulfills the need of students who wish to acquire a more comprehensive view of the continuum of British literature. Part I begins with Beowulf and ends with selections from Milton; Part II (English 398C) covers the period from 1660 to the modern age (Woolf). *Four credit hours.* L. MS. MANNOCCI

397Bf "Whose English Is It?": Anglophone Literatures of Africa, the Caribbean, and the Indian Subcontinent The English language presents one of the most interesting paradoxes of our times. Although it emerged as the dominant language of the British Empire and has subsequently acquired the status of the global language of our times, it has also undergone many transformations. Inflected by the influence of other languages and cultures of the colonies, what was once the master language of the empire has proliferated into many "Englishes." The course traces this phenomenon of literary hybridization and "creolization" in literature that has come out of the former colonies of the British Empire, those in the Caribbean and Africa and on the Indian subcontinent. The histories that have shaped these emerging traditions and the ways in which writers such as Chinua Achebe, Wole Soyinka, Salman Rushdie, Raja Rao, J.M. Coetzee, Derek Walcott, V.S. Naipaul, and Jamaica Kincaid have appropriated, challenged, or otherwise modified their inherited "colonial" literary traditions. *Four credit hours.* L. MR. ROY

397Cf The Holocaust in Poetry, Fiction, and Drama Are all artistic responses to the Holocaust inadequate, inauthentic, "barbaric," as some claim? Is only silence appropriate? Apparently not. The course examines a variety of works that bear witness to the tragedy; the main text is *Art from the Ashes*. "The Way It Was," the first section, introduces "the landscape

of disaster," providing a "factual" context for the readings that follow: stories by Fink, Nomberg-Przytyk, Borowski, Lustig, Lind, and Gascar; Appelfeld's novel *Tzili*; Sobol's play *Ghetto*; and selections from the poetry of Pagis, Celan, Sachs, and Glatstein. Further readings include Wiesel's *Night Trilogy*; Appelfeld novels *Badenheim 1939* and *The Age of Wonders*; and Schwarz-Bart's *The Last of the Just*. *Four credit hours*. L. MR. MIZNER

398As Renaissance Poetry II A course inquiring into the nature, power, and history of poetry by examining the development and intertwining of sacred and secular poetry in English in the volatile 17th century. An examination of representations of thought, death, sex, power, ambition, revolution, community, and God, and an exploration of issues of poetic voice—the vogue of the plain style, the multiple voices of women poets, and Milton's prophetic and epic voice. Readings in Shakespeare, Donne, Lanier, Jonson, Wroth, Herrick, Herbert, Milton, Marvell, Cavendish, Philips, Behn, and others. *Four credit hours*. L. MS. SAGASER

398Bs The Irish Renaissance A study of the major figures of the literary movement that took place in Ireland at the beginning of the century: Yeats, Joyce, Synge, O'Casey. Texts include Yeats's poetry and plays, Joyce's *Ulysses*, Synge's *Playboy of the Western World*, and O'Casey's *Juno and the Paycock* to illustrate the nature and scope of their achievements against the background of Anglo-Irish political turmoil and European cultural transformation. *Four credit hours*. L. MR. ARCHIBALD

398Cs Re-mapping Literary History: From Beowulf to Virginia Woolf, Part II An examination of the major British literary traditions by tracing dialogues and debates on the issues of literary representation and influence, poetic traditions and counter-traditions, and aesthetics. An attempt to situate these debates within their specific cultural contexts and to examine their role in defining the parameters of literary culture through reading representative texts from the period. The course fulfills the need of students who wish to acquire a more comprehensive view of the continuum of British literature. Part I (English 397A) begins with *Beowulf* and ends with selections from Milton; Part II covers the period from 1660 to the modern age (Woolf). *Four credit hours*. L. MR. ROY

411f Shakespeare I: Shakespearean Usurpations: Disrupting Proper Rule in Early Modern England The course will address Shakespearean plays that explore authority and proper rule through both political and personal challenges to hierarchy. Both domestic/familial usurpations and political ones will form the basis for consideration of Shakespeare's involvement with authority, especially in the context of the Early Modern theater practices. *Four credit hours*. L. MS. OSBORNE

412s Shakespeare II: Shakespearean Identities: Constructing the Self in Early Modern England A new historicist approach to the Renaissance development of the notion of individual identity. By exploring how constructed theatrical roles create identity and contrasting the notion of the unique self with social demands on the self, the course will explore how gender, power, and social place interact in the creations of selves in Shakespeare's plays and poems. *Four credit hours*. L. MS. OSBORNE

413s Authors Courses Course focusing on the works of one author. Spring 1997: Flannery O'Connor; Geoffrey Chaucer. *Four credit hours*. L. MR. BRYANT AND MS. NARIN VAN COURT

[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 English as a

language of colonization in Africa, Asia, and the Americas. Questions of orality, literacy, and the current explosion of language in talk shows, rap music, and electronic communications. *Four credit hours.* L.

421f 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

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

[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.

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

474fs 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

478f Advanced Fiction Workshop Practice in the writing of short stories and longer fiction, with major emphasis on student manuscripts. May be repeated once for additional credit. Enrollment is limited; admission is by manuscript submission only. See instructor for deadlines and format for manuscript submission. Manuscripts are used as a basis for determining enrollment. *Prerequisite:* English 378. *Four credit hours.* MR. BOYLAN

479s 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

483f, 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:* A 3.25 grade point average in the major and approval from a faculty tutor. *Two credit hours.* FACULTY

491f, 492s 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

493fs Seminars Topics for 1996-97—Fall: Shakespeare's Sonnets, The Beats. Spring: American Gothic Literature, Major Romantic Poets, Empire and Its Others. *Four credit hours.*
L. MS. SAGASER, MR. SWENEY, MR. BRYANT, MR. MIZNER, AND MR. ROY

498s Crossdressing in Literature and Film: Early Modern and Postmodern Staging of Gender The course will range widely from Early Modern texts that use crossdressing to 19th-century novels to 20th-century films, exploring the way crossdressing and disguise function within culture and literature to challenge or even to reinforce gender boundaries. Fully half the course will address Early Modern concerns about and presentations of crossdressing, so the course will count as pre-1800. *Four credit hours.* L. MS. OSBORNE

Environmental Studies

Director, PROFESSOR DAVID FIRMAGE

ADVISORY COMMITTEE: Professors Elizabeth DeSombre (*Environmental Studies and Government*), Thomas Tietenberg (*Economics*), Russell Cole and Firmage (*Biology*), James Fleming (*Science, Technology, and Society*), Paul Doss (*Geology*), Whitney King (*Chemistry*), David Nugent (*Anthropology*), and James Webb (*History*)

The environmental studies programs are designed to provide a broad-based course of study. They are intended to prepare students to be well-versed in both policy and science issues as related to the environment and to be able to pursue graduate study or entry-level work in fields such as natural resource management, land-use planning, urban/rural planning, technology and policy, and environmental and public policy.

Requirements for the Major in Environmental Policy

I. All of the following courses

Environmental Studies 118, 235, 334; Economics 133, 231; Government 131; Mathematics 121 or 123, and 112 or 231; and one course selected from: Environmental Studies 491-492 (minimum two credits), Environmental Studies 493, Economics 493 (*Advanced Topics in Environmental Economics*), or History 481 (*Ecological Change in World History*).

II. Five of the following courses

<i>Biology</i>	161 Introduction to Biology: Organismal Biology
	162 Introduction to Biology: Genetics and Cell Biology
	219 Conservation Biology
	271 Introduction to Ecology
<i>Chemistry</i>	141 General Chemistry
	142 General Chemistry
	217 Environmental Chemistry
<i>Geology</i>	131 Introduction to Environmental Geology or
	141 Introduction to Physical Geology
<i>Physics</i>	141 Foundations of Physics
	142 Foundations of Physics
<i>Science, Technology, and Society</i>	215 Atmospheric Science

III. Completion of either the domestic or international emphasis

Domestic Emphasis:

Government 111 (*Introduction to American Government*) and two courses from two different departments in the following list:

<i>Administrative Science</i>	250	Industry, Technology, and Society, 1750-1900
	251	Industry, Technology, and Society in the 20th Century
<i>Economics</i>	274	American Economic History
	312	Topics in Law and Economics
	332	Regulated Industries
	351	Public Finance
<i>Government</i>	211	The American Presidency
	212	The American Congress
	311	The Judicial Process
	317	The Policy Making Process

International Emphasis:

Three courses from the following group:

<i>Anthropology</i>	252	Hunger, Poverty, and Population: The Anthropology of Development
	256	Land, Food, Culture, and Power
<i>Economics</i>	278	International Trade
	293	Economic Development
<i>History</i>	364	Economic Change in 20th-Century Africa
<i>Science, Technology, and Society</i>	281	Global Environmental Change: History and Science

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

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 one course selected from: Environmental Studies 491-492 (minimum two credits), Environmental Studies 493, Economics 493 (Advanced Topics in Environmental Economics), or History 481 (Ecological Change in World History);
- (2) Either Economics 133 and 231 or Anthropology 112 and either 252 or 256;
- (3) Either Biology 161 and 162 or Geology 141 and 142 or Chemistry 141 and 142;
- (4) One course selected from:

<i>Administrative Science</i>	250	Industry, Technology, and Society, 1750-1900
	251	Industry, Technology, and Society in the 20th Century
<i>Anthropology</i>	211	Indigenous Peoples and Cultures of North America
<i>Biology</i>	258	Ecological Field Study
	271	Introduction to Ecology
	354	Marine Biology
	358	Ecological Field Study
<i>Chemistry</i>	217	Environmental Chemistry
<i>Economics</i>	293	Development Economics
<i>Education</i>	271	Environmental Science and Values Education
<i>Geology</i>	352	Principles of Geomorphology
	353	Groundwater Hydrology
	494	Advanced Environmental Geology
<i>Government</i>	235	Sustainable Development
	334	International Environmental Law
<i>History</i>	276	Major Trends in World History
	364	Economic Change in 20th-Century Africa
<i>Philosophy</i>	211	Moral Philosophy
<i>Science, Technology, and Society</i>	215	Atmospheric Science
	281	Global Environmental Change: History and Science

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.

118s Environment and Society An interdisciplinary course focusing on the human relationship with and impact on the environment. A look at some of the environmental problems that have arisen as a result of the growth of society in various areas of the world. The causes of each problem, methods for investigating the problem, and possible solutions will be investigated from a scientific and a public policy perspective. Lecture and discussion. *Four credit hours.* FACULTY

215 Atmospheric Science Listed as Science, Technology, and Society 215 (q.v.). *Four credit hours.* N. MR. FLEMING

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

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

235j Sustainable Development Listed as Government 235 (q.v.). *Three credit hours.* MS. DESOMBRE

334f International Environmental Law Listed as Government 334 (q.v.). *Prerequisite:* Previous or concurrent enrollment in Government 131 and either Environmental Science 118, 235, or Economics 231, or permission of the instructor. *Four credit hours.* MS. DESOMBRE

491f, 492s Independent Study Independent study devoted to a topic chosen by the student with the approval of the program committee. *Prerequisite:* Senior standing as Environmental Policy major. *One to four credit hours.* FACULTY

493f Environmental Policy Colloquium: Protecting the Ocean Environment The colloquium will focus on a particular set of resource issues for the semester. Readings, discussions, and presentations will emphasize interdisciplinary solutions to environmental problems. This seminar will involve periodic oral presentations by all participants, a major, original, written research report from each student, and group presentation of projects. *Prerequisite:* Senior standing in the environmental policy major or environmental studies minor, or permission of the instructor. *Four credit hours.* MS. DESOMBRE

Field Experience, Internship

-95f, -95j, -96s 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.

Chair, ASSOCIATE PROFESSOR ADRIANNA PALIYENKO

Professors Guy Filosof, Jonathan Weiss¹, Jane Moss, and Arthur Greenspan²; Associate Professors Suellen Diaconoff³ and Paliyenko; Instructor Dace Weiss⁴; Visiting Instructor Michelle Chilcoat

¹Director of Off-Campus Study and Academic Affairs.

²On leave second semester.

³On leave full year.

⁴Part time.

Both the French literature and French studies majors are grounded in continued study and pursuit of mastery of the French language. Students in either major will be expected to demonstrate advanced language skills and proficiency in the French language. The choice between the two majors will be determined by the student's interests and goals. A major in French literature focuses on the literature and culture primarily of France, whereas the major in French studies requires the student to choose a concentration on France, Quebec, or francophone Africa.

In the senior year, students in the two majors will take the same required senior seminar, which will serve as an integrating and capstone experience.

The department strongly recommends that all majors spend one academic year studying in a French-speaking country at the junior level. It *requires* a minimum of one semester's study abroad at the junior level or the equivalent. 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.

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 SAT-II test in the language or take the placement test during orientation.

Requirements for the Major in French Literature

The major in literature promotes the acquisition of superior language skills and explores the richness of French literature while developing the critical and analytical skills that enhance the appreciation of literature.

A minimum of nine courses in French is required. Students choosing this option are normally required to take French 231, 252, and 493, plus at least six additional courses at the 200 and above level, four of which must be in literature at the 300 or above level.

The student is encouraged to study the literature of all periods and genres and to complement the language and literary studies with appropriate courses in the culture and history of France. It is recommended that students plan their programs so that they can also take advantage of the upper-level courses in language.

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

Requirements for the Major in French Studies

The French studies major combines solid training in the language and culture of France with the option of further study in the culture of other Francophone countries. Upon declaring the major in French studies, the student will choose to concentrate on France, Quebec, or French-

speaking Africa and will study abroad in the country of the chosen concentration.

Students who select this major must plan their program of studies in consultation with the chair of the department, whose approval for all courses taken outside the department is required.

The major requires nine courses, beginning at the 200 level. Within the Department of French, students will normally be required to take 231, 232, 233, and 493, plus five other courses, three of which will be related to the area of francophone concentration. These courses, which must be approved by the department, may be taken abroad or at Colby when departments such as Art, Government, and History offer courses with substantial material concerned with France or with francophone countries.

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 French literature 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.

Honors in French

Students majoring in French literature or French studies 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."

125fs, 126fs, 127fjs French I, II, and III This sequence develops communication skills in a careful progression over three semesters. In addition to working on the four traditional skills of language acquisition—speaking, comprehension, reading, and writing—students will also be introduced to the cultural contexts of the francophone world. Use of audio- and videotaped material is an integral and required part of the classwork. Students are placed in the appropriate level by their score on the College Board French SAT-II test or on a placement exam during fall orientation or through consultation with a member of the faculty in French. *Four credit hours; three credit hours in January.* FACULTY

126f-127f French-Plus French-Plus is an intensive language-learning course for strongly motivated students who wish to accelerate their acquisition of basic language skills—speaking, comprehension, reading, and writing. The course will meet two hours a day, four days a week, and will include substantial work in the Language Resource Center with audio, video, and computer materials. The course is especially geared to those interested in continuing their study of French beyond the requirement, studying in a French-speaking country, or pursuing interests in French studies or international studies. *Prerequisite:* grade of A or A- in French 125, a score of 48-51 on the fall placement test, or permission of the instructor. *Eight credit hours.* MS. CHILCOAT

128fs French IV: Reading in Cultural Contexts A course that aims to build reading skills and to broaden cultural background through a wide variety of readings in French. The emphasis will be on the texts and contexts of culture, whether in France, Quebec, or other francophone areas such as those in Africa and the Caribbean. There will be continuing work in improving oral and written skills. *Prerequisite:* French 127. *Four credit hours.* MR. FILOSOF AND MS. MOSS

131s 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:* French 128 or permission of department. *Four credit hours.* MS. CHILCOAT

228fs Readings in Modern French Literature An introduction to modern literature, including novels, poetry, or drama, within a particular historical context or thematic focus such as love, war, experiments in narrative, and other approaches. The course will include an appropriate writing component such as journal writing, commentaries, *précis*. *Prerequisite:* French 128 or permission of the instructor. *Four credit hours.* MR. GREENSPAN AND MS. PALIYENKO

231f Advanced Grammar and Composition An advanced language course required of both majors and open to others wishing to improve their written expression in French. Intensive grammar review and frequent practice in writing French. *Prerequisite:* French 128 or 131 or permission of the instructor. *Four credit hours.* MS. PALIYENKO

232f French Cultural Studies Examination of the major events and movements in the cultural history of France in a historical, thematic, or subject-oriented framework. Continuing practice in improving oral and written language skills. Required for French studies majors. Also recommended for international studies students. *Prerequisite:* French 128 or permission of instructor. *Four credit hours.* MR. GREENSPAN

233s Contemporary France France since 1968, with emphasis on the institutions, events, and culture that shape the country today. Special attention will be given to the sociopolitical fabric of contemporary France, including the class structure, the educational system, politics, popular culture and the media, the problems of ethnicity and racism, and the role of France in the European community and in the world. Required for French studies majors and recommended for international studies students. *Prerequisite:* French 128 or permission of instructor. *Four credit hours.* MR. WEISS

252s Literary Analysis Using selected masterpieces, the course aims to develop the tools and techniques of literary analysis and to enhance appreciation of literature as art. Students study all genres and develop their critical skills through reading, discussion, and a substantial writing component. Required of the major in French literature. *Prerequisite:* French 128 or appropriate College Board scores. *Four credit hours.* MR. FILOSOF

[311] Literature of the Ancien Régime Critical inquiry into early French literature, from the Middle Ages through the Revolution, through the agency of a theme, genre, or problem. Topics may include The Romance, The Hero, Women's Narratives. *Four credit hours.* L.

[341] Advanced Spoken and Written Language The course concentrates on the development of language skills and their use in the media. Using a variety of journal and periodical articles, plus foreign television broadcasts, students will practice and perfect both oral and written skills in French through a variety of exercises such as interviewing, panel discussions, debates, and written reports and scripts. *Prerequisite:* French 231. *Four credit hours.*

350s Francophone Literature Readings of major texts by writers from the Maghreb, West Africa, the French Caribbean, Quebec, and other French-speaking areas. The course will provide an understanding of French colonialism and the post-colonial situation of La Francophonie in order to facilitate close textual analysis. In addition to prose, poetry, and drama, films will be studied. Special attention to issues of gender, race, religion, politics, traditions, and modernization. *Four credit hours.* L, D. MS. MOSS

[351] **French-Canadian Literature** Analysis of important literary works from Quebec, 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.

[355] **Poetic Scenes and Their Margins** The evolving poetic tradition in 19th-century France through detailed analysis of major male poets, and the creative strategies of women poets writing from the margins. Topics include the construction of canon, the anxiety of influence, and gender-specific poetic writing. Selected texts of the Romantics and Post-Romantics (Decadent-Symbolists) from Lamartine, Desbordes-Valmore, Mercoeur, Hugo, Musset, Gautier, Ackermann, Baudelaire, Rimbaud, Siefert, Kryszynska, and Mallarmé. Non-French majors may elect to write papers and examinations in English. *Four credit hours.* L.

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

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

412s **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. *Prerequisite:* French 231 and upper-level work in French, or permission of instructor. *Four credit hours.* MR. FILOSOF

483f, 483j, 484s **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, 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

491f, 492s **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

493f **Senior Seminar** An integrating experience for senior majors of both French studies and French literature, allowing students, through the choice of a particular theme, to synthesize and coordinate both their academic work in the major and their experiences in French-speaking countries. The class will read and discuss certain works together, and students will also work independently on individually designed projects. A substantial piece of written work and a formal oral presentation are required. Required of both majors. The theme for 1996-1997 is Transgressing Boundaries: Literature, Film, and Art. *Four credit hours.* MS. PALIYENKO

Geology

Chair, PROFESSOR ROBERT NELSON

Professors Donald Allen, Harold Pestana¹, and Nelson; Visiting Associate Professor Michael Follo; Assistant Professor Paul Doss; Senior Teaching Associate Bruce Rueger

¹On leave full year.

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; majors are expected to undertake and complete independent research work as part of their undergraduate training. Geology-environmental science majors complete this requirement through Geology 494.

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 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, Technology, and Society 215. (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, 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 211, 212, 213, 237, 254, 279, 312, 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.

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

141fs 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 have produced and continue to modify the modern Earth, from plate tectonics and volcanoes to streams and 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 AND MR. DOSS

142s 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 introduction to techniques for determining paleoenvironments based on what can be seen in the geologic record and for determining accurate numerical ages of rock units. 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. FOLLO

[161j] Paleontology for Nonmajors An introduction to the principles of paleontology, the scientific study of fossils. Lecture and laboratory; 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, geological, and biological oceanography. Topics 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 is discussed. Lecture. *Three credit hours.* **N.**

[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.* MR. DOSS

129j Geology of Bermuda An introduction to the geology of an island environment created solely from calcium carbonate remains of marine organisms; introduction to carbonate-secreting organisms, sedimentation, and reworking of carbonate grains into secondary geologic environments. Lecture and laboratory, with course work at Colby and an extended field excursion in Bermuda. Students must cover costs of travel to and accommodations in Bermuda; enrollment limited. *Prerequisite:* Geology 141. *Three credit hours.* MR. RUEGER

225f 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

226s 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

251f 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. FOLLO

[252] Micropaleontology An independent study laboratory course covering one or more of the major microfossil groups. Emphasis on identification, age determination, and environmental interpretation; offered on demand. *Prerequisite:* Geology 251 or permission of the instructor. *One to four credit hours.*

[254] Advanced Invertebrate Paleontology An independent study laboratory course involving a detailed investigation of one or more invertebrate groups. Emphasis on identification, age determination, and environmental interpretation; offered on demand. *Prerequisite:* Geology 251 or permission of the instructor. *One to four credit hours.*

[258] Field Geology A course of studies to be conducted off campus in a region whose climate permits field study of geologic features. Emphasis 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 are based on field notes, reports, and maps submitted following independent projects to be conducted periodically over the duration of the course. *Prerequisite:* Geology 141 and permission of the instructor. *Two or three 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.*

[314] Sedimentation and Carbonate Sediments Sedimentary processes, environments of deposition, and the classification and description of sedimentary rocks. Emphasis on carbonate

sediments and the biological aspects of sedimentation. Taught at the Bermuda Biological Station. Students cannot receive credit for both 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. 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.*

331f 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. FOLLO

332s 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

351f 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 141, 142 or 331 or permission of the instructor; students completing only Geology 141 with a grade of B or better will be admitted but should consult with instructor prior to registration. *Four credit hours.* MR. NELSON

353f 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. *Prerequisites:* Geology 141, 142 and Mathematics 121 or 123 or permission of the instructor. *Four credit hours.* MR. DOSS

354s 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 odd-numbered years. Formerly listed as Geology 355. *Prerequisite:* Geology 142. *Four credit hours.* MR. NELSON

356s Stratigraphy and Sedimentation A course covering the combined contents of Geology 312 and Geology 376: processes of sedimentation, methods of analysis of sediments, interpretation of depositional environments, classification and description of sedimentary rocks, and study of the relationships and correlation of sedimentary rocks. Lecture and laboratory. *Prerequisite:* Geology 251. *Four credit hours.* MR. FOLLO

[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.*

[372] Quaternary Paleoecology Reconstruction of biological environments on land for the recent geologic past, based on the fossil remains of plants and animals preserved in sediments. Emphasis will be on the use of pollen in reconstructing past vegetation types, but other groups of organisms and what they can tell about past environments are included. Extrapolation of past climatic parameters from the biological data. Lecture and laboratory. Normally offered in even-numbered years. (This course will be offered spring semester in the 1997-98 academic year *but* will require an all-day field trip the first Saturday of the preceding *fall* semester.) *Prerequisite:* Geology 142 and Chemistry 141; Geology 251 or Biology 271 is recommended. *Four credit hours.* MR. NELSON

374f 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. *Four 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.*

491f, 492s Independent Study Field and laboratory problems in geology or environmental geology, with regular reports and a final written report. Students should consult with major advisers in the spring of their junior years. *Prerequisite:* Permission of the instructor. *One to four credit hours.* FACULTY

494s Advanced Environmental Geology Selected topics dealing with environmental quality. Extensive individual investigation. *Prerequisite:* Geology 141 and 353 or permission of the instructor. *Three or four credit hours.* MR. DOSS

German

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

Associate Professors Hubert Kueter, James McIntyre, and Ursula Reidel-Schrewe; Language Assistant Ulrike Gruhn

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) are inherent goals 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. Colby/IES in Freiburg gives students who have completed just one year of German the opportunity for a semester (fall) of immersion in the language while also taking courses in German literature, German cultural history, and European economic policies. The January Program in Konstanz gives students who have completed three semesters of German (127) at least a brief exposure to life in Germany while living with a German family and attending

classes at a local *gymnasium*. German majors are expected, and minors are strongly encouraged, to spend at least one semester in Germany or Austria on a program approved by the Off-Campus Study Office and the department. 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 SAT-II 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 128, 131, 135, 231, 232 or 234, at least two 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 128, 131, 135, 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 257, 356, History 223, 224, 318, 320, 321, 322, 323, Music 115, Philosophy 359.

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 normally 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.

119f Everyday German Usage Practice in speaking and listening skills and review of basic grammar. Emphasis on the acquisition of practical vocabulary. Intended for students electing German 132j in Konstanz. Does *not* fulfill the language requirement or count toward the major or minor. *Prerequisite:* German 127 or permission of the instructor. *One credit hour.* MR. KUETER

125fj, 126s 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 may be part of daily preparation. *Four credit hours (German 125 is three credit hours in January).* FACULTY

127f Intermediate German Continued practice in speaking and listening skills; grammar review; readings and conversation based on topics from German literature; emphasis on the practical use of the language. *Prerequisite:* German 126 or appropriate score on the College Board German SAT-II test. *Four credit hours.* MR. MCINTYRE

128s Mittelstufe II Written and oral exercises will focus on the formation of correct, idiomatic structures. Increased emphasis on listening as a corollary of speaking. Readings of increasing length will be used as the basis for discussion and writing assignments. *Prerequisite:* German 127 or permission of the instructor. *Four credit hours.* MR. MCINTYRE

130s Deutsch zum Spaß Intended for students who would like merely to retain and reinforce their skills in the language, the course will use a variety of written and visual materials to stimulate conversation and review practical vocabulary. Does *not* count toward the language requirement or the major/minor in German. *Prerequisite:* German 127 or permission of the instructor. *Nongraded.* MR. KUETER

131s Conversation and Composition Emphasis on oral expression and facility in writing. Vocabulary building through reading and discussion of short texts. *Prerequisite:* German 128 or permission of the instructor. *Four credit hours.* MR. KUETER

132j Introduction to German History and Culture Taught only in conjunction with a study-abroad program in Konstanz, Germany. Readings and discussions in German. Field trips to museums and architectural monuments. *Prerequisite:* German 127 or permission of the instructor. *Three credit hours.* MR. KUETER

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

197f German Literature in Translation Intended for any student who wants to be introduced to a number of famous works by authors such as Hermann Hesse, Franz Kafka, Thomas Mann, and Günter Grass. Close reading of selected texts and discussion of their cultural and literary relevance. Oral presentations, several short papers, and final exam. Conducted in English; no knowledge of German required. Enrollment limited. *Four credit hours.* L. MS. REIDEL

231f 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.*

234s Introduction to Contemporary German Culture The film *Heimat* (1984) by Edgar Reitz will serve as the takeoff point for the discussion. A critical analysis of the film will be accompanied by background readings and research on assigned topics. Continued practice in conversation; transition to more formal writing. *Prerequisite:* German 135 or permission of the instructor. *Three or four credit hours.* MS. REIDEL

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

[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.

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

[358] **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.

491f, 492s **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

493s **Seminar in German Literature** Topics may cover an author, a genre, a literary theme or movement. The topic for Spring 1997 will be the Faust legend. *Four credit hours.* MS. REIDEL

[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 on articulating and defending an argument. Seniors are encouraged to explore in more detail and depth a topic of their choice based on prior course work. *Four credit hours.*

German and Russian

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

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 fully without a thorough knowledge of the national language and literary and cultural traditions. It is our firm belief that as the language itself becomes increasingly less foreign, so do its people. 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 the target language in the German-speaking countries and Russia. Minors in both languages are also strongly encouraged to take advantage of the opportunity to study abroad. In addition to the Colby/IES in Freiburg Program and the January Program in Konstanz, German students participate in several semester and full-year study programs in Germany and Austria. Of particular note among the variety of options for study in Russia is the Colby in St. Petersburg Program, which emphasizes individualized study of Russian language, literature, and history, and also includes the opportunity to teach English in a private high school.

Requirements for the majors and minors in German and Russian are listed in the sections German and Russian.

Government

Chair, PROFESSOR SANDY MAISEL

Professors William Cotter¹, Maisel, and Calvin Mackenzie; Associate Professors Kenneth Rodman,

Anthony Corrado, and Guilain Denoeux; Assistant Professors Deborah Norden, Suisheng Zhao², Elizabeth DeSombre, and Jennifer Yoder; Visiting Assistant Professor Joseph Reisert

¹President of the College.

²On leave first semester.

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.⁶ 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.

Requirements for the Major in Government

Ten semester courses in government, including Government 111, 131, 151, and 171, at least one 400-level course, and successful completion of a significant writing project. Government majors should complete all four of the 100-level courses by the end of their sophomore year.

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 10-course requirement, but they may not be substituted for the introductory or 400-level 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 examination or any other reason—without written permission of the department chair.

Requirements for the major were changed effective September 1, 1995. Students enrolled as government majors before that time may complete the major under the old or the new requirements. Members of the Class of 1998 and subsequent classes are expected to follow the new requirements listed above. The old requirements were nine courses in government, including Introduction to American Government (now Government 111) and Introduction to Comparative Government (now Government 151), one 200- or 300-level course each in American government, international relations, comparative government, and political theory, and at least one 400-level course in government. Government majors in classes prior to 1998 who choose to complete the major under the old requirements should note that 200- and 300-level courses with a middle digit in the course number of 1 or 2 are American government courses; those with a middle digit of 3 or 4 are international relations courses; those with a middle digit of 5 or 6 are comparative government courses; and those with a middle digit of 7 or 8 are political theory courses.

Honors in Government

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. 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."

Government 100- and 200-level courses are normally limited to 45 students; 300-level courses are normally limited to 30 students, 400-level courses to 12 students.

Internships are encouraged so that students can experience the practical as well as the more theoretical aspects of the field. Attention is called especially to Colby's Washington Semester Program.

111fs Introduction to American Government and Politics How does the American government work? An examination of the relationships among American values, politics,

government institutions, and public policy. Priority to first-year students; open to others majoring in government with permission of the instructor. *Four credit hours.* S. MR. MACKENZIE AND MR. MAISEL

131fs Introduction to International Relations An introduction to the major issues within the field of international relations and the theoretical approaches that have been developed to understand these issues. *Four credit hours.* S. MS. DESOMBRE AND MR. RODMAN

151fs Comparative Politics: An Introduction to Politics Outside the United States A comparative analysis of politics in advanced liberal democracies, communist and post-communist political systems, and developing countries. Important concepts in the field of comparative politics are introduced. The issue of governmental accountability and the challenges of democratization. *Four credit hours.* S, D. MR. DENOEUX AND MS. NORDEN

171fs Introduction to Political Theory A discussion of the basic terms, concepts, and principles of modern political science. The basic themes of modern liberalism, including popular sovereignty, civil liberty, equality under the law, liberty, and progress; the relation between politics and economics, including writings on capitalism and socialism; theories of revolution and conservatism, as well as totalitarianism. Readings include major works by authors such as Locke, Mill, Smith, Marx, and Arendt, short stories, and novels. *Four credit hours.* S. MR. REISERT AND MR. CORRADO

211f 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. *Prerequisite:* Government 111 or permission of the instructor. *Four credit hours.* MR. MACKENZIE

212s The American Congress The Congress is the "first branch" of the American national government, but most of us know little about it. The history of the Congress and a study of the politics and policy making of the Congress in the mid-1990s. *Prerequisite:* Government 111 or permission of the instructor. *Four credit hours.* MR. MACKENZIE

213j United States Senate Simulation A month-long simulation of how the United States Senate, particularly its committee system, functions. Students are assigned the role of actual senators as they deal with contemporary policy issues. Open to all classes. *Prerequisite:* Government 111 or permission of the instructor. *Three credit hours.* MR. MAISEL

214f 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 or permission of the instructor. *Four credit hours.* MR. MAISEL

[231] United States Foreign Policy I: The Cold War An analysis of the major events facing the United States during the Cold War and the controversies surrounding them. Academic and policy debates over national security doctrines, the proper place of ideology in foreign policy, the role of economic factors, and domestic political institutions. Topics include the origin of the Cold War, nuclear weapons strategy, the Vietnam War, containment and detente, and the end of the Cold War. *Prerequisite:* Government 131 or permission of the instructor. *Four credit hours.* S.

232s United States Foreign Policy II: After the Cold War Foreign policy issues confronting the United States in the post-Cold War environment. The impact of the end of the Cold War on American definitions of national security and the prospects for international

cooperation. *Prerequisite:* Government 131 or permission of the instructor. *Four credit hours.* MR. RODMAN

233s International Relations in East Asia An introduction to the evolution of the international order, distribution of power, and security concerns in Asia-Pacific. The great power competition (China, Japan, the United States, and the Soviet Union) in the vast region. Case studies include the Sino-Japanese War, the Russo-Japanese War, the Pacific War, the Korean War, the United States-Vietnam War, and the Sino-Vietnam War. The changing international relations in the post-Cold War era. *Prerequisite:* Government 131 or 151 or permission of the instructor. *Four credit hours.* D. MR. ZHAO

[234j] Model United Nations An overview of how the United Nations system is designed to work, followed by a simulation of a multilateral negotiation in a political or judicial organ of the United Nations. Each student will assume the role of the representative of a particular nation-state. *Three credit hours.* S.

235j Sustainable Development An examination of the tension between the need for economic development by less developed countries and the necessity to protect and preserve the global environment. The course will explore both the domestic issues facing developing countries as they attempt to address their economic and environmental problems and the relationship between developing countries and the rest of the international community in confronting environmental issues. Also listed as Environmental Studies 235. *Prerequisite:* Permission of the instructor. *Three credit hours.* MS. DESOMBRE

[236j] Whales, Whaling, and Whale Conservation An investigation of the uses and attempts at conservation of a particular natural resource: whales. Aspects of whales and the interactions that humans have with them, using a wide and innovative set of resources. Why have whales inspired such passion—both in their use and in their defense? What can attempts to regulate use of, conserve, or protect this species tell us about conservation of species or natural resources in general? *Prerequisite:* Permission of the instructor. *Three credit hours.*

251j 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 origins, content, and significance of the September 1993 agreement between PLO leader Yasir Arafat and Israeli Prime Minister Yitzhak Rabin, and the efforts to implement this historic compromise, including contemporary developments. Scholarly analyses and firsthand accounts, essays, and documentaries depicting the attitudes and emotions that have sustained the conflict between Arabs and Jews in the Palestine-Israel region throughout the 20th century. *Three credit hours.* S, D. MR. DENOEU

252f Politics of the Middle East An introduction to the internal politics of Middle Eastern countries, centering 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. 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 151 or permission of the instructor. *Four credit hours.* S, D. MR. DENOEU

253f 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 151 or permission of the instructor. *Four credit hours.* D. MS. NORDEN

[254j] **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.

255s **Introduction to Chinese Politics** The political system of China since 1949, including political institutions, the policy making process, political culture, and the relationship between state and society. The main focus is on the post-Mao-era reforms beginning in 1978. *Prerequisite:* Government 151 or permission of the instructor. *Four credit hours.* D. MR. ZHAO

[256j] **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. *Three credit hours.* S.

257f **Introduction to the Politics and Government of West Europe** An examination of the development of Western European forms of democratic governance, particularly in France, Germany, Italy, Great Britain, and Scandinavia. This course explores the political cultures and institutions in contrasting national settings and considers the implications of the European integration process for democracy in Western Europe. *Prerequisite:* Government 151 or permission of the instructor. *Four credit hours.* MS. YODER

258s **The Politics of Post-Communist Countries** An investigation of the political, cultural, and institutional legacies of Soviet-style communism in Eastern Europe today. The course briefly examines the rise and fall of communism in the region and then analyzes the political, economic, and social transformation processes underway in several cases. Consideration of Western influences on the public policies of post-communist countries, and implications for the integration of Eastern and Western Europe. *Prerequisite:* Government 151 or permission of the instructor. *Four credit hours.* S. MS. YODER

[261] **Introduction to Japanese Politics** An introduction to Japanese politics. The political base of postwar Japan's economic development, the strengths and weaknesses of Japanese government institutions, and Japan's emerging global role. *Prerequisite:* Government 151 or permission of the instructor. *Four credit hours.*

[262j] **German Unification: Process and Outcomes** A look at the institutional and cultural integration of the two German states since their formal unification in 1990. The course will use relevant texts, novels, and films to examine the political, economic and social dimensions of the merger. *Prerequisite:* Government 151 or permission of the instructor. *Three credit hours.*

[263j] **The Balkan Crisis** This course examines the nature of political and ethno-cultural tensions during the transition to pluralism in Southeastern Europe. Nationalism considered as the main successor ideology to communism; films and novels studied to better understand the dynamics of political cultures in the region. *Prerequisite:* Government 151 or permission of the instructor. *Three credit hours.*

[271] **Classical Political Theory** A survey covering major works by Sophocles, Plato, Aristotle, Cicero, and Augustine and their varied understandings of justice, the design of the best regime, the relation of human nature to the shape of political institutions, the limits of human knowledge, the obligations of citizenship, the relation between political theory and

political practice, as well as the role of religion and philosophy in defining a political order. *Prerequisite:* Government 171 or permission of the instructor. *Four credit hours.*

[272] Modern Political Theory A survey of major works by Machiavelli, Hobbes, Locke, Rousseau, Nietzsche, and others. Modern understanding of the social contract, the individual and the state; psychology; religion and politics; knowledge and political power; and the definition of freedom. A continuation of political theory building upon, but not requiring, Government 271. *Prerequisite:* Government 171 or permission of the instructor. *Four credit hours.*

273f 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. *Prerequisite:* Government 111 or permission of the instructor; preference to government and American studies majors. *Four credit hours.* MR. CORRADO

281s 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. *Prerequisite:* Permission of the instructor. *Four credit hours.* Q. MS. NORDEN

295fjs Internship in Government Supervised field experience in politics, government, and public policy. Nongraded. *Prerequisite:* Permission of the instructor. *Two or three credit hours.* MR. CORRADO

[311] 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 federal judge. Topics include the appellate process, judicial activism, etc. *Prerequisite:* Government 111 and permission of the chair of the department. *Three credit hours.*

[312] The Politics of Presidential Nominations An examination of the procedural and strategic environment of presidential nomination contests. The evolution of the modern delegate selection process and changes in the conduct of presidential campaigns provide a framework for analyzing the 1996 race for the White House. The development of campaign messages, the role of political advertising, candidate debates, and press coverage of presidential primaries. *Prerequisite:* Government 111. *Four credit hours.*

313f 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 among 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 of major U.S. Supreme Court decisions and related documents. *Prerequisite:* Government 111 or permission of the instructor. *Four credit hours.*

S. MR. REISERT

[314] Constitutional Law II Political controversies involving the Bill of Rights, except for the First Amendment. Fourth, Fifth, and Sixth Amendment cases about searches and seizures and the rights of the accused; Fifth Amendment property rights cases; the controversies over the "right to privacy" and protections for abortion and homosexuality; Eighth Amendment concerns about cruel and unusual punishment, including the death penalty; and the 14th Amendment definition of civil rights and equality under the law, including affirmative action and the status of women and minorities under the law. Readings of major U.S. Supreme Court cases and related documents. *Prerequisite:* Government 111 or permission of the instructor. *Four credit hours.* S.

[315] Constitutional Law III A survey of First Amendment law, including free speech, freedom of the press; the free exercise of religion and religious establishment; and the freedom of association. Topics include the regulation of obscenity and pornography; "fighting words" and hate speech; the definition of religious pluralism; regulation of the print and broadcast media as well as newer forms of communication; libel and the conflict between free speech and other rights. Readings of major U.S. Supreme Court cases and related works as well as theoretical treatments of freedom and speech. *Prerequisite:* Government 111 or permission of the instructor. *Four credit hours.*

[316] Presidential Electoral Politics 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. A case study of recent elections. *Prerequisite:* Government 111. *Four credit hours.*

[317] The Policy Making Process An examination of the policy making process, including agenda setting, program formulation, consensus building, implementation, and the use and misuse of policy analysis. Special attention to methods and techniques of policy evaluation. Primary focus on policy making at the national level in the United States government. *Prerequisite:* Government 111 or permission of the instructor. *Four credit hours.*

319f 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. Priority to seniors, regardless of major. *Four credit hours.* S, D. MR. COTTER

[320] American Liberalism in Thought and Practice The changing role of the national government in American society in the 20th century. Populism, progressivism, and the civil-rights movement; the broad expansions of government responsibility that occurred during the Progressive, New Deal, and Great Society eras; and 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.*

[331] 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-à-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 131 or permission of the instructor. *Four credit hours.*

332s 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 131 or permission of the instructor. *Four credit hours.* MR. RODMAN

[333] The Politics of International Economic Relations The impact of international politics on international economic relations and the impact of changes in the world economy on the political behavior of states. Both the historical evolution of the international economic system as well as contemporary issues, such as trade, aid, multinational corporations, debt, and the role of international economic institutions. *Prerequisite:* Government 131 or permission of the instructor. *Four credit hours.*

334f International Environmental Law An examination of the basic instruments of international law and its historical development in addressing international environmental issues in order to ascertain its role in addressing current environmental problems. Under what conditions have states been able to cooperate to improve the global environment? The course will also look at negotiation of, compliance with, and effectiveness of international environmental law. Also listed as Environmental Studies 334. *Prerequisite:* Previous or concurrent enrollment in Government 131 and either Environmental Science 118, 235, or Economics 231, or permission of the instructor. *Four credit hours.* MS. DESOMBRE

[335] United States-Latin American Relations An exploration of the evolving relationship between the countries of Latin America (from the northern to the southern end of the region) and the United States. The continuities and changes in United States policy toward Latin America (by time period, region, and regime) as well as Latin American perceptions and policies towards the United States. *Prerequisite:* Government 151 or permission of the instructor. *Four credit hours.*

[336] International Relations Theory An examination of the major paradigms and theoretical problems in the analysis of international relations. How do we explain and predict the shape of world politics? Theoretical approaches include realism, liberalism, constructivism, cognitive analysis, feminist theory, rational choice, and game theory. *Prerequisite:* Government 131. *Four credit hours.*

339f 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. Formerly listed as Government 431. *Prerequisite:* Government 131. *Four credit hours.* MR. RODMAN

351s 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 motivations and world views that have guided United States policy 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. Formerly listed as Government 337. *Prerequisite:* Government 252 or permission of the instructor. *Four credit hours.* S. MR. DENOEU

352s 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 151 or permission of the instructor. *Four credit hours.* D. MS. NORDEN

354] Comparative Politics of North Africa A comparative examination of the internal politics of Algeria, Morocco, Tunisia, and Libya. A review of the political history of each country; 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. *Prerequisite:* Government 252 or permission of the instructor. *Four credit hours.* S, D.

356] 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? A look at the development of parties and party systems in post-communist states in Eastern Europe with the West European systems as models. *Prerequisite:* Government 151 or permission of the instructor. *Four credit hours.*

359f Political Ideologies An exploration of the major ideological currents and movements in the contemporary world. Theoretical underpinnings of democracy, as well as issues within, and challenges to, democracy in the late 20th century will be studied. Ideologies will be examined against the background of important political changes in this century, such as the Bolshevik revolution, the rise of fascism and the Third Reich, and the collapse of Soviet-style communism. *Prerequisite:* Government 151 or permission of the instructor. *Four credit hours.* MS. YODER

371s 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. *Prerequisite:* Government 111 or permission of the instructor. *Four credit hours.* MR. CORRADO

[411] Seminar: 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 intellectual and historical background of the period, the political leadership of FDR and Eleanor Roosevelt, and the rise of the administrative state. *Prerequisite:* Permission of the instructor. *Four credit hours.*

412f Tutorial: The Politics of Presidential Elections The procedural and strategic environment of modern presidential elections and the decision making that takes place within presidential election campaigns. Case studies and analyses of the 1996 presidential campaign. The development of electoral college strategies, the use of political advertising, the role of candidate debates, and press coverage of general elections. *Prerequisite:* Permission of the instructor. *Four credit hours.* MR. CORRADO

[413] Seminar: Policy Advocacy Intensive study of selected public policy issues and the techniques of policy advocacy; emphasis on oral presentations of policy positions. *Prerequisite:* Government 317 or permission of the instructor. *Four credit hours.*

414s Seminar: Ethics in Politics A discussion of critical ethical issues faced by American and other national leaders. Case studies of 20th-century decisions, including those involved with violence (e.g., Truman's decision to drop the bomb on Hiroshima and Nagasaki), deception in government (e.g., Oliver North's decision to lie to Congress about Iran-Contra), disobedience of those in authority (e.g., Daniel Ellsberg's release of the Pentagon Papers), policies regarding life and death (e.g., abortion and euthanasia laws), and others. *Prerequisite:* Government 111 and permission of the instructor. *Four credit hours.* MR. MAISEL

415f Tutorial: American Government Readings and discussions of selected topics in American government. *Prerequisite:* Government 111 and permission of the instructor. *Four credit hours.* MR. MACKENZIE

432s Seminar: United States Foreign Policy 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 131 and permission of the instructor. *Four credit hours.* MR. RODMAN

451f Seminar: Political Violence, Revolutions, and Ethnic Conflict Students familiarize themselves with the vast literature on revolutions, political violence, and ethnic conflict and are exposed to a variety of theoretical perspectives and case studies. 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. *Prerequisite:* Government 151. *Four credit hours.* MR. DENOEU

452s Seminar: Chinese Foreign Policy An analytic overview of China's foreign policy issues. The changing patterns of Chinese foreign policy since 1949, the political economy of China's turn outward in recent years, and the formation of foreign policy. China's relations with the United States, the 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

453f Seminar: 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:* Permission of the instructor. *Four credit hours.* MS. NORDEN

455s Seminar: Liberalization and Democratization An exploration of the processes of democratization and economic transformation, particularly in post-communist systems, combining the study of theoretical approaches to democratization and analytical examination of topics important to the process and focusing on the relationship between capitalism and democracy. The role of elites in the transition, the function of law and constitutional design, the impact of culture on prospects for democracy, and the extent to which nationalism supports or erodes a country's commitment to liberalization and democratization. *Prerequisite:* Government 151 or permission of the instructor. *Four credit hours.* MS. YODER

[457] Seminar: Evolution of the European Union An investigation of the current politics of European integration within a broader analytical and historical context, considering the drive for economic and monetary union, efforts to create European social and cultural policies, proposed common European foreign and security policy, and the problems linked with institutional reform and European Union expansion. *Prerequisite:* Government 151 or permission of the instructor. *Four credit hours.*

[472] Seminar: Modern Political Philosophy A careful analysis of a single major writing or a single author's thought, such as Alexis de Tocqueville's *Democracy in America* or the works of Rousseau. *Prerequisite:* Government 171 or 272 or permission of instructor. *Four credit hours.*

483f, 484s Honors Workshop Individual and group meetings of seniors and faculty participating in the government honors program. *Prerequisite:* Admission to the honors program. *Three or four credit hours.* FACULTY

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

Greek

In the Department of Classics.

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

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

History

Chair, ASSOCIATE PROFESSOR JAMES WEBB

Professors Lee Feigon¹, Richard Moss, Robert Weisbrot, and Joseph Roisman²; Associate Professor Webb; Assistant Professors Elizabeth Leonard³, Julie Kay Mueller, Larissa Taylor³, Raffael Scheck, Mariano Plotkin³, and Robert LaFleur⁴; Visiting Assistant Professors Marc Stein and Elizabeth Hutchison

¹Joint appointment in East Asian studies.

²Joint appointment in classics.

³On leave full year.

⁴Associate Dean of Students.

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 take a designated senior seminar (which may also count toward fulfilling an area requirement).

Details on the division of courses among the fields and on the senior seminar 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."

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

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

105j History and the Homeric Epics Listed as Classics 135 (q.v.). *Three credit hours.* MR. HELM

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

111f 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.* MR. SCHECK

112s 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

131f Survey of United States History to 1865 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

132s 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

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

171f Colonial Latin America An introduction to the history of Latin America from pre-Columbian times to 1825. Traces developments in colonial rule, with regional comparisons of indigenous resistance and accommodation. Topics include the nature of indigenous societies encountered by the Spanish; exploitation of African and Indian labor; evangelization and the role of the Church; evolution of race, gender, and class hierarchies in colonial society; and the origins of independence in Spanish America and Brazil. *Four credit hours.* MS. HUTCHISON

172s Modern Latin America Traces the principal economic, social, and political transformations in Latin America from the wars of independence to the present. Focuses on Mexico, Cuba, Peru, Brazil, Argentina, and Chile, with attention to Central America. Topics include the legacy of colonialism and the aftermath of independence; consolidation of nation-states and insertion in the world economy; evolution of land and labor systems; state-building, reform and revolution; industrialization and class politics; military regimes and foreign intervention; and the emergence of social movements. *Four credit hours.* MS. HUTCHISON

181 Environment and Society Listed as Environmental Studies 118 (q.v.). *Four credit hours.* FACULTY

199s The Crisis of Liberal Democracy, 1919-1945 Described in the Integrated Semester Studies section of this catalogue. *Four credit hours.* H. MR. WEISBROT

200s Introduction to History A course 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. Open only to history majors. *Four credit hours.* MR. MOSS

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

[212] Medieval England An examination of English history from Roman times until the fall of the Yorkist house in 1485. Topics 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 institutions; 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.*

[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.*

[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 image making; divine right and James I; Charles I and the English Civil War; the Glorious Revolution; witchcraft and popular culture; women, family, and society; the beginnings of a colonial empire. *Four credit hours.*

[219] France in the Ancien Régime and Revolution A survey of medieval and early modern France beginning with the religious, social, and economic crisis of the 14th century; plague and warfare; the growth of "new" monarchy and bureaucracy; the French Renaissance and Reformation; centralization and absolutism; science and medicine in the old regime; salon society; gender relations; the Enlightenment; the French Revolution. *Four credit hours.*

220j Yugoslavia: Emergence, History, and Dissolution In a search to understand the violent dissolution of Yugoslavia and the Bosnian conflict, the course analyzes the history of the complex Balkan region that constituted Yugoslavia from 1918 to 1991, beginning with Ottoman and Hapsburg influence in the 18th century and ending with the civil war of the 1990s. *Three credit hours.* MR. SCHECK

[221] Europe in Conflict, 1914-1945 A diplomatic and political history of the period that playwright Bertolt Brecht called the new 30-years civil war of Europe. Examines war aims and peace efforts in World War I, the emergence of a short-lived international system in the 1920s, attempts to avoid war in an age of ideological radicalization in the 1930s, and the catastrophe of World War II. *Four credit hours.*

[222] Western Europe Since 1945 An examination of the reconstruction of Europe after the "hour zero" with a special focus on the economic, political, and cultural integration of Western Europe. Addresses the problems of joining together the two Europes after the breakdown of the Iron Curtain in 1989. *Four credit hours.*

[223] European Politics, Culture, and Thought, 1789-1914 A survey of the "long" 19th century in Europe. Special focus on political and social change connected to industrial revolution, demographic explosion, and overseas expansion. Introduction of intellectual and cultural currents in close historical context. *Four credit hours.*

224f Germany and Europe, 1871-1945 What went wrong with German history from the first unification to the catastrophe of Nazism? Examining the question of German peculiarities

within the European context and the debate on continuities in recent German history. *Four credit hours.* MR. SCHECK

[225j] **The History of Childhood in Europe** An introduction to various approaches to childhood in history. Discusses the thesis of the "invention" of childhood as a distinctive period of life in early modern Europe as well as speculations about its "disappearance" in the age of the mass media. Focus on the problem of knowing about childhood experience in the past within changing family structures and social contexts. *Three credit hours.*

[226j] **A Millennium of Russian History** Russia's long history explored through on-site study in some of its oldest and most notable cities: Kiev, which from the ninth to the mid-12th century was the capital of Rus'; Vladimir and Suzdal, whose culture and architecture flourished in the 13th century; Moscow, site of the glorious Kremlin churches and the city that ruled the Soviet empire; and St. Petersburg, the 18th- and 19th-century capital and the cradle of the Bolshevik Revolution. Enrollment limited. Fees to be determined. *Two credit hours.*

227f **History of Russia, 862-1861** Russia from early times to the abolition of serfdom, with an emphasis on political, socio-economic, and cultural history. Topics include the rise and fall of Kievan Rus', the Mongol invasion, the rise of Muscovy, the origins and evolution of the Russian Orthodox Church, and the development of Russian serfdom and autocracy. *Four credit hours.*

228s **History of Russia, 1855-1991** Russia from the eve of the abolition of serfdom to the collapse of the U.S.S.R., with an emphasis on the political, socioeconomic, and cultural history of late Imperial and early Soviet Russia. Topics include the emancipation and its effects; Tsarist and Soviet industrialization strategies; Leninism; the revolutions of 1905 and 1917; Stalinism; the Great Patriotic War and its aftermath; the collapse of the soviet empire. *Four credit hours.* MS. MUELLER

229j **Shaping Minds: Persuasion and Propaganda in the 20th Century** What do Soviet Russia in the 1920s and 1930s, Hitler's Nazi Germany, and America during World War II and the 1950s have in common? In each case, propaganda was created and used to mold the thoughts and behavior of the citizenry in what were portrayed as extraordinary times. By studying examples of propaganda (films, posters, leaflets) in these three periods the course examines propaganda's role in modern mass society. *Three credit hours.*

231f **American Women's History to 1870** An examination of key themes in the varied lives of women in America from colonial times to the end of the Civil War, such as their relationship to the public sphere and politics; women's work in the contexts of household production, early industrialization, and slavery; women and citizenship in the new republic; and women, religion, and social reform. *Four credit hours.* D. MR. STEIN

232s **American Women's History, 1870 to the Present** An exploration of critical topics in the history of women in America from Reconstruction to the present, including the struggle for suffrage; black women in the aftermath of slavery; women and the labor movement; the impact on women of two world wars; birth control and reproductive freedom; women's liberation; the feminization of poverty; and the recent backlash against feminism. *Four credit hours.* D. MR. STEIN

[234] **The American Revolution** A social, cultural, and political study of the revolutionary era in American history. The forces leading up to the war, the war itself, and the people who fought it; and such post-war developments as the promulgation of the U.S. Constitution. In what ways did the revolution transform what had been a colonial society into something new? Did the constitutional period witness a retreat, by the founders and American society at large, from the democratic promises of the revolution? *Four credit hours.*

[237] **Women in American Religion** Listed as Religious Studies 257 (q.v.). *Four credit hours.* D.

[239] **The Era of the Civil War** A social, political, and cultural survey of the Civil War, its origins, and its aftermath. Was the war a watershed in American history, as historians have commonly suggested it to be? If so, what kind of watershed, and for whom? *Four credit hours.*

241s **History of Science in America** Listed as Science, Technology, and Society 271 (q.v.). *Three or four credit hours.* MR. FLEMING

242s **Industry, Technology, and Society, 1750-1900** Listed as Administrative Science 250 (q.v.). *Three or four credit hours.* H. MR. REICH

[243] **Industry, Technology, and Society in the 20th Century** Listed as Administrative Science 251 (q.v.). *Three or four credit hours.* H. MR. REICH

245f **United States' Histories of Sexuality** Sex is often thought of as an unchanging human need, behavior, or instinct, a form of experience "without history." Yet even in the recent past, sexual desires, activities, identities, attitudes, and technologies have undergone profound transformations. An examination of the last 400 years of sexualities in America. Topics include birth control, abortion, reproduction, and fertility; prostitution; venereal disease; interracial and interethnic sexuality; and lesbian, gay, and straight life. The centrality of sexuality in history and the ways in which the study of sexuality offers opportunities to rethink major themes in U.S. social, political, and cultural history. *Four credit hours.* MR. STEIN

247f **African-American History, from Slavery to Freedom** The nature of racism, the experience of slavery, the role of African Americans in shaping the nation's history, and the struggle for equality from colonial times until the present. *Four credit hours.* D. MR. WEISBROT

255f **America and Asia: Attitudes and Relationships** A history of the United States' attitudes and relations with Asian countries, principally China and Japan, particularly as manifested in such episodes as the opium wars, the anti-Oriental exclusion laws, the open-door policy, the Pacific side of World War II, the Korean War, the war in Vietnam, and present-day U.S.-China and U.S.-Japan relations. The American view of East Asia will be compared with other accounts of life in the region. *Four credit hours.* D. MR. FEIGON

[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.

258s **History of Tibet** A cultural and political history of Tibet from earliest times to the present, focusing on the period since the Chinese communist takeover in 1950. An examination and dissolution of myths—that Tibet is part of China or that it is and always has been an isolated, mystical mountain kingdom in the far north—to an understanding of Tibet's place in the historical, political, and geographic world. *Four credit hours.* MR. FEIGON

271s **Introduction to Latin American Studies** An examination of issues of Latin American culture and identity through a variety of key texts, including a selection of histories, political essays, novels, sociological studies, autobiographies, and testimonials. Since emphasis is on historical reading of the texts, some background in Latin American history will be helpful. Also listed as Latin American Studies 271. *Four credit hours.* MS. HUTCHISON

[272] Argentine History The course explores Argentina from the war of independence in the 1810s to the present, using historical and literary sources. Topics include the consequences of massive European immigration in the late 19th and early 20th centuries; conflicts with the United States; the emergence of Peronism and the reshaping of Argentine political culture; left-wing guerrilla warfare and the "dirty war" of the 1970s; and the restoration of democracy after 1983. *Four credit hours.* D.

273f Religion and Society in Latin America Examines religious experience, belief systems, institutions, and leaders in Latin America during the Spanish conquest, in colonial society, and since independence. Topics include the military and spiritual conquest of Mexico and Peru by the Spanish; Indian religious practices under colonial rule; the Catholic Church and colonial control; liberalism and Catholicism in the 19th century; Catholic reform and revolution; and the growth of contemporary Protestant movements. *Four credit hours.* MS. HUTCHISON

276s Major Trends in World History Macrohistorical survey of comparative demographic, epidemiological, economic, social, political, and intellectual trends in world history since 1200. Topics include Islamic and European expansion, the creation and dissolution of empires, patterns of cross-cultural borrowing, impact of technological change, evolution of the global economy, and environmental transformations. Not open to students who have taken History 275 (Comparative World History, 1300-1800). *Four credit hours.* D. MR. WEBB

285f 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.*

[306] Alexander the Great Listed as Ancient History 356 (q.v.). *Four credit hours.*

[313] 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. *Four credit hours.* D.

[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.*

[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.*

[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; the beginnings of the Cold War era for the United States and the Soviets in Europe and in Southeast Asia. *Four credit hours.*

329f Stalin and Stalinism An in-depth examination of the man and the era, with attention to Soviet, Western, and post-Soviet interpretations of “Stalinism” and its significance. Topics include Stalin’s rise to power; the collectivization of agriculture; forced industrialization; the purges and the gulag; the Cult of Personality; foreign policy and World War II; and the origins of the Cold War. *Four credit hours.* MS. MUELLER

[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.*

334s United States Cultural History, 1860-1974 Tracing 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.* MR. MOSS

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

[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.*

[338] Struggling from Revolution to Civil War, United States 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 among 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.

[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.*

[344] American Liberalism in Thought and Practice The changing role of the national government in American society in the 20th century. Primary focus 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.*

346j Comparative Social Movements in 20th-Century United States History A comparative analysis of four social movements that have transformed the United States in the last century, focusing on African-American, women's, lesbian/gay, and conservative movements. For each movement, an exploration of the politics of everyday resistance and of organized and collective struggle; and an examination of how each movement has developed within the context of its own communities' histories, how movements have affected one another, how coalitions have been built within and among movements, and how people with multiple identities have positioned themselves within and among movements. *Three credit hours.* MR. STEIN

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

348s United States Urban History Are cities dynamic and vibrant worlds, centers of political and economic power, leaders in cultural and intellectual development, and places of multicultural diversity? Or are cities decaying, despairing, and dying, marred by heightened class, race, gender, and sexual conflict, environmental destruction, and functional and cultural uselessness? These two images of the city, invoked time and again in U.S. history, are a study in contrasts. Together, they demonstrate the ways in which the problems and possibilities of cities have been symbols of the cultures, societies, and politics that have constituted the United States. The history of U.S. cities, focusing attention on what has brought people together in and around cities and what has pulled them apart. *Four credit hours.* MR. STEIN

[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 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.

360j The Western Sahel A seminar on the history of the West African region linking black and Arab Africa. Topics include early settlements, the emergence of empires, the impact of Islam, the slave trades, European colonization, and independence. *Three credit hours.* D. MR. WEBB

[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.

363f 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.

372s Gender and Social Transformation in Latin America An introduction to the growing literature on gender and women in Latin American history. A brief introduction to women's history and the goals of gender analysis followed by reading, discussion, and writing about a sampling of recent works that span the pre-conquest to modern periods. Topics include when and why gender hierarchies and female subordination develop; the ways that normative roles for men and women in a society affect the construction of the family and the sexual division of labor; and how gender representations have been manipulated in Latin American state formation and political movements. *Four credit hours.* MS. HUTCHISON

[378] Comparative Perspectives: East and West, 1000-1700 A comparison of the cultures of East Asia and Western Europe, focusing primarily on China, Japan, France, and England in the period before 1700. Topics include court life and kingship; religion and popular culture; philosophy and history; pilgrimages and travel; fate, destiny, and prediction; family life; love, birth, and death; gender and sexuality. *Four credit hours.* D.

[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.*

398s Korean Civilization Providing a solid historical and cultural background for a long-neglected part of East Asian civilization and an opportunity for students to investigate a major topic in Korean civilization to develop a comprehensive overview of central themes in Korean art, literature, history, and philosophy. Translated source materials and secondary readings in Korean history. *Four credit hours.* MR. LAFLEUR

[412] Body and Soul: Conceptions, Sexuality, and Disease in Medieval/Early Modern Europe A seminar focusing 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.

[414] Seminar: Deviance in Medieval/Early Modern Europe A focus on all aspects of deviance in European history from the 12th to the 18th centuries, 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.*

421s Seminar: Debating the Nazi Past Different interpretations of the Third Reich: everyday life; policies toward women and workers; attitude of churches; role of the army; genesis of the Holocaust; Hitler's way of governing and popular perception of him; how Germans have dealt with the Nazi past over the last 50 years. Formerly listed as History 329. *Four credit hours.* MR. SCHECK

426s Seminar on Absolutism and Dissent in Russia An examination of the long tradition of Tsarist and Soviet absolutist rule as well as the lives and ideas of some of the religious, moral, and political dissidents who opposed it. Students will research, write, and present an in-depth study of a "Russian dissident." Research topics may include Ivan Kurbskii, who rejected Ivan the Terrible's despotism; Avvakum, the Old Believer martyr; Vera Figner, a member of

the terrorist Peoples' Will; Petr Kropotkin, an anarchist theorist; Theodor Dan, Menshevik leader and critic of Bolshevism; Alexander Solzhenitsyn, writer; Andrei Sakharov, physicist and human-rights activist. *Four credit hours.* MS. MUELLER

433f Seminar on Culture in America A seminar on the state of American culture in 1900. Emphasis on discussion, oral reports, and the production of a research paper. *Four credit hours.* MR. MOSS

[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 pre-war gender systems of women's active war participation. *Prerequisite:* Permission of the instructor. *Four credit hours.* D.

442s 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

447f 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

455f Reading East 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

[456] Society and Culture in East Asia, 1500-1800 An examination of major social and cultural themes in Chinese and Japanese history during the early modern period. Topics include popular uprisings; rural and urban life; commerce and agriculture; religion and art; travel and cross-cultural borrowing; family life and gender relations; printing, literacy, education, and popular literature. *Four credit hours.* D.

458s 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. Also listed as East Asian Studies 458. *Prerequisite:* Permission of the instructor. *Four credit hours.* D. MR. FEIGON

481f 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 276 or permission of the instructor. *Four credit hours.* MR. WEBB

483f, 484s 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

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

Human Development

In the Program of Education and Human Development.

A minor in human development is described in the Education and Human Development section of the catalogue.

Integrated Semester Studies

Coordinator, PROFESSOR ROBERT WEISBROT

Integrated Semester Studies is a pioneering program in liberal arts education, designed to explore a brief but momentous era in world civilization from the perspective of four different disciplines. The integrated semester will afford students an opportunity to learn about a subject in depth and to make broad connections between disciplines that will help reveal the essential unity of human knowledge and experience. In the spring of 1997, faculty in history, literature, music, and physics will inaugurate this program with an examination of the years 1919-1945—from the end of World War I through World War II.

Students who elect to take this integrated semester will enroll in all four courses and will receive credit toward the area requirements in historical studies, literature, fine arts, and natural sciences. The courses, which have no College prerequisites, are described below and cross-listed in their respective departmental sections of this catalogue. Each course is offered for four credit hours. Enrollment is limited to 20 students; first-year students have priority.

Courses comprising the Integrated Semester Studies program in the spring of 1997 are:
 English 199, Literature and Politics Between the Wars, 1919-1945
 History 199, The Crisis of Liberal Democracy, 1919-1945
 Music 199, Developments in Musical Culture, 1919-1945
 Physics 199, Space, Time, Quanta, and Bombs: 1919-1945

The program will continue in the fall of 1997-1998: The Age of Enlightenment and Revolution, 1775-1800, will include courses in European history, literature, music, and natural science.

EN 199s Literature and Politics Between the Wars, 1919-1945 An analysis of the impact of the Great War of 1914-1918, its subsequent economic catastrophies, and the rise of powerful political ideologies on literary culture in Europe and the United States in the interwar period. How fiction and poetry by T.S. Eliot, Hemingway, Remarque, Welty, Malraux, Koestler, Orwell, and others reinforce our sense of connection between the artist and his/her society. *Four credit hours.* L. MR. BASSETT

HI 199s The Crisis of Liberal Democracy, 1919-1945 An examination of the consequences of the First World War; the economic, social, and political upheavals that brought fascism in Germany, Japan, Italy, and Spain, communism in the Soviet Union, and the liberal welfare state in America; and the origins and impact of the Second World War. *Four credit hours.* H. MR. WEISBROT

MU 199s Developments in Musical Culture, 1919-1945 An examination of different genres of music, and their relation to contemporary cultural, social, and technological forces, including the rapid development of the recording industry and its crucial effects on the creation and dissemination of all music in these years. Subjects include vernacular music (folk and blues); experimental art music; jazz and its progeny, rhythm and blues; showtunes; art music; nationalistic and overtly political music; and music of social protest, cabaret music, and other forms of musical satire and social commentary. *Four credit hours.* **A.** MR. MACHLIN

PH 199s Space, Time, Quanta, and Bombs: 1919-1945 An exploration of the dramatic changes in the understanding of the physical universe due to Einstein's special and general theories of relativity, the development of the quantum theory, and nuclear physics. The effects of these revolutionary changes in world-view on the arts and science, and the effects of social and political upheavals on the structure of the scientific community, the impact of developing technology, and the use of science as a weapon in war. *Prerequisite:* A working knowledge of high school algebra and trigonometry. *Four credit hours.* **N.** MR. CONOVER

International Studies

Director, ASSOCIATE PROFESSOR PATRICE FRANKO

ADVISORY COMMITTEE: Professors Catherine Besteman (Anthropology), Guilain Denoeux (Government), Priscilla Doel (Spanish), Guy Filoosof (French), Franko (Economics and International Studies), Mary Beth Mills (Anthropology), Julie Kay Mueller (History), Deborah Norden (Government), David Nugent (Anthropology), Tamae Prindle (East Asian Studies), Ursula Reidel-Schrewe (Russian), Kenneth Rodman (Government), Raffael Scheck (History), James Webb (History), Jennifer Yoder (Government and International Studies), and Suisheng Zhao (Government)

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. As of the Class of 1999, no courses listed for the major may be taken satisfactory/unsatisfactory.

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 that all students spend at least four semesters in residence at Colby. 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:

Anthropology 112, Economics 133 and 134, Government 131, and History 276.

Courses Approved to Fulfill the Area Studies Component:

Note that (a) at least two courses must be drawn from the same region and one course from a

different region, and (b) courses must be drawn from at least two disciplines.

Latin America:

<i>Anthropology</i>	235	Latin American Culture and Society
<i>Economics</i>	213	The Brazilian Economy: An Economic Laboratory Experience
	214	Economic Policy and Performance in Contemporary Latin America
<i>Government</i>	253	Latin American Political Systems
	254	Latin American Politics in Film
	352	Race, Religion, and Gender in Latin America
<i>History</i>	171	Colonial Latin America
	172	Modern Latin America
	271	Introduction to Latin American Studies
	272	Argentine History
	273	Religion and Society in Latin America
	372	Gender and Social Transformation in Latin America
<i>Spanish</i>	261	Spanish-American Literature I
	262	Spanish-American Literature II
	273	Contemporary Spanish-American Short Story
	332	Contemporary Spanish-American Novel
	371	The Conquest and Colonization of America
	493	Sexual Dissidence in Revolutionary Cuba
	493	Modern Spanish Culture 1975-1995

Europe and Russia:

<i>Economics</i>	239	Seminar in Economic History: 20th-Century Western Europe
	272	European Economic History
<i>French</i>	228	Readings in Modern French Literature
	232	French Cultural Studies
	233	Contemporary France
	350	Francophone Literature
	351	French-Canadian Literature
	358	19th-Century Narratives
	374	French Fiction and Film
	377	French Literature of the 20th Century
<i>German</i>	232	Survey of German Culture
	331	Business German
	353	18th-Century German Literature
	355	19th-Century German Literature
	358	20th-Century German Literature
<i>Government</i>	257	Introduction to Politics and Government of Western Europe
	258	The Politics of Post-Communist Countries
	262	German Unification: Process and Outcomes
	263	The Balkan Crisis
	355	Transforming the Communist Political System
	356	Comparative Political Parties and Party Systems
<i>History</i>	112	A Survey of Modern Europe
	219	France in the Ancien Régime and Revolution
	220	Yugoslavia: Emergence, History, and Dissolution
	221	Europe in Conflict, 1914-1945
	222	Western Europe Since 1945
	223	European Politics, Culture, and Thought, 1789-1914
	224	Germany and Europe, 1871-1945
	225	The History of Childhood in Europe
	227	History of Russia, 862-1861
	228	History of Russia, 1855-1991

- 320 The Crisis of European Civilization, 1900-1925
 321 The Era of the First World War
 322 The Era of the Second World War
 327 Stalin and Stalinism
 382 The Atlantic Revolutions
 421 Seminar: Debating the Nazi Past
 426 Seminar on Absolutism and Dissent in Russia
- Russian*
 231 Topics in Russian Literature, 19th Century
 232 Topics in Russian Literature, 20th Century
 233 Russian Women's Writings
 237 19th-Century Russian Literature
 238 20th-Century Russian Literature
 346 20th-Century Russian Poetry
 425 The Russian Short Story
 426 The 19th-Century Russian Novel
 427 Contemporary Russian Studies
 428 The 20th-Century Russian Novel
- Spanish*
 255 19th-Century Spanish Literature
 256 The Generation of 1898
 297 Questions of Identity, Spaces, and Power
 334 Women in Hispanic Texts
 351 El Siglo de Oro
 352 Don Quixote
 353 Ideology and Ethics in Spanish Golden Age Literature
 358 The Contemporary Spanish Novel
 371 The Conquest and Colonization of America
 493 Seminar (if topic is appropriate)
- Africa:**
Anthropology
History
 237 Ethnographies of Africa
 360 The Western Sahel
 361 African Voices/African History
 363 Debating the African Past
 364 Economic Change in 20th-Century Africa
- The Middle East:**
Government
 251 Israelis and Palestinians: Conflict and Accommodation
 252 Politics of the Middle East
 354 The Comparative Politics of North Africa
Religious Studies
 254 Islam and the Middle East
- Asia:**
Anthropology
 233 Anthropology of a Region: China
 239 Southeast Asian Cultures and Societies
East Asian Studies 151, 152 Self, State, and Society in East Asia
 231 The Chinese Novel: Vignettes of Life in Imperial China
 251 Imaging Chinese Women: Ideas and Ideals in China
 252 Hell on Earth: Chinese Writers and Modern Chinese Society
 271 Women in Japanese Cinema and Literature
 457 Seminar on Japanese Culture: The Invention of Japan
- Government*
 233 International Relations in East Asia
 255 Introduction to Chinese Politics
 256 The Pacific Challenge
 261 Introduction to Japanese Politics
 353 Regional Integration in Asia-Pacific
 452 Seminar: Chinese Foreign Policy
- History*
 255 America and Asia: Attitudes and Relationships

- 256 The Chinese Revolution
 298 History of Tibet
 357 The Introduction of Marxism into China
 358 The People's Republic of China
 398 Korean Civilization
 455 Reading East Asian Histories (in Translation)
 456 Society and Culture in East Asia, 1500-1800
- Philosophy* 256 Indian Thought
- Religious Studies* 117 Passage to India: India and the Western Imagination
 211 Religions of India
 212 Religions of China and Japan
 312 South Asian Women at the Crossroads: Tradition and Modernity
 315 Zen Buddhism
 317 Sikhism: Scripture, Sacred Music, and Art
- Courses Approved to Fulfill the Policy Studies Component:**
 Courses must be drawn from at least two different disciplines.
- Anthropology* 213 Human Rights of Indigenous Peoples
 252 Hunger, Poverty, and Population: The Anthropology of Development
 253 Anthropology of Gender
 256 Land, Food, Culture, and Power
- 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* 231 United States Foreign Policy
 233 International Relations in East Asia
 234 Model United Nations
 235 Sustainable Development
 258 The Politics of Post-Communist Countries
 331 Business and American Foreign Policy
 332 International Organization
 334 International Environmental Law
 337 United States Policy Toward the Middle East
 339 Ethics and Realpolitik: Dilemmas of Justice and Power in International Relations
 359 Political Ideologies
 432 Seminar: United States Foreign Policy Seminar
 451 Seminar: Political Violence, Revolutions, and Ethnic Conflict
 452 Seminar: Chinese Foreign Policy
 453 Seminar: Militaries and Politics
- History* 221 Europe in Conflict, 1914-1945
 229 Shaping Minds: Persuasion and Propaganda in the 20th Century
 255 America and Asia: Attitudes and Relationships
 276 Major Trends in World History (if not used to satisfy 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
	372	Gender and Social Transformation in Latin America
	447	Seminar: The Cold War
	481	Ecological Change in World History
Psychology	171	Psychology of Fascism
Science, Technology, and Society	393	Technology, War, and Society
Courses Approved to Fulfill the Seminar Requirement:		
East Asian Studies	457	Seminar on Japanese Culture: Literature and Society
Economics	493	Senior Seminar (if topic is appropriate)
Environmental Studies	493	Environmental Studies Colloquium (if topic is appropriate)
Government	432	Seminar: United States Foreign Policy
	451	Seminar: Political Violence, Revolutions, and Ethnic Conflict
	452	Seminar: Chinese Foreign Policy
	453	Seminar: Militaries and Politics
	455	Seminar: Liberalism and Democratization
History	421	Seminar: Debating the Nazi Past
	426	Seminar: Absolutism and Dissent in Russia
	447	Seminar: The Cold War
	458	Seminar in Modern Chinese History
	481	Ecological Change in World History
Spanish	493	Seminar (if topic is appropriate)

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 also be expected to enroll in International Studies 494 (for two credits) to complete an original research paper. Approval of this option is at the discretion of the instructor and the advisory committee. Students may also pursue a four-credit independent research project (International Studies 494) to fulfill the senior requirement.

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. Students with minors in other disciplines should consult the information on minors in the section "Academic Requirements" in this catalogue.

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 should petition the program for permission to pursue honors by May 1 of the junior 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 completion of 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.
- 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:

Five tracks have been established for policy concentrations; the requirements for each are the following:

- 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:

<i>Economics</i>	277 International Finance
	278 International Trade
<i>Government</i>	231 United States Foreign Policy I
	232 United States Foreign Policy II
	233 International Relations of East Asia
	234 Model United Nations
	331 Business and American Foreign Policy
	332 International Organization
	339 Ethics and Realpolitik
	351 United States Policy Toward the Middle East
	359 Political Ideologies
	432 United States Foreign Policy Seminar
	452 Seminar: Chinese Foreign Policy
<i>History</i>	221 Europe in Conflict, 1914-1945
	255 America and Asia: Attitudes and Relationships
	321 The Era of the First World War
	322 The Era of the Second World War
	347 America in Vietnam
	447 Seminar: The Cold War
<i>Science, Technology, and Society</i>	393 Technology, War, and Society

International Economic Policy:

Students must take four of the courses listed below, two of which are drawn from a core of Economics 277 (International Finance), 278 (International Trade), 293 (Economic Development of the Third World), or 373 (Open-Economy Macroeconomics):

<i>Anthropology</i>	252 Hunger, Poverty, and Population
	256 Land, Food, Culture, and Power
<i>Economics</i>	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
<i>Government</i>	256 The Pacific Challenge

- 331 Business and American Foreign Policy
- 332 International Organization
- History 364 Economic Change in 20th-Century Africa

Development Studies:

Students must take four courses listed below, two of which are drawn from a core of Anthropology 252 (Hunger, Poverty, and Population), 256 (Land, Food, Culture, and Power), or Economics 293 (Economic Development of the Third World):

- Anthropology 213 Human Rights and Indigenous Peoples
- 252 Hunger, Poverty, and Population
- 253 Anthropology of Gender
- 256 Land, Food, Culture, and Power
- Economics 213 The Brazilian Economy
- 214 Economic Policy and Performance in Contemporary Latin America
- 277 International Finance
- 278 International Trade
- 293 Economic Development of the Third World
- Government 235 Sustainable Development
- 252 Politics of the Middle East
- 253 Latin American Political Systems
- 256 The Pacific Challenge
- 354 Comparative Politics of North Africa
- 451 Seminar: Political Violence, Revolutions, and Ethnic Conflict
- 453 Seminar: Militaries and Politics
- History 276 Major Trends in World History
- 364 Economic Change in 20th-Century Africa
- 372 Gender and Social Transformation in Latin America
- 481 Ecological Change in World History

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 Land, Food, Culture, and Power
- Economics 213 The Brazilian Economy
- 293 Economic Development of the Third World
- 493 Senior Seminar (if topic is appropriate)
- Environmental Studies 493 (Environmental Economics Seminar only)
- Government 256 The Pacific Challenge
- 332 International Organization
- 235 Sustainable Development
- 334 International Environmental Law
- History 481 Ecological Change in World History
- Science, Technology, and Society 215* Atmospheric Science
- 281* Global Environmental Change: History and Science

Social and Cultural Diversity:

Students are required to take four courses from those listed below, two of which are drawn from a core of: Anthropology 217 (Race and Ethnicity), 253 (Anthropology of Gender), or 256 (Land, Food, Culture, and Power):

- Anthropology 213 Human Rights of Indigenous Peoples
- 216* Imagining the "Other"
- 217* Race and Ethnicity: Cross-Cultural Perspectives
- 233 Anthropology of a Region: China
- 235 Latin American Culture and Society

	237	Ethnographies of Africa
	239	Southeast Asian Cultures and Societies
	252	Hunger, Poverty, and Population
	253	Anthropology of Gender
	256	Land, Food, Culture, and Power
Art	273*	The Arts of China
	274*	The Arts of Japan
	352	Modern Art, 1880-1914
	353*	Contemporary Art, 1914 to the Present
East Asian Studies	251	Imaging Chinese Women: Ideas and Ideals in China
	271	Women in Japanese Cinema and Literature
Government	352	Race, Religion, and Gender in Latin America
	451	Seminar: Political Violence, Revolutions, and Ethnic Conflict
History	255	America and Asia: Attitudes and Relationships
	371	Religion and Society in Latin America
	361	African Voices/African History
	372	Gender and Social Transformation in Latin America
	412*	Body and Soul: Early Modern Europe
	414*	Seminar: Deviance in Medieval/Early Modern History
Music	252	Introduction to World Music
Religious Studies	117	Passage to India: India and the Western Imagination
	211	Religions of India
	212	Religions of China and Japan
	215*	Christianity: An Introduction
	254	Islam and the Middle East
	259*	The Catholic Church in the Modern World
	312	South Asian Women at the Crossroads: Tradition and Modernity
	315	Zen Buddhism
	317	Sikhism: Scripture, Sacred Music, and Art
Russian	233	Russian Women's Writings
Sociology	252*	Race, Ethnicity, and Society
Spanish	493	Senior Seminar (if topic is appropriate)

*Courses that do not count toward the requirements for the major or the grade point average in the major.

483f, 484s 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

491f, 492s 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

494fs 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

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 and requires eight to 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:* Up-to-date CPR for the health care provider and permission of the faculty sponsor. *Noncredit.* MS. THOMPSON

006j Woodworking An introduction to the basic techniques and design skills that will enable students to create fine furniture. Hand and power tool techniques taught in a well-equipped shop at the Colby-Hume Center. A fee is charged for the textbook, *Working with Wood*, by Peter Korn; there is no charge for materials and supplies. Beginners are urged to apply. Enrollment limited. *Prerequisite:* Permission of the faculty sponsor. *Noncredit.* MR. HUME

007j Metalworking An introduction to the basic techniques of forging and metal craft that will enable students to design and create ornamental ironwork and functional household items. Students will work under supervision of a blacksmith at the Colby-Hume Center. A fee is charged for the textbook, *Edge of the Anvil*, by Jack Andrews; there is no charge for materials and supplies. Beginners are urged to apply. Enrollment limited. *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.

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.

125f, 126s Elementary Japanese Introduction to the spoken and written language, to provide a thorough grounding in all the language skills: speaking, listening, reading, and writing. *Prerequisite:* Japanese 125 is prerequisite for 126. *Five credit hours; three credit hours in January.* MS. HARADA

127f, 128s 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. HARADA

197f, 198s Conversational Japanese In a small group setting, students practice speaking. This course must be taken concurrently with Japanese 125 or 126. *One credit hour.* INSTRUCTOR

297f, 298s Conversational Japanese In a small group setting, students practice speaking. This course must be taken concurrently with Japanese 127 or 128. *One credit hour.* INSTRUCTOR

321f, 322s Third-Year Japanese Advanced reading, audiovisual comprehension, and writing practices in Japanese. Designed primarily for those students who have had substantial experience in a Japanese-speaking setting. *Prerequisite:* Japanese 128 or permission of the instructor; Japanese 321 is prerequisite for 322. *Four credit hours.* MS. PRINDLE

421f, 422s 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

491f, 492s 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.

Latin American Studies

Director, PROFESSOR JORGE OLIVARES

ADVISORY COMMITTEE: Professor Olivares (Spanish); Associate Professors Patrice Franko (Economics and International Studies) and David Nugent (Anthropology); Assistant Professors Deborah Norden (Government) and Mariano Plotkin (History); Visiting Assistant Professor Elizabeth Hutchison (History); Instructor Ivette Hernández-Torres (Spanish)

Requirements for the Major in Latin American Studies

A total of 10 courses, including Introduction to Latin American Studies (Latin American Studies 271), Advanced Spanish Grammar (Spanish 231), two Latin American literature

courses at the 200 level or above, one Latin American history survey course (History 171 or 172), four additional courses on Latin America at the 200 level or above from at least three disciplines other than literature, and one senior seminar or senior project.

Students must receive a grade of C- or better for a course to count toward the major. No major requirements may be taken satisfactory/unsatisfactory. The point scale for retention of the major applies to all courses taken to fulfill the major.

Majors are required to spend at least one semester in Latin America matriculated in a program that offers university-level courses (not in a language acquisition program); all course work abroad must be conducted in either Spanish or Portuguese. All study-abroad plans must be approved by the director of the Latin American Studies Program. No more than the equivalent of four semester courses of foreign study or transfer credit may be counted toward the major. A minimum grade point average of 2.7 is required for admission to study abroad.

Note: Students wishing to fulfill the advanced grammar requirement in Portuguese must enroll, after securing the approval of the director of the Latin American Studies Program, in either a one-semester language program abroad (which will not replace the study-abroad requirement) or in an intensive summer language program that certifies advanced proficiency.

Honors in Latin American Studies

Students majoring in Latin American studies with a 3.4 major average or better at the end of their sixth semester (including course work done abroad) may apply for admission to the honors program by May 1 of their junior year. Permission is required. The program involves a year-long independent research project that replaces the senior seminar requirement. Successful completion of the work of the honors thesis and of the major will enable the student to graduate "With Honors in Latin American Studies."

271s Introduction to Latin American Studies Listed as History 271 (q.v.). *Four credit hours.* MS. HUTCHISON

483f, 483j, 484s Senior Honors Thesis A year-long research project for senior majors, resulting in a written thesis to be publicly presented and defended. Students may register either for two credits in the fall, January, and spring terms or for three credits in the fall and spring terms. *Prerequisite:* a 3.4 or higher major average at the end of the junior year and permission of the Latin American Studies Advisory Committee. *Two or three credit hours.* FACULTY

491f, 492s Independent Study An independent study project devoted to a topic chosen by the student with the approval of an adviser. Only independent studies taken with a Colby faculty member and approved by the director of the Latin American Studies Program may count toward fulfilling major requirements. *One to four credit hours.* FACULTY

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

Courses Approved to Fulfill the Latin American Studies Major

<i>Anthropology</i>	235	Latin American Culture and Society
<i>Economics</i>	213	The Brazilian Economy: An Economic Laboratory Experience
	214	Economic Policy and Performance in Contemporary Latin America
<i>Government</i>	253	Latin American Political Systems
	254	Latin American Politics in Film
	352	Race, Religion, and Gender in Latin America

<i>History</i>	171 Colonial Latin America
	172 Modern Latin America
	271 Introduction to Latin American Studies (Latin American Studies 271)
	273 Religion and Society in Latin America
	372 Gender and Social Transformation in Latin America
<i>Spanish</i>	231 Advanced Spanish
	261 Spanish-American Literature I
	262 Spanish-American Literature II
	273 Contemporary Spanish-American Short Story
	332 Contemporary Spanish-American Novel
	371 The Conquest and Colonization of America
	493 Sexual Dissidence in Revolutionary Cuba

Note: Students may petition the director to include other courses provided that they have a substantial Latin American component in their readings, discussions, and research assignments.

Courses Approved to Fulfill the Seminar Requirement

400-level courses listed as seminars and approved by the director of the Latin American Studies Program. Approved seminars offered in 1996-97:

<i>Government</i>	453 Militaries and Politics
<i>Spanish</i>	493 Sexual Dissidence in Revolutionary Cuba

Students may petition the director of the program to count a seminar-style 200- or 300-level course toward the seminar requirement. In such cases, students must also sign up for two additional credits of independent research (Latin American Studies 494) to compose an original and substantial research paper. Approved courses in this category offered in 1996-97:

<i>Anthropology</i>	252 Hunger, Poverty, and Population: The Anthropology of Development
<i>Economics</i>	214 Economic Policy and Performance in Contemporary Latin America
<i>Government</i>	352 Race, Religion, and Gender in Latin America
<i>History</i>	372 Gender and Social Transformation in Latin America

Note: No single course can be used to satisfy more than one requirement.

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. From time to time, literature courses in translation are offered by departments with no current offerings in this designation.

<i>Classics</i>	133 Greek Myth and Literature
	137 Literature of Greece and Rome
	177, 178 Topics in Classics
	232 Greek Tragedy
	236 Roman Legends
<i>East Asian Studies</i>	231 The Chinese Novel: Vignettes of Life in Imperial China
	251 Imaging Chinese Women: Ideas and Ideals in China
	252 Hell on Earth? Chinese Writers on Modern Chinese Society
	271 Women in Japanese Cinema and Literature
	457 Seminar on Japanese Literature and Society

German	233	German Literature in Translation
Russian	231, 232	Topics in Russian Literature
	233	Russian Women's Writing
	237	19th-Century Russian Literature
	238	20th-Century Russian Literature

Mathematics

*In the Department of Mathematics and Computer Science.
Courses in Computer Science are listed under Computer Science.*

Chair, ASSOCIATE PROFESSOR FERNANDO GOUVÊA

Professors Homer Hayslett and Thomas Berger; Visiting Professor Donal Hurley; Associate Professors Gouvêa, Dale Skrien¹, and Batya Friedman¹; Assistant Professors Leo Livshits, Benjamin Mathes², and Jan Holly; Visiting Assistant Professor George Welch³

¹Joint appointment in mathematics and computer science.

²On leave full year.

³Part time.

The Department of Mathematics and Computer Science offers courses in mathematics, statistics, and computer science for students who: (1) plan a career in an area of pure or applied mathematics or computer science; (2) need mathematics or computer science 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 five programs: a major in mathematics, a major in mathematics-mathematical sciences, a major in computer science, a minor in mathematics, and a minor in computer science. Details concerning the major and 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. The mathematics major, mathematics-mathematical sciences major, and computer science major can be taken with honors.

In addition, there are interdepartmental joint majors in economics-mathematics and philosophy-mathematics.

Colby mathematics and computer science majors in recent years have entered graduate school to do advanced work in mathematics, statistics, computer science, biomathematics, and physics. They also have 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.

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 three- or four-credit mathematics courses numbered 300 or above, at least one of which must be a 400-level course (excluding Mathematics 484).

Requirements for the Major in Mathematics-Mathematical Sciences

Completion of one year of calculus, Mathematics 253, 274, Computer Science 115, 231, one course chosen from Mathematics 262, 333, 338, 352; one course chosen from Mathematics 272, 311, 336, 373, 381; one course chosen from Mathematics 332, 372, Computer Science 352, 371; two additional three- or four-credit mathematics courses numbered 300 or above.

Honors in Mathematics and in Computer Science

An honors program is available for students majoring in mathematics, mathematics-mathematical sciences, or computer science who have a grade point average of at least 3.25 in all mathematics and computer science courses numbered 200 or higher and who complete an additional, pre-

approved program of independent study in the major (Mathematics 484 or Computer Science 484) culminating in both a written paper and a colloquium presentation. Students who successfully complete the requirements and who receive the recommendation of the department will graduate "With Honors in Mathematics," "With Honors in Mathematics-Mathematical Sciences," or "With Honors in Computer Science."

Requirements for the Minor in Mathematics

Six mathematics courses, including completion of one year of calculus, Mathematics 253, and at least one three- or four-credit mathematics course at the 300 level.

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.

101f 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 102 in the following January. The combination of 101 and 102 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 102 is equivalent to completion of Mathematics 121. *Prerequisite:* Successful completion of Mathematics 101. *Two credit hours.* Q. MR. WELCH

111fs Introduction to Mathematics The historical and contemporary role of mathematics in culture and intellectual endeavor; the nature of contemporary mathematics; mathematics as a tool for problem solving; logical reasoning; selected topics from modern mathematics. *Four credit hours.* Q. MR. SKRIEN

112fs 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. INSTRUCTOR

121fs 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

122fs 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 102). *Four credit hours.* Q. FACULTY

123f 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 122. 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. GOUVÉA

124s 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. GOUVÉA

193f 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. GOUVÊA

194s 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. GOUVÊA

197f Calculus Workshop An introduction to the formal development of calculus emphasizing the central theorems and their proofs. No previous exposure to calculus is assumed. May be taken concurrently with Mathematics 121 or 122. *Three credit hours*. MR. LIVSHITS

231fs 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. FACULTY

253fs 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*. MS. HOLLY AND MR. LIVSHITS

262s 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. BERGER

274fs Introduction to Abstract and Discrete Mathematics An introduction to fundamental mathematical techniques used in upper-level mathematics and computer science courses. The course presents the principles of mathematical logic and uses them to examine standard methods of direct and indirect proof, including mathematical induction. Topics include techniques from elementary combinatorics and graph theory, the set theoretic approach to functions and relations, and an axiomatic development of the theory of infinite sets. *Prerequisite*: Mathematics 122 or 124 or permission of the instructor. *Four credit hours*. FACULTY

311s 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*. MS. HOLLY

[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.*

[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.*

333f **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. SKRIEN

[336] **Mathematical Economics** Listed as Economics 336 (q.v.). *Prerequisite:* Economics 223, 224, and Mathematics 122 or 124. *Three or four credit hours.*

338s **Real Analysis** An introduction to real analysis. *Prerequisite:* Mathematics 122 or 124, and 274. *Four credit hours.* MR. LIVSHITS

[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.*

[357] **Elementary Number Theory** An introduction to the theory of numbers. Factorization and primes: unique factorization, greatest common divisors, the sequence of primes, primality testing and factoring on the computer, connections with cryptography. Congruences: linear congruences, theorems of Fermat, Euler, and Wilson, Chinese remainder theorem, quadratic residues, quadratic reciprocity law. Further topics chosen by the instructor. Offered in alternate years. *Prerequisite:* Mathematics 122 or 124. *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. Offered in alternate years. *Prerequisite:* Mathematics 122 or 124, and 274. *Four credit hours.*

[373] **Operations Research** A survey course in the application of scientific methods to the study of organizational operations via quantitative models. Also listed as Administrative Science 373. *Three or four credit hours.*

376s **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. MR. GOUVÊA

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

381f, 382s **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. HAYSLETT

[391] Problem Solving Seminar Practice with problem solving skills. Examples, special techniques, and strategies are presented and discussed. Helps to prepare students for participation in the national Putnam competition. May be repeated for additional credit. *One credit hour.*

393f Mathematics/Computer Science Colloquium Presentations and discussion of current research in mathematics and computer science. May be repeated for additional credit. *One credit hour.* MR. GOUVÊA

397f Aspects of Geometry A survey of many facets of geometry that enter into the fabric of mathematics and culture: number theory, algebra, and classical geometry from Euclid; geometric systems developed since Greek times; revolutions in geometry in the past century and a half; research on understanding geometry; and the impact of geometry on modern society. In each of these areas, the mathematics and its understanding will be the focus of discussion. *Prerequisite:* Mathematics 253 and 274 or permission of the instructor. *Four credit hours.* MR. BERGER

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

439f 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. LIVSHITS

484fs Honors Independent Study The independent study component of the honors program in mathematics. Cannot be counted toward the major or minor. Formerly listed as Mathematics 494. *Prerequisite:* Permission of the instructor and admission to the honors program. *Three or four credit hours.* FACULTY

491f, 492s 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

Music

Chair, ASSOCIATE PROFESSOR EVA LINFIELD

*Professor Paul Machlin; Associate Professors Jonathan Hallstrom, Linfield, and Steven Saunders; Visiting Assistant Professor Steven Nuss; Adjunct Instructor Patricia Helm*¹

¹Part time; assistant director of career services.

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, a fully digital 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 111, 181, 182, 184, 241, 242, 281, 282, 341, 493; one elective in music at the 200 level or higher; two semesters of lessons and two semesters of ensemble participation. 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 first semester of the junior 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 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; one four-credit music elective at the 200 level or higher, and two semesters of applied music (both of which must be taken on the same instrument). The College does not subsidize the cost of lessons for minors. 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, performing arts, and women's studies.

Applied Music Private lessons in voice and a variety of instruments are available, with or without academic credit (see Music 191). 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 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 091 or 191 or taking extracurricular instruction must consult the applied music coordinator. Individual lessons/times 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 191 for two credits) in the instrument of their choice. Majors are also eligible for an additional four semesters of subsidized instruction; however, the college will not fund more than two instruments per semester, and when piano is being studied in preparation for the proficiency exam it will be considered the second instrument. 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.

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 45-minute 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

111fs 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. *Four credit hours.* MR. SAUNDERS

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. Representative works by Haydn, Mozart, Beethoven, Schubert, and others will be studied in their cultural and historical contexts. *Three credit hours.* FACULTY

[132] Topics in Music History Attention to a single significant problem or issue in the study of music. Past topics have included the madrigal, music in Renaissance culture, American popular song, and individual composers (e.g., Mozart). *Four credit hours.*

133f 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), and consideration of relationships between music and cultural context. *Four credit hours.* MR. SAUNDERS

153fs 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. *Four credit hours.* MS. HELM

181f 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). *Four credit hours.* MR. SAUNDERS

182s 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. NUSS

184s Musicianship A course aimed at focusing students' musical sensibilities in both listening and performing contexts. Emphasis will be placed on the development of aural skills, including recognition of increasingly complex musical patterns, sight reading for both instrument and voice, and keyboard skills (including sight reading of harmonic progressions and chorales, score reading, figured-bass, and simple improvisation). Primarily for music majors; open to other qualified students with permission of the instructor. *Prerequisite:* Music 181 or permission of the instructor. *Four credit hours.* MR. HALLSTROM

191fs 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. Students may not preregister for individual study. *Prerequisite for graded credit:* Music 153 or 181 (may be taken concurrently) and permission of the department. *One or two credit hours.* STAFF

193fs 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 European and 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 performs four concerts per year of works spanning the entire range of major symphonic literature. Non-competitive auditions are held at the beginning of each semester. MR. HALLSTROM

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

199s Developments in Musical Culture, 1919-1945 See course description in the Integrated Semester Studies section of this catalogue. *Four credit hours.* A. MR. MACHLIN

213s 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), various 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. *Four credit hours.* Q. MR. HALLSTROM

[232] Jazz History Jazz between 1900 and 1950: an examination of the music and the cultural and social forces that shaped it. Specific consideration to the development of various forms and styles (the blues, New Orleans jazz, stride piano, big band music, bop), analyses of the music of performers and composers (Louis Armstrong, Bessie Smith, Duke Ellington, Charlie Parker, Miles Davis), and a study of the relationship between the vocal and instrumental forces that make the music. *Prerequisite:* Music 111 or 133 or 153 or 181. *Four credit hours.* 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) 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.

[236] 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, revivals, classics of the second golden age, and post-modernism on Broadway (Sondheim). *Prerequisite:* Music 111, 133, or 153.

241f Music History I: From the Middle Ages Through the Renaissance to the Early Baroque Period The first in a three-semester sequence for majors acquainting students with the history and literature of Western art music. An investigation of compositional concepts and sociological contexts of the earliest notated music from the Middle Ages (c. 800) to polyphony of the Renaissance (c. 1400 to c. 1600) and the emergence of opera as well as the rise of autonomous instrumental music in the 17th century. Consideration of music within a broader cultural context with its relation, for example, to theology, literature, and the visual arts. *Prerequisite:* Music 111 and 181, or permission of the instructor. MS. LINFIELD

242s Music History II: From the High Baroque to the Dawn of Romanticism The second in a three-course music history sequence for majors. The principal genres of the High Baroque, Classical, and Early Romantic periods (including opera, oratorio, cantata, song, sonata, string quartet, concerto, and symphony) as well as major composers (Bach, Handel, Haydn, Mozart, Beethoven, and Schubert). Attention to theoretical issues and cultural context; for example, music's relationship to literature and the visual arts, the nature of dramatic music, the rise of functional tonality, national styles, and aesthetics. *Prerequisite:* Music 111 and 181, or permission of the instructor. MR. SAUNDERS

252s 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. NUSS

255s Music, Sexuality, and Gender in Opera Study of a limited number of representative operas from the 17th through the 20th centuries, among them Monteverdi's *Coronation of Poppea*, Handel's *Orlando*, Verdi's *Otello*, and Strauss's *Salome* or Berg's *Lulu*. Evaluation of the literary texts as sources for the libretti as well as analysis of the operas as a synthesis of libretti and music texts. (Video viewings will be arranged outside of class periods.) Contemporary theoretical issues for a study of eroticism, homoeroticism, construction of gender, and history of the *castrati*. *Prerequisite:* Music 111, 153, or permission of the instructor. *Four credit hours.* D. MS. LINFIELD

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

282s 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. NUSS

341f Music History III: Music of the 19th and 20th Centuries The third in a three-course music history sequence for majors. A survey of the music of Western Europe and America beginning with Hector Berlioz and continuing to the present. Issues include the evolution of symphonic, operatic, solo piano, and solo song styles during the mid- and late-19th century and

the subsequent impact these genres had on the wide-ranging stylistic, philosophical, and technological directions music has taken since the early 20th century. *Prerequisite:* Music 111 and 182 or permission of the instructor. MR. MACHLIN

[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.*

491f, 492s 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

493s Senior Seminar in Music A profound shift in the essential nature of jazz occurred in the decade encompassing World War II. The causes (commercial and social as well as artistic) behind that shift and the origins of the diverse styles—from bop to rhythm and blues—that emerged from the disintegration of swing following World War II. Required for senior music majors. *Prerequisite:* Music 282 and permission of the instructor. *Four credit hours.* MR. MACHLIN

Performing Arts

Chair, ASSOCIATE PROFESSOR JOYLYNN WING

Adjunct Professor Tina Wentzel; Associate Professor Wing; Adjunct Associate Professors Richard Sewell and James Thurston; Technical Director John Ervin; Visiting Guest Artists Andrei Bossov (Ballet) and Julia Carey (Voice); Adjunct Instructor Ruth Brancaccio

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 theatrical production and dance. It also seeks to educate the larger community through its rigorous 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 will, however, adequately prepare particularly interested and talented students for graduate study and further involvement with performing groups. It is a structured major, ensuring that all students have experience and training in technical theater as well as in acting and directing. 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 Theater Program, an opportunity to experience and study the performing arts with British professionals. The Performing Arts Program strongly encourages majors to elect this opportunity and provides for non-majors interested in performance a unique, richly rewarding semester or year abroad.

Requirements for the Major in Performing Arts

- I. Performing Arts 131, 171, 327, 328, and four additional courses in art, music, and/or dramatic literature chosen with the approval of the major adviser.
- II. 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.

III. 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.

Only three- and four-credit Performing Arts courses may count toward the major.

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.

Honors in Performing Arts

Students majoring in Performing Arts 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 Performing Arts."

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.

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

093j Applied Performance Significant participation in the Performing Arts January Program production of Tennessee Williams's *Suddenly Last Summer*. Enrollment limited to members of the cast and crew. *Prerequisite*: Audition or permission of the instructor. *Noncredit*. MR. ERVIN

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

131fs Theater Production Go behind the scenes to reveal secrets about the "magic" of theater. In addition to learning the rudiments of scenery, props, lighting, and sound, students will be encouraged to explore advanced topics such as engineering the "flying" of an actor or painting realistic marble. The lab component offers students a hands-on opportunity to practice the crafts of theater in a relaxed setting while using first-rate equipment under the guidance of working professional instructors. Theater production is a wonderful opportunity to be a significant part of some of the many stellar productions staged by Colby's Performing Arts Program. *Four credit hours*. A. MR. ERVIN

151f Ballet I: Technique For intermediate or advanced students who have had experience in classical ballet. Training will include exercises at the bar, in the center, and allegro. *Three credit hours*. A. MR. BOSSOV

[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. *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.

171f Acting I: Improvisation 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 movement improvisation, 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 Stage Management and Direction The basic techniques of staging drama—seeking out and projecting the ideas and passions in a script (or imposed upon it); the strategies for organizing and facilitating the creative process commonly used in current theater. One-day workshop with a guest professional stage manager required. *Prerequisite:* Performing Arts 171 or permission of the instructor. *Four credit hours.* A.

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

218j Playwrighting 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. *Three 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.

232s 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.

234f Mechanical Drawing and Graphic Presentation Realizing conceptual design ideas is a primary goal of this course. Fundamental mechanical drawing principles will be covered in addition to linear perspective, rendering, and computer-aided drawing. Projects will be based on stage designs and/or architectural projects. Enrollment limited. *Three credit hours.* A. MR. THURSTON

252s Ballet II: Pointe For intermediate or advanced students who have had experience in pointe work. Lessons concentrate on an evaluation of balance, toe work, and turning abilities. The study includes the learning of classical variations. *Three credit hours.* A. MR. BOSSOV

253s Ballet III: Character Dance A course for everyone who loves to dance and who has had experience in any kind of dance. Includes the learning of high-society dances from ancient

time to contemporary (from minuet and sarabande to valse and mazurka) and folk dance from different cultures (Spanish, Italian, Russian, Gypsy, etc.). *Three credit hours*. **A.** MR. BOSSOV

255fs 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 inter-relationships 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

259f 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 for exploring the student's creativity. 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

271f Acting II: Scene Study 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, sense memory, 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

274fs 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 1996: (274Af) Constance Congdon's *Tales of the Lost Formicans* is a wacky view of modern American family life from the point of view of space aliens. Auditions held during fall registration and first week of classes; performs in November. (274Bf) Maine storyteller E.B. White's time-honored classic *Charlotte's Web* will be researched during fall semester; performs in January. (274s) Sheridan's neo-classical comedy of manners, *The Rivals*, will involve style and work with the spring semester's guest artist vocal coach. Auditions held at time of spring registration. Topics 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.** FACULTY

274j Drama in Performance: Charlotte's Web A fully mounted production of E.B. White's children's classic; approximately 30 performances in January. *Prerequisite:* Performing Arts 274Bf or permission of the instructor. *Three credit hours*. **A.** MS. WENTZEL

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

293fs Applied Performance: Special Topics 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, Performing Arts 255 (may be taken concurrently); for technicians, Performing Arts 131 (may be taken concurrently); all students must obtain permission of the performing arts chair. *One credit hour*. **FACULTY**

297Af Sound FX in Theater and Film Sound designs from several films compared to the science of sound production, psycho acoustics, and aural aesthetics for the stage. Hands-on experience with both analog and digital sound equipment to experiment with the theories and methods of enhancing, reproducing, and altering sound to make a significant impact on the emotions of an audience. The future of sound in theatrical production and the ways in which entities such as MIDI Show Control are potentially redefining all aspects of the stage. Enrollment limited. *Three credit hours.* **A.** MR. ERVIN

297Bf Shayna Maidel Production of Barbara LeBow's memory play that deals with two generations of Jewish refugees from Poland and their experience in the Holocaust. Students will research the problems of displaced persons before and after World War II as well as more recent examples of forced migration. Auditions held during fall registration and first week of classes. *Three credit hours.* MS. BRANCACCIO AND GUEST LECTURERS

298s Voice Production Presenting an understanding of how the voice functions and how to develop its full potential, using a series of exercises designed to remove blocks, both physical and psychological, to encourage optimum flexibility, responsiveness, and power in each actor's unique sound. *Three credit hours.* MS. CAREY

312s Directing Theory Workshop exploring directing theory from the turn of the century to the present. In-depth readings, discussions, and experiments with the ideas of Stanislavsky, Meyerhold, Grotowski, Mnouchkine, and Akalaitis, among others. Culminates in a personal manifesto of theatrical ideals. Enrollment limited. *Prerequisite:* Performing Arts 212 or 274. *Four credit hours.* **A.** MS. WING

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

328s The Development of Dramatic Art II An examination of plays and the theatrical tradition from the Romantic period to contemporary drama. Emphasis is placed on historical context and staging techniques as well as on the dramatic text. Also listed as English 328. *Four credit hours.* **L.** MS. WING

331s 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 or permission of the instructor. *Three credit hours.* **A.** MR. THURSTON

[332] Studies in Modern Drama: Contemporary Women Playwrights Listed as English 332 (q.v.). *Four credit hours.* **L.**

[335] Scene Painting The theories and techniques of painting for the stage. Historical and contemporary uses of the scenic artist's work in relation to stage design. Students will complete individually assigned projects in a lab setting dependent on their skill level. It is not necessary to have prior experience. *Prerequisite:* Performing Arts 131 or permission of the instructor. *Two credit hours.*

[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. 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.**

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

359f Dance Composition and Theory II 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. *Three credit hours.* **A.** MS. WENTZEL

371s Acting III: Character Process Provides a method of work for the actor's private study in developing a character. A series of exercises to be performed both pre-rehearsal and during the rehearsal process helps the actor discover the character in depth and influence choices during the blocking phase. Encourages an attitude toward acting as a means of investigating social phenomena rather than as the isolated activity of the actor in space. *Four credit hours.* **A.** MS. CAREY

394s 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. In 1997, a survey of behavior and dress through the ages, emphasizing eras of Western civilization when theater was prominent; researching designs and social background, art, beliefs, and behaviors for two plays from historical contexts; the relation of arts to social history. *Prerequisite:* Performing Arts 171 or permission of the instructor. *Four credit hours.* **A.** MR. SEWELL

483f, 484s Honors Thesis An independent, substantial project approved by the department and for which the student will work in close consultation with a faculty member. Students are responsible for selecting a faculty tutor and submitting a proposal by April of their junior year. *Prerequisite:* A 3.25 overall grade point average and a 3.50 grade point average in the major and approval from the performing arts faculty. *Three credit hours.* FACULTY

491f, 492s 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 COHEN¹
*Professors Yeager Hudson*² and *Robert McArthur*³; *Visiting Professor Max Cresswell*; *Associate Professors Cohen and Cheshire Calhoun*; *Assistant Professor Jill Gordon*

¹On leave first semester.

²Acting chair, first semester.

³Dean of faculty.

"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, 453, and five additional courses in philosophy, at least four of which are above the 100 level, one of which may be 483, 484, 491, or 492.

Requirements for the Major in Philosophy-Mathematics

In philosophy: 152; 111 or 211; 231, 232, 258, and 453.

In mathematics: 121 or 123; 122 or 124; 274, 333, and 338.

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.

Physics 141, 142 is recommended for the major.

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 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" 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, 359, 373, 374, 378, 453; and (4) three additional courses at or above the 200 level.

111fs 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 Plato, Locke, Mill, Marx, Malcolm X, and Orwell. *Four credit hours.* S. MS. GORDON

114f 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 Aquinas, Descartes, Berkeley, Hume, and Tillich. *Four credit hours.* L. MR. HUDSON

118s Central Philosophical Issues: Philosophy of Law An introduction to philosophy by a consideration of the inter-relations 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.*

152fs Logic The techniques of formal reasoning in a symbolic context and their application to argumentation in natural language. *Three credit hours.* Q. MR. CRESSWELL AND MR. COHEN

155j Feminist Philosophies A survey of feminist philosophies with special attention to the political theory and practice of liberal, socialist, psychoanalytic, and radical feminisms. *Three credit hours.* S, D. MS. CALHOUN

174s 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

211f 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

231f History of Ancient Philosophy A survey of ancient thought that also examines the social and cultural contexts in which that thought arises. Study of the Greek world through the ideas of the pre-Socratics, the Sophists, Plato, Aristotle, Epicurus, the Skeptics, and the Stoics. *Four credit hours.* H. MS. GORDON

232s 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. *Three or four credit hours.* H. MS. CALHOUN

236f Social and Political Philosophy Readings from traditional and non-traditional sources focusing on social contract theories, theories of human nature and their connection to political theory, racism, and feminism in contemporary society, and economic justice. *Three credit hours.* S. MS. GORDON

[239] **Theory of Knowledge** A study of the nature and limits of human knowledge. Concepts such as belief, knowledge, truth, and justification, and problems such as perception, induction, memory, and reason are examined. Enrollment limited. *Three credit hours.*

252f American Thought A study of some of the major thinkers and movements in the American intellectual and philosophical tradition, with emphasis on the American Enlightenment, 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. Du Bois, and John Dewey. *Three credit hours.* H. MR. HUDSON

256f Indian Philosophy 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

258f Intermediate Logic Further investigations into symbolic logic and its extensions, with special attention to modal logic and some attention to metatheoretic results. *Prerequisite:* Philosophy 152 or permission of the instructor. *Three credit hours.* MR. CRESSWELL

272s Applied Ethics An examination of the moral and political dimensions of contemporary issues, such as affirmative action, euthanasia, homophobia, care of the environment, abortion, workfare, and capital punishment. *Three credit hours.* S, D. MS. CALHOUN

311f Contemporary Currents in Ethical Theory An examination of philosophical accounts of the relation between morality and emotions, beginning with historical texts of Hume, Hutcheson, and Kant, and some contemporary literature on the role of emotions in moral knowledge and as motives to moral action. Contemporary analyses of particular emotions such as contempt, humiliation, compassion, love, self-respect, and anger. *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.*

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

338s 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:* Philosophy 152 or permission of the instructor. *Three 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.*

372s 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: Plato** A close reading of several of Plato's dialogues, working toward a holistic understanding of his philosophical project. The focus is primarily on the interpretive strategy that treats philosophically the dialogues' dramatic and literary elements. *Prerequisite:* Philosophy 231 or permission of the instructor. *Four credit hours.*

[398] **Cartesian Legacies** The year 1996 marks the 400th anniversary of the birth of René Descartes. In that time, his philosophy has helped shape thought in physics, mathematics, philosophy, psychology, and many other areas of intellectual activity. A multi-disciplinary seminar examining the lasting influence of Cartesian thought, both positive and negative, throughout the curriculum. *Three credit hours.*

453s Seminar: 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

483f, 484s 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

491f, 492s 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, James Tortorella, Thomas Dexter, Laura Halldorson, Heidi Godomsky, Jennifer Holsten, and Patricia O'Brien; Adjunct Instructor Sura DuBow; Staff Coaches Jefferson Goethals, David Zazzaro, Mark Godomsky, Sean Devine, Candice Berger, and Mark Parent

The Department of Physical Education and Athletics offers physical education classes, intramural sports, intercollegiate athletics (varsity and junior varsity), informal recreational activities, aerobics programs, and club sports. These programs, along with wellness seminars, may be used to fulfill 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; *dance*: modern, ballet; *other activities*: yoga, conditioning, aerobics, weight training, nautilus training. 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 1996 and 1997) or for the wellness program (required for graduation beginning with the Class of 1998) or as noncredit electives. Physical education activities do not earn academic credit hours.

Wellness Program

The objective of the 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 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 is 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 lifelong 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. Wellness units do not earn academic credit hours.

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.

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.* MR. WESTON

Physics

In the Department of Physics and Astronomy.

Chair, ASSOCIATE PROFESSOR ROBERT BLUHM

Professor Murray Campbell; Associate Professors James Fleming¹ and Bluhm; Assistant Professors Charles Conover, Duncan Tate², and Shelby Nelson²; Visiting Assistant Professor Tamar More

¹Joint appointment in science, technology, and society.

²On leave full year.

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, theoretical physics, 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. For students with a previous background in physics and calculus from high school, Physics 143 may be taken instead of Physics 141.

Requirements for the Major in Physics

Physics 141 (or 143), 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 (or 143), 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 junior year, physics majors may apply for admission to the honors program. A 3.15 grade point average in physics and mathematics courses is normally required. The honors program requires completion of Physics 141 (or 143), 142, 241, 242, 254, 493, five additional courses in physics numbered at 300 or 400 level; Mathematics 121, 122 (or 123, 124), 253, 262, 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 (or 143), 142, 241, 242 (or a physics course numbered 300 or above), 493; Mathematics 121, 122 or 123, 124.

[111] From Galileo to Einstein How has our understanding of the physical universe evolved over the ages? This question forms the central theme of a physics course intended for non-science majors. The physical theories of Galileo, Newton, and Einstein, including their revolutionary impact on our understanding of the universe, are examined. The focus is on the concepts of motion, space, time, matter, and energy. A working knowledge of high school algebra is required. Lecture only. *Three credit hours.* **N.**

[113j] The Elements A historical, cultural, and scientific discussion of the development of ideas concerning the structure of matter. We now believe that all matter is made up of a relatively few fundamental ingredients (quarks and leptons) and that these entities somehow arrange themselves into some 100 elements. This does not seem so different from the ancient belief that all things are made up from varying proportions of earth, air, water, and fire. Why do we regard our modern view to be superior? What convinces us that we are correct, and

what are the social, political, and economic consequences of this knowledge? Intended as a course for non-science majors. Lecture and discussion. *Three credit hours.* N.

[115] The Shadow of the Bomb Fifty years ago the United States tested and then used nuclear weapons. The bombs resulted from the leaps we made during the 20th century in understanding the laws of nature. The creation of nuclear weapons and the accompanying technology has shaped both the scientific and political world since that time. The physics of nuclear weapons and nuclear power, the creation of the first nuclear bomb during World War II, and the effects of its use: physical, moral, political, and environmental. The post-war, Cold-War, and present eras, including a study of the development of hydrogen bombs and "third generation" nuclear weapons, nuclear power, nuclear waste, and the proliferation of nuclear weapons. A working knowledge of high school algebra is required, but no previous study of physics is assumed. *Three credit hours.* N.

141f, 142s Foundations of Physics A calculus-based survey of mechanics of solids and fluids, momentum, work and energy, gravitation, waves, electromagnetism, and optics. Lecture, laboratory, and discussion. *Prerequisite:* A working knowledge of high-school or college calculus, or concurrent enrollment in Mathematics 121 or 123. Physics 141 is prerequisite for 142. *Four credit hours.* N. MR. CONOVER AND MR. CAMPBELL

143f Honors Physics Motion, forces, conservation laws, waves, gravity, Einstein's special relativity, and nuclear physics. A course for students who have had substantial physics and calculus courses in high school. May not be taken for credit if the student has earned credit for Physics 141. Lecture and laboratory. Formerly listed as Physics 197. *Prerequisite:* Permission of the instructor. *Four credit hours.* N. MR. BLUHM

199s Space, Time, Quanta, and the Bomb See course description in the Integrated Semester Studies section of this catalogue. *Four credit hours.* N. MR. CONOVER

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

241f 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. CONOVER

242s 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), or permission of the instructor. *Four credit hours.* MR. BLUHM

254s 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.* FACULTY

291j Research and Seminar in Physics and Astronomy Individual or small-group work in one of several areas: atomic spectroscopy, theoretical physics, condensed matter physics, development of laboratory apparatus, development of laboratory astronomical equipment, analysis of infrared astronomical data, or literature review of topics in physics or astronomy. Written report and seminar presentation required. *Prerequisite:* Permission of the instructor. *Two or three credit hours.* FACULTY

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

321f Electricity and Magnetism 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.* FACULTY

[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.*

333s 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.* FACULTY

[336] Solid-State Physics An introduction to solid-state physics, beginning with a study of crystal forms and diffraction of x-rays. Thermal, optical, acoustical, and electrical properties of solids; the energy-band theory of semiconductors as applied to simple solid-state devices; superconductivity. *Prerequisite:* Physics 242, 321, or permission of the instructor. *Four credit hours.*

[338] Nuclear and Particle Physics Nuclear physics, including nuclear reactions and nuclear models; followed by elementary particle physics, including the quark model, leptons, and the strong and weak interactions. Lecture and discussion. *Prerequisite:* Physics 242. *Four credit hours.*

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

483f, 483j, 484s 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

491f, 492s 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

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

Psychology

Chair, PROFESSOR EDWARD YETERIAN

Professors Nicholas Rohrman, Diane Winn, and Yeterian; Assistant Professors William Klein, William Henry, and Tarja Raag; 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. All laboratories as well as a data center for student use are equipped with computers with network and 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; at least one course from 251, 253, 254, 255; at least one course from 229, 236, 239, 252, 256, 274, 374, 361; 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, 332, 335, 355, 356, 358, 372, 376, 378.

One year of laboratory experience in the natural sciences 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, 254, 255; at least one course from 233, 272; at least one course from 229, 232, 234, 236, 237, 239, 252, 256, 274; at least one course from 331, 332, 335, 355, 356, 358, 361, 372, 374, 376, 378.

[117j] Altruism and Aggression Seminar An examination of philosophical, ethological, sociobiological, and psychological approaches to understanding the causes of altruistic and aggressive behavior. Consideration will be given to the role of such factors as mood, personality, social models, deindividuation, and the media in the production of such behaviors. Student presentations will explore specialized topics such as assassination and community service. Enrollment limited. Cannot be counted toward the psychology major or minor. *Two credit hours.*

121f 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

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

[132j] History of Psychobiology An exploration of philosophical, technological, and historical viewpoints, from prehistory to the 20th century, on the relationships between the nervous system and behavior, thought, and emotion. 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. Enrollment limited. Cannot be counted toward the psychology major or minor. *Prerequisite:* Psychology 121 or permission of the instructor. *Two credit hours.*

214fs 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 121, 122 or permission of the instructor. *Four credit hours.* Q. MS. WINN AND MR. KLEIN

215fs 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.* MR. KLEIN AND MS. WINN

229s 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, are emphasized. *Prerequisite:* Psychology 121, 122. *Four credit hours.* MR. HENRY

232s 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

233f Physiological Psychology The study of neural mechanisms underlying cognitive 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 121, 122. *Four credit hours.* MR. YETERIAN

234j 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 121, 122. *Three credit hours.* MR. YETERIAN

235f Laboratory in Brain and Behavior A laboratory supplement to Psychology 233. Major emphasis on techniques that enhance the understanding of brain-behavior relationships. Cannot be counted toward the psychology major or minor. *Prerequisite:* Concurrent or prior enrollment in Psychology 233 and permission of the instructor. *One credit hour.* MR. YETERIAN

236s Drugs and Behavior A consideration of 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, opiates, prescription drugs, and over-the-counter medications. *Prerequisite:* Psychology 121, 122. *Four credit hours.* MR. YETERIAN

237f 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 121, 122. *Four credit hours.* MR. ROHRMAN

239f States of Consciousness The psychology of perceptual-cognitive experiences in states of consciousness such as sleep, hypnosis, meditation, and trance. *Prerequisite:* Psychology 121, 122 or permission of the instructor. *Four credit hours.* MS. WINN

251f 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 121, 122. *Four credit hours.* MR. HENRY

252s Sex and Gender An examination of the human experience from the perspective of research/theory on sex and gender. Topics include biological processes, social behavior, personality, cognition, health, stereotypes, gender roles, gender identity, sexuality. The course will emphasize sex-based behaviors and gender-based behaviors from a developmental perspective. Previously offered as Psychology 297. *Prerequisite:* Psychology 255. *Four credit hours.* MS. RAAG

253f Social Psychology An examination of major topics and current issues and research in social psychology. Includes social perception, social cognition, attitudes, interpersonal attraction, social influence, altruism, aggression, group processes, and various special applied topics such as social psychology and business, health, and the legal system. *Prerequisite:* Psychology 121, 122. *Four credit hours.* MR. KLEIN

254s 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 co-morbidity in the study of psychopathology will be addressed. *Prerequisite:* Psychology 121, 122. *Four credit hours.* MR. HENRY

255f Child Development Principles of psychological development from conception through preadolescence, from a biological, sociocultural, and psychodynamic perspective. *Prerequisite:* Psychology 121, 122. *Four credit hours.* MS. RAAG

256s Adolescent and Adult Development Principles of psychological development from adolescence through senescence. Focus is on the individual's typical attempts to cope with changes in physical structure, social roles, and personal identity. Emphasis will be placed on the application of theoretical concepts to research findings. *Prerequisite:* Psychology 255. *Four credit hours.* MS. RAAG

257f Educational Psychology Psychological principles applied to problems of education. Principles of developmental psychology, educational testing and measurement, child and adolescent problems, and pathology. For related practicum courses, see the Program in Education and Human Development. Cannot be counted toward the psychology major or minor. *Prerequisite:* Sophomore standing or above. *Four credit hours.* MS. RAAG

272s 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 121, 122 or permission of the instructor. *Four credit hours.* MS. WINN

[274] Applied Psychology A survey of nonclinical applications of psychology, including as possibilities such content areas as consumer behavior, advertising, the impact of mass media on behavior, forensic, environmental, and medical psychology. *Prerequisite:* Psychology 121, 122. *Four credit hours.* MR. ROHRMAN

[331] Interpersonal Perception Seminar How we judge and explain the behavior of others. Discussion topics include stereotypes, first impressions, self-fulfilling prophecies, detection of perception, and social perception motives. Focus also on people's evaluations of themselves, such as how they view their abilities and potential; how they process and remember self-relevant information; and how they present themselves to others. Resulting implications for academic achievement, health, and social relationships are considered. *Prerequisite:* Psychology 214 and 253. *Four credit hours.*

332s Seminar in Judgment and Decision Making An exploration of antecedents and consequences of human judgment and decision making. Topics include decisional regret, counterfactual thinking, statistical heuristics, perceptions of personal and public risk, overconfidence in prediction, escalation of commitment, motivated reasoning, negotiation strategies, and methods of improving reasoning. Special emphasis will be placed on applications of research to such topics as stereotypes, superstitious and supernatural beliefs, health and medicine, legal decision making, sports, and interpersonal relationships. Basic familiarity with algebra recommended. *Prerequisite:* Psychology 214 and 253. *Four credit hours.* MR. KLEIN

335f Developmental Psychology Seminar An examination of research and theory in developmental psychology, with an emphasis on current issues. Topics may include nonverbal behaviors, facial expressions, social development, cognitive development, gender development, infancy, adolescence, or aging. *Prerequisite:* Psychology 255 and permission of the instructor. *Four credit hours.* MS. RAAG

355f Psychopathology Seminar: Schizophrenia and Related Disorders An examination of primary literature focusing on empirical, conceptual, and methodological issues and controversies in the field of psychopathology. Seminar topics will be drawn from the major domains of mental disorder (e.g., schizophrenia, personality disorders, mood disorders). Issues covered may include the following: symptomatology; assessment and diagnosis of disorder; social, biological, and genetic factors contributing to disorder; 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.*

358s 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 may include: 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 is 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. *Prerequisite:* Psychology 121, 122, 214. *Four credit hours.*

[372] Neuroscience Seminar In-depth examination of current issues in physiological psychology and human neuropsychology. Topics may 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. *Four credit hours.*

374s 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; dementias and memory disorders; degenerative diseases; infectious diseases; 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

376s Seminar in Propaganda and Persuasion The 20th century might be called the Age of Propaganda. By governments, charities, churches, advertisers, politicians, hate groups, and business and environmental groups, and in newspapers, magazines, books, films, television, radio, the theater, and the arts, we are assaulted by a never-ending barrage of persuasive messages. An examination of the historical development of propaganda (since World War I, when mass media propaganda began), its techniques of psychological manipulation, and the impact of current propaganda efforts on ourselves and our society. *Prerequisite:* Psychology 232 or 237, or permission of the instructor. *Four credit hours.* MR. ROHRMAN

378s Seminar on Trance States A survey of states of consciousness characterized by dissociation from external stimulation. Hypnotic trance is 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. Enrollment limited. *Prerequisite:* Psychology 239 and permission of the instructor. *Four credit hours.* MS. WINN

477f 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:* Junior or senior standing as a psychology major. *Three or four credit hours.* MR. ROHRMAN

483f, 484s Honors Research Individual and group meetings of students and faculty participating in the psychology honors program. Under faculty supervision, students prepare a proposal and carry out an independent, empirical project, culminating 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

491f, 492s 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, ASSOCIATE PROFESSOR DEBRA CAMPBELL

Professor Thomas Longstaff; Associate Professors Campbell and Nikky Singh

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

Requirements for the Major in Religious Studies

A minimum of 10 courses is required for the major in religious studies. These must include at least three of the following courses that survey the major religions of the world, although all four courses are recommended: Religious Studies 211, 212; 233, 234; Religious Studies 215; Religious Studies 316 (or an 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, which must be taken for three or four credit hours, 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.

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

Honors Program

Students majoring in 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."

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.

116s Sacred Stories An introduction to the study of religion in the West especially designed for first-year students. The course takes a close look at the composition, transmission,

and evolution of sacred stories and in the process teaches some of the methods used by students and scholars in the field of religious studies. Texts vary from year to year. This year's texts include works by Elie Wiesel, Mary Gordon, Carl Jung, Laurel Thatcher Ulrich, and others. This is a writing intensive course. *Four credit hours.* S, D. MS. CAMPBELL

117f 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 *Clear Light of Day*, *Salaam Bombay!*, *Siddhartha*, *The Razor's Edge*, *Gora*, *Cracking India*, *Mississippi Masala*, and *Four Quartets*. *Four credit hours.* L, D. MS. SINGH

[118] Introduction to Archaeology A first course in the principles and practice of field archaeology, examining the theories and methods of modern, scientific excavation, the importance of proper recording techniques, and 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 will involve excavation at a Colby site or 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 biblical Book of Job, and one that has troubled men and women in every generation, is the focus of study 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.*

201f, 202s 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. *Four credit hours.* MR. LONGSTAFF

203f, 204s 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. *Four credit hours.* MR. LONGSTAFF

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

212s Religions of China and Japan An examination of Confucianism, Taoism, and Shinto—the indigenous religions of China and Japan; tracing the entrance of Buddhism into China and Japan and the resulting transformation of this religion in its interaction with these civilizations. The political ideology of Confucianism, the mystical dimensions of Taoism, the mythological aspects of Shinto, and the meditative experiences of Buddhism (haiku, swordsmanship, the tea ceremony, etc.). *Four credit hours.* S, D. MS. SINGH

[214] Religion, Magic, and Witchcraft Listed as Anthropology 214 (q.v.). *Four credit hours.* S, D.

215f Christianity: An Introduction An introduction to the Christian religion that examines its evolution over the past two millennia. The course outlines the major turning points and important leaders in Christian history as well as the controversies that have broken out within Christian churches over questions of doctrine, politics, the distribution of wealth, scientific knowledge, human sexuality, racism, sexism, and cultural difference. It also explores some of the ways in which individual Christians (including prophets, mystics, and other countercultural figures) have sought to reinterpret the Christian message amidst changing times. *Four credit hours.* **H.** MS. CAMPBELL

233f 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

234s 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 and to the development of early Christian theology and its significance for the contemporary world. *Four credit hours.* **L.** MR. LONGSTAFF

235f Sociology of Religion Listed as Sociology 235 (q.v.). *Prerequisite:* Sociology 131 or permission of the instructor. *Four credit hours.* **S.** MS. GILKES

254s 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 to the diversity within Islam (e.g., Sunni, Mu'tazilite, Sufi, Shi'ite, etc.) as well as to its general characteristics. Attention 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

257f 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., Anne 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

258f Romans and Jews: History, Religion, and Archaeology Listed as Classics 258 (q.v.). *Three 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.*

[275j] Contemporary Wicca: Formalists, Feminists, and Free Spirits Wicca is one of the fastest growing religions in North America. Often erroneously confused with Satanism, it is an earth-based religion centered around Goddess (and God) imagery that stresses the sacredness of each individual and of all life. The history, the historicity, and the practice of contemporary Wicca on this continent. Extensive readings and some videos will cover the thea/ology, rituals,

practices, and political activism of Wiccans. Experiential components (which may include e-mail discussions with Wiccans, ritual design, participation in an open circle, or personal use of divination). Several questions will be explored: How does the centrality of feminine divine imagery affect the development, structures, and practices of this religion? To what extent has feminism shaped Wicca in the United States and Canada? Why are so many Wiccans also activists, and why is there so much public resistance to and discrimination against Wiccans? Enrollment limited. *Three credit hours.* D.

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

[316] **Seminar: Contemporary Western Theology** The problem of interpreting religious convictions and experience in the contemporary world frames the questions in this course. Following a brief recapitulation of early-20th-century theology and the religious crisis of the world wars, an intensive study of the significant theological developments since mid-century, including the "death of God," process, black, feminist, womanist, and liberation theologies, with discussion and analysis of the challenges posed to these theological movements by postmodern, evangelical, and post-liberal theological claims. *Prerequisite:* Religious Studies 215 or permission of the instructor. *Four credit hours.*

317f **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. MS. SINGH

318s **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 257 or permission of the instructor. *Four credit hours.* MS. CAMPBELL

[319] **Religion in North America** Religious beliefs, controversies, and movements are inseparable from an understanding of American culture and history. A survey of the interaction of religion and culture in America from pre-Columbian Native American traditions through the development and practices of Protestantism, Catholicism, Judaism, Asian religions, and new religions in North America. Discussion of major controversies and challenges facing religious institutions today, with particular attention to the realities and myths of religious freedom and religious symbolism in American identity. *Prerequisite:* Religious Studies 215 or permission of the instructor. *Four credit hours.* S.

332s **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. The variety of ways that "ordinary people"

and famous mystics within the Judeo-Christian tradition have sought to nurture close relations with God, covering the period from the rise of Christianity through the present day. *Prerequisite:* Religious Studies 215 or permission of the instructor. *Four credit hours.* 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.*

355s **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. MS. SINGH

[356] **The African-American Religious Experience** Listed as Sociology 356 (q.v.). *Prerequisite:* An introductory sociology or anthropology course, or American Studies 276 or permission of the instructor. *Three credit hours.*

358f **Jesus of Nazareth: Entering the Third Millennium** According to the calculations of most scholars, 1996 marks the 2000th anniversary of the birth of Jesus. In recent years attention to the traditions about the life and teaching of Jesus has spread from the realms of the church and the university to the popular media. Few weeks go by without this topic appearing prominently in the news. In this context, the seminar will undertake an intensive study to evaluate what can and cannot be known about the "historical Jesus." Attention will be given both to method and content. The seminar will also attempt to assess as thoroughly as possible the attention that this topic has recently attracted both nationally and internationally. *Prerequisite:* Religious Studies 234 or permission of the instructor. *Four credit hours.* MR. LONGSTAFF

372s **Philosophy of Religion** Listed as Philosophy 372 (q.v.). *Four credit hours.* S. MR. HUDSON

[391, 392] **Departmental Seminars** *Four credit hours.*

393f **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.* S, D. MR. LONGSTAFF

483f, 484s **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

491f, 492s **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

493s Senior Seminar A culminating seminar for senior religious studies and philosophy-religious studies majors. *One credit hour.* FACULTY

Russian

In the Department of German and Russian.

Associate Professor Sheila McCarthy; Assistant Professor Julie de Sherbinin; Visiting Instructor Andrei Strukov; Teaching Assistant Tatiana Tchurilina

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 426 or 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 (Russian 426, 428, History 326, 328).

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

Requirements for the Minor in Russian Language and Literature

- (1) Four introductory Russian 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, 227, 228, 323, 324, 325, 326, 328, 447, and in the Government Department, such as Government 131, 151, 257, 258, 272, 332, 432, 452.

123j Introduction to Russian Culture A survey of the major trends in Russian culture with the goal of better understanding the current social, economic, and political situation in the country. Readings in literature and cultural history focus on the influence of the Russian Orthodox religion, the Slavophile/Westernizer controversy, Soviet ideologies, collectivism vs. the individual, and village vs. urban life. Russian art, music, and film provide material for discussion. Conducted in English, no knowledge of Russian required. *Three credit hours.*

MS. DE SHERBININ

125f, [125j], 126s 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. *Prerequisite:* Russian 125 is prerequisite for 126. *Four credit hours; three credit hours in January.* MS. DE SHERBININ AND MR. STRUKOV

127f, 128s 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.* MR. STRUKOV AND MS. DE SHERBININ

139j January in Russia A three-week study tour of Russia, including lectures, excursions, and home stay. Topics, which vary from year to year, may focus on political themes, social affairs, or Russian culture, literature, art, and architecture. No knowledge of Russian required. *Three credit hours.* MS. MCCARTHY

231j, [232] Topics in Russian Literature Topics, which change every year, may cover an author, a genre, or a theme central to Russian literature of the 19th (231) or 20th (232) centuries. In 1996: Lev Tolstoy's epic novel *War and Peace*, the text and the classic Soviet film version. Lecture/discussion format. Conducted in English, no knowledge of Russian required. (Offered in 1997 only if January in Russia [139j] does not materialize.) *Four credit hours; three credit hours in January.* L. MS. MCCARTHY

[233] Russian Women's Writing Consideration of Russian and Soviet women's fiction, poetry, and autobiography with attention to the alternative visions they proffer church and state orthodoxies. Readings examine gender constructs in Russian culture, 19th-century women's prose, Silver Age women's poetry, Soviet ideals of gender equality, and contemporary literature. Theoretical readings are drawn from feminist scholarship. Conducted in English; no knowledge of Russian required. *Four credit hours.* L. MS. DE SHERBININ

237f 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

238s 20th-Century Russian Literature Close readings of works by such major writers as Sologub, Bely, Mayakovsky, Gorky, Babel, Bulgakov, Zamjatin, Olesha, Pasternak, and Solzhenitsyn. Readings and discussion in English, no knowledge of Russian required. *Four credit hours.* L. MS. DE SHERBININ

325f, 326s Conversation and Composition Grammar review and continued practice in oral and written expression. Reading and analysis of literary and historical texts from the 19th (325) or 20th (326) centuries. Original audiovisual taped materials supplement the readings. Conducted in Russian. *Prerequisite:* Russian 128 or permission of the instructor; Russian 325 is prerequisite for 326. *Four credit hours.* MS. MCCARTHY AND MR. STRUKOV

335f, 336s Conversation Group An informal weekly small-group meeting for conversation practice in Russian. Topics include autobiography; education; leisure-time activities; travel; stores and purchases; film, TV, and newspaper excerpts for discussion. Conducted entirely in Russian. May be repeated for credit. Nongraded. *Prerequisite:* Russian 127 or equivalent. *One credit hour.* FACULTY

346s 20th-Century Russian Poetry Weekly one-hour meetings focus on a poem by one of the major 20th-century Russian poets, including Blok, Akhmatova, Tsvetaeva, Pasternak, Mandelstam, and Brodsky. Readings in Russian; discussion and short papers in English. May be repeated for credit. *Prerequisite:* Russian 127 or permission of the instructor. *One or two credit hours.* MS. DE SHERBININ

425f 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

426s The 19th-Century Russian Novel A seminar that analyzes one major Russian novel of the 19th century, such as Tolstoy's *Anna Karenina* or Turgenev's *Fathers and Children*. 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. *Prerequisite:* Russian 425 or 427 or permission of the instructor. *Four credit hours.* L. MS.MCCARTHY

[427] Contemporary Russian Studies Readings and discussion of representative contemporary Russian short stories and periodical literature; biweekly compositions in Russian. Conducted entirely in Russian. *Prerequisite:* Russian 326 or permission of the instructor. *Four credit hours.*

[428] The 20th-Century Russian Novel A seminar that analyzes one major Russian novel of the 20th century, such as Bulgakov's *Master and Margarita* or Pasternak's *Dr. Zhivago*. 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. *Prerequisite:* Russian 425 or 427 or permission of the instructor. *Four credit hours.* L.

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

Science, Technology, and Society

Director, ASSOCIATE PROFESSOR JAMES FLEMING

ADVISORY COMMITTEE: Professors Charles Bassett (*English and American Studies*), Murray Campbell (*Physics and Astronomy*), Daniel Cohen (*Philosophy*), Russell Cole (*Biology*), Elizabeth DeSombre (*Government and International Studies*), Frank Fekete (*Biology*), Fleming (*Science, Technology, and Society*), Batya Friedman (*Mathematics and Computer Science*), Henry Gemery (*Economics*), Jonathan Hallstrom (*Music*), Pete Hayslett (*Mathematics*), Thomas Longstaff (*Religious Studies*), Robert McArthur (*Philosophy*), Shelby Nelson (*Physics*), Leonard Reich (*Administrative Science and Science, Technology, and Society*), Dale Skrien (*Mathematics and Computer Science*)

Science and technology have become increasingly important components of our world, changing the ways we live, work, and think. The well-being of individuals, nations, and, ultimately, our Earth depends in part on technical developments that often transform both the social and natural environment.

By choosing from a variety of electives, students in the Science, Technology, and Society 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, technology, and society. Students may also design an independent major in this field.

Requirements for the Minor in Science, Technology, and Society

Six courses—a minimum of 22 credits—are required for the minor. 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.

Required Science, Technology, and Society courses:

- 112 Science, Technology, and Society
- 483/484 Senior Research Project

Science, Technology, and Society electives (choose at least two):

- 212 Cosmologies: Non-Western and Pre-Modern
- 215 Atmospheric Science
- 250 Industry, Technology, and Society, 1750-1900
- 251 Industry, Technology, and Society in the 20th Century
- 271 History of Science in America
- 281 Global Environmental Change: History and Science
- 393 Technology, War, and Society

Additional electives (choose up to two):

- | | |
|---|--|
| <i>American Studies</i> | 213 Medicine in 19th- and 20th-Century America: Women As Pioneer Healers |
| <i>Anthropology</i> | 252 Hunger, Poverty, and Population: The Anthropology of Development |
| | 256 Land, Food, Culture, and Power |
| <i>Biology</i> | 115 Biology of Women |
| | 133 Microorganisms and Society |
| | 219 Conservation Biology |
| | 271 Introduction to Ecology |
| | 493 Problems in Environmental Science |
| <i>Chemistry</i> | 112 Chemistry for Citizens |
| | 118 Biotechnology |
| | 217 Environmental Chemistry |
| <i>Computer Science</i> | 113 Great Ideas in Computer Science |
| | 232 Computer Organization |
| | 353 Artificial Intelligence and Advanced Computing |
| | 371 Organizational Computing |
| <i>Economics</i> | 231 Environmental and Natural Resource Economics |
| | 493 Senior Seminar (when appropriate) |
| <i>Environmental Science</i> | 118 Environment and Society |
| <i>Geology</i> | 131 Introduction to Environmental Geology |
| | 177 Wetlands and Wetland Science |
| | 494 Environmental Geology |
| <i>Government</i> | 235 Sustainable Development |
| <i>History</i> | 295 Internship in History (where appropriate) |
| | 481 Ecological Change in World History |
| <i>Mathematics</i> | 376 History of Mathematics |
| | 397 Aspects of Geometry |
| <i>Music</i> | 213 Introduction to Computer Music |
| <i>Philosophy</i> | 317 Philosophy of Science |
| <i>Physics</i> | 111 From Galileo to Einstein |
| | 113 The Elements |
| | 115 The Shadow of the Bomb |
| | 254 Essential Electronics |
| <i>Psychology</i> | 233 Physiological Psychology |
| | 374 Human Neuropsychology |
| | 477 History and Systems of Psychology |
| <i>Sociology</i> | 256 Health and Illness |
| <i>Science, Technology, and Society</i> | 129 Sailing: History, Dynamics, and Design |
| | 219 The American Home |

112s 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

[115] The Shadow of the Bomb Listed as Physics 115 (q.v.). *Four credit hours.* N.

118s Environment and Society Listed as Environmental Studies 118 (q.v.). *Four credit hours.* FACULTY

[129] Sailing Explores the many aspects of sailing as a human experience: sailing history, science, engineering, technique, competition, exploration, philosophy, psychology, business, craft, and song. Readings, lectures, videos, outside speakers, visits to a sailmaker and boatbuilder. *Three credit hours.*

[212] Cosmologies: Non-Western and Pre-Modern The worldviews of traditional Asian, African, Middle Eastern, and Native American civilizations and of Western societies before the 17th century presented in lecture and discussion. Emphasis is on understanding and appreciating the construction of alternative accounts of the universe as an ordered whole and alternative systems of natural knowledge. *Four credit hours.* H. D.

215f 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

[219] 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.*

250s Industry, Technology, and Society, 1750-1900 An examination of the processes by which rapid technological developments took place in America, including the stimuli and constraints on inventors, engineers, entrepreneurs, and corporations; attempts by government to control technology; and the impact that evolving technology and industry had on social values. Also listed as Administrative Science 250. *Three or four credit hours.* MR. REICH

[251] Industry, Technology, and Society in the 20th Century An examination of developments in American technology and industry during the course of this century. Major topics include the rise of the auto, electrical, computer, and communications industries; the importance of research, development, and marketing to the growth and diversification of the economy; environmental and agricultural issues; and atomic energy. Also listed as Administrative Science 251. *Three or four credit hours.* MR. REICH

271s 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. MR. FLEMING

281f Global Environmental Change: History and Science A seminar examining historical issues in the earth and environmental sciences from antiquity to the present. Examination of

social and scientific responses to past environmental changes and discussion of current global change, science, and policy. Emphasis on interdisciplinary approaches in defense of the environment. Enrollment limited. *Four credit hours.* **H.** MR. FLEMING

[393] Technology, War, and Society A seminar on the role of technology in warfare and the military's broader influence on society from antiquity to the end of the Cold War. Topics include military research and development, defense industries and domestic spin-offs, the rise of the national security state, high-tech warfare, and propaganda. The course will involve discussion, student presentations, and a concurrent film series. Each student will prepare a seminar paper. *Prerequisite:* Permission of the instructor. *Four credit hours.* **H.**

483f, 484s Senior Research Project Students will design and complete a final integrative project in Science, Technology, and Society. Required of minors and open to other seniors. *Prerequisite:* Science, Technology, and Society 112. *Two credit hours.* FACULTY

491f, 492s 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 is available at registration or from the appropriate department.

Sociology

Chair, ASSOCIATE PROFESSOR TERRY ARENDELL

Professor Thomas Morrione; Associate Professors Cheryl Gilkes and Arendell; Assistant Professors Adam Weisberger and Christine Bowditch

The curriculum in sociology introduces students to the discipline, especially to the interplay of sociological theory and sociological research. Courses foster appreciation of such sociological concerns as social inequality, social change, social control, deviance, conflict, and the formation of identity, and appreciation of various major social institutions, including education, the economy, polity, family, medical, and criminal justice. Social policy issues are a common theme in courses. 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 or professional school, it offers a comprehensive background in theory and methods and their application in a variety of subject areas of the discipline.

Requirements for the Major in Sociology for Classes of 1997, 1998, 1999

Sociology 131, 215, 271, 493; one 300-level sociology course and five additional (200 or 300 level) sociology courses, totaling at least 18 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. Sociology majors are encouraged to study abroad one semester only. All core courses must be completed at Colby.

Requirements for the Major in Sociology for Class of 2000 and Beyond

Sociology 131, 215, 271, 493, and proposed courses in sociological statistics and contemporary theory. Four 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 during the sophomore year. Typically, Sociology 215 and 271 will be offered fall semesters; sociological statistics and contemporary theory will be offered spring semesters. The thematic senior seminar Sociology 493 will be offered fall semesters. This course will rotate among the faculty.

The point scale for retention of the major applies to all courses in 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 securing a faculty sponsor and department approval, students must have a 3.25 overall grade point average and a 3.60 grade point average in the major or special permission of the department. The program involves independent research conducted under the auspices of Sociology 483. Honors normally will be taken as a four-credit course, and the final product will be between 50 and 70 pages of superior quality.

Requirements for the Minor in Sociology for Classes of 1997, 1998, 1999. (No minor in sociology will be available after these classes.)

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 have limited enrollments.

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.* MS. BOWDITCH

117j Introduction to Yiddish Language and Culture An intensive, multi-media approach to the world of Eastern European Jewry before the Nazi Holocaust; instruction in the Yiddish language; discussion of various aspects of Jewish culture using literature, music, art, and film. *Three credit hours.* D. MR. WEISBERGER

131fs 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.* D. FACULTY

[214] 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 Du Bois, 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. *Three credit hours.* D.

215f 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. *Four credit hours.* MR. WEISBERGER

[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. *Four credit hours.* D.

233f Crime in American Society The course explores the nature and causes of 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.* MS. BOWDITCH

235f 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. *Prerequisite:* Sociology 131 or permission of the instructor. *Four credit hours.* MS. GILKES

238s 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. *Four credit hours.* MS. BOWDITCH

252s 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. *Four credit hours.* MS. GILKES

[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. *Four credit hours.* D.

[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.*

271f 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

273s The Family Central issues in the sociological study of the American family in both historical and contemporary contexts. Two broad facets of sociological study of the family are emphasized: the family as a major social institution in relationship to other major social institutions, particularly the industrial/post-industrial capitalist economy and the liberal democratic polity; and the family as a primary social group and a unit of intense interpersonal relationships structured along gender and generational lines. *Prerequisite:* Sociology 131. *Four credit hours.* MS. ARENDELL

274s 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. *Four credit hours.* D. MR. WEISBERGER

276f Sociology of Gender The behaviors expected of people because of their sex and differences in the status of men and women in society are examined using a sociohistorical perspective. Theories accounting for gender differences are analyzed, and the consequences of gender inequality in contemporary society are explored. *Four credit hours.* MS. ARENDELL

277s 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 Television, rumor, fear, the madness of crowds, war, riots, the civil rights and women's rights social movements, congressional legislation, famine, industrialization, computer technology, religion, and government are agents of and products of social changes. A sociological look at phenomena such as these provides an introduction to the study of social change. A review of classical sociological approaches to the study of social change, as well as historical, social psychological, psychological, and ecological elements. Students are encouraged to analyze contemporary changes in American culture. *Prerequisite:* Sociology 131. *Four credit hours.*

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

334s Social Deviance Definitions of deviance and theories of explanation and analysis of deviant behavior. Readings and discussions 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

353f The City in Sociological Perspective An examination of the factors that have shaped the social ecology of American cities. Course materials explore the relationship between ecological features of the city and various urban social problems. Materials also investigate the life experiences and the structure of opportunities open to urban residents. *Prerequisite:* Sociology 131 and one 200-level sociology or anthropology course. *Four credit hours.* MS. BOWDITCH

[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 276 or permission of the instructor. *Four credit hours.* D. MS. GILKES

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

[357] Race Relations and Social Change A seminar examining the impact of the civil-rights and black power movements on sociological concepts, theories, and perspectives on race relations, racial stratification, social change, and ethnicity. The PBS series *Eyes on the Prize I and II* utilized to introduce readings and discussions of sociological and ideological texts influenced or produced by activists and activities of the civil-rights or black power movements. The connections among civil-rights and black power movements and other social movements in the United States and other societies. Enrollment limited. *Prerequisite:* An introductory anthropology, sociology, history, or American studies course or permission of the instructor. *Four credit hours.* D. MS. GILKES

375f 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

[376] Divorce and Contemporary Society The history of divorce in the United States, locating marital dissolution in the larger sociohistorical and cultural ideological contexts: advancing industrialization, increased urbanization, and a changing economy; family demographic shifts; the individualistic ethic and changing gender norms and ideologies; developments in child psychology and parenting; and how the expansion of the social welfare state and challenges to public policy contribute to and affect the divorce rate and families' and individuals' experiences. Enrollment limited. *Prerequisite:* Sociology 131, Sociology 273 or 276, or permission of the instructor. *Four credit hours.*

391s 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, Sociology 273 or 276, or permission of the instructor. *Four credit hours.* MS. ARENDELL

392s 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

483fjs Honors Project *Prerequisite:* Senior standing, admission to the honors program, and permission of the supervising faculty member. *Two to four credit hours.* FACULTY

491f, 492s 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

493f Senior Seminar in Sociology: Sociology and the American Race Problem The problems of race and ethnicity in the United States have always been embedded in the sociological tradition. The seminar combines intellectual history with critical analysis of concepts and theories on race, ethnicity, prejudice, discrimination, caste, and other issues related to the area of "race relations." The approaches of various sociologists and schools of sociological thought are examined in terms of their successes and failures in describing and explaining American society, social change, inter-group conflict, and racial-ethnic inequality. Since sociology as a "multi-paradigm" social science contains a wide range of approaches to the problems of racial-ethnic stratification, the seminar seeks to present a sociology of sociology through a rigorous examination of classical and contemporary perspectives. The relationship of sociologists to the civil-rights movement and the impact of the civil-rights movement and other social movements on sociological theory and practice. *Prerequisite:* Sociology senior major or permission of the instructor. *Four credit hours.* MS. GILKES

Spanish

Chair, PROFESSOR JORGE OLIVARES

Professors Priscilla Doel and Olivares; Assistant Professors Betty Sasaki, Alison Maginn¹, and Barbara Nelson²; Visiting Assistant Professors Karen Zetrouer, Aitor Bikandi-Mejías, and Rafael Reig; Instructor Ivette Hernández-Torres¹; Visiting Instructors John O'Neill¹ and Meriwynn Grothe

¹On leave full year.

²Part time.

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 SAT-II test in the language or take the placement test during orientation.

Spanish 135 or permission of the instructor is required for all courses numbered 200 or higher.

Requirements for the Major in Spanish

Spanish 231 and at least seven additional semester Spanish courses numbered above 131, including two courses at the 200 level or above on literature written before 1800 and two on literature after 1800 (of these four courses, two must be in Spanish literature and two in 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. Majors must matriculate in a study-abroad program that offers university-level courses (not in a language acquisition program); all course work abroad must be conducted in Spanish. 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 chair of 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 131.
- (2) No major requirements may be taken satisfactory/unsatisfactory.
- (3) Students must receive a grade of C or better for the course to count toward the major.
- (4) No more than the equivalent of four semester courses of foreign study or transfer credit may be counted toward the major.
- (5) All majors must take at least one course in Spanish approved by the major adviser each semester until graduation.

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."

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

125, 126, 127 Intensive Spanish in Mexico An intensive Spanish language course given in Cuernavaca. *Twelve credit hours.* FACULTY

125f, 126fs 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

127fs 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 SAT-II test. *Four credit hours; three credit hours in January.* FACULTY

128fs Intermediate Spanish II The development of reading skills through Spanish and Spanish-American texts. Enrollment limited. *Prerequisite:* Spanish 127. *Three credit hours.* MS. SASAKI

131fs Conversation and Composition Language review with emphasis on oral expression, written composition, and vocabulary development. Enrollment limited. *Prerequisite:* Spanish 128 or permission of the instructor. *Three credit hours.* MS. SASAKI AND MRS. DOEL

135fs Introduction to Literary Analysis Introduction to literary analysis through Spanish and Spanish-American texts. *Prerequisite:* Spanish 131 or permission of the instructor. *Three credit hours.* L. MR. BIKANDI-MEJÍAS AND MS. SASAKI

231fs Advanced Spanish A review of Spanish grammar at the advanced level. Enrollment limited. *Prerequisite:* Spanish 131. *Four credit hours.* MR. OLIVARES

[255] 19th-Century Spanish Literature Representative works of Romanticism and Realism. *Four credit hours.* L.

[256] **The Generation of 1898** The principal figures of this generation: Unamuno, Azorín, Baroja, Valle-Inclán, and Machado. *Four credit hours.* L.

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

[261] **Spanish-American Literature I** Spanish-American literature from the colonial period to 1888. *Four credit hours.* L.

[262] **Spanish-American Literature II** Spanish-American literature from 1888 to the present. *Four credit hours.* L.

273s **Contemporary Spanish-American Short Story** A study of the contemporary Spanish-American short story through close readings of representative texts by authors such as Borges, Cortázar, Donoso, Ferré, García Márquez, Quiroga, and Rulfo. *Four credit hours.* L.
MR. OLIVARES

297f **Questions of Identity, Spaces, and Power** An exploration through selected readings of the rich and complex multicultural heritage of the Iberoamerican world, focusing on the broad questions of identity, spaces, and power. Analyzing relationships between Arab and Christian worlds, church and state, conquering and conquered peoples, dictatorships and revolutions/civil wars, men and women. Readings from novels, short stories, drama and poetry to study the richness of both structures and themes. *Four credit hours.* MRS. DOEL

[332] **Contemporary Spanish-American Novel** Close readings of contemporary Spanish-American novels 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 Texts** 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 male-oriented culture. *Four credit hours.* L, D.

351f **El Siglo de Oro** Prose, poetry, and theater of Spain in the 16th and 17th centuries, including authors such as Cervantes, Lope de Vega, Calderón, Tirso de Molina, Ruiz de Alarcón, Garcilaso, Fray Luis de León, and Quevedo. *Four credit hours.* L. MS. SASAKI

352s **Don Quijote** Analysis of Miguel de Cervantes's masterpiece. *Four credit hours.* L. MRS. 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). Readings will include representative texts by authors such as Juan Goytisolo, Carmen Laforet, Carmen Martín Gaité, Ramón Sender, and Manuel Vázquez Montalbán. *Four credit hours.* L.

[371] The Conquest and Colonization of America An introduction to the rich textual production of the Spanish-American colonial 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. Formerly offered as Spanish 397. *Four credit hours.*

483fj, 484s 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

491f, 492s 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

493f Senior Seminar: Sexual Dissidence in Revolutionary Cuba Reinaldo Arenas (1943-1990), perhaps the most important writer to come out of Revolutionary Cuba, was ostracized in his native country both for his political views and his sexual preference. His literary production will be studied in the context of Cuba's official attitude toward homosexuality, which has evolved from the oppressive policies of the 1960s and the 1970s to the somewhat less intolerant views of the 1990s. Other texts, in addition to works by Arenas, include personal narratives by other homosexuals, popular songs, the documentary *Improper Conduct*, and the highly acclaimed feature film *Strawberry and Chocolate*. *Four credit hours.* L. MR. OLIVARES

493s Senior Seminar: Modern Spanish Culture (1975-1995): An Interpretation A focus on Post-Franco Spanish fiction, poetry, and film, framed within the social and political context of contemporary Spain. Readings include texts by L.A. de Cuenca, M. Vázquez Montalbán, and J. Memba; films by L.G. Berlanga, P. Almodóvar, and F. Trueba. *Four credit hours.* L. MR. REIG

Women's Studies

Director, ASSOCIATE PROFESSOR CHESHIRE CALHOUN

APPOINTMENTS IN WOMEN'S STUDIES: Assistant Professor Pamela Thoma; Adjunct Instructors Pamela Blake¹, Marilyn Pukkila¹, and Christine Merchant¹

¹January Program only.

Colby's Women's Studies Program is a progressive interdisciplinary program designed to acquaint students with recent scholarship on women, gender, and feminist theory. Women's studies courses typically examine the way gender is culturally constructed; explore important race, class, and sexuality differences between women; equip students to critically analyze systematic constraints on women's lives; and explore women's historical and cultural contributions as well as their psychology and biology. In addition to the core women's studies courses, faculty across the College offer a wealth of courses in the humanities, social sciences, and sciences that are cross-listed with women's studies.

Students may pursue a major or a minor in women's studies. Descriptions for courses cross-listed with women's studies are listed under the various departments.

Requirements for the Major in Women's Studies

Thirteen courses including Women's Studies 111 or 221 or 276; 311; 493; a three-course

thematic concentration in an area of special interest that has evolved from broad work in the major; and seven additional courses designated as women's studies courses or courses cross-listed under women's studies, at least two of which must be at the 300 or 400 level. Courses counted toward the three-course thematic concentration may but need not be women's studies courses or courses cross-listed under women's studies. The concentration must be approved by the major adviser. Majors may also petition the director to have a non-listed course counted toward the major. Because the connection between theory and practice is central to women's studies, majors are strongly encouraged to include an internship related to women's studies.

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

Requirements for the Minor in Women's Studies

A minimum of 24 credit hours in at least two departments, to include an introductory course (either Women's Studies 111 or 221 or 276); 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.

111j Introduction to Women's Studies Through lectures and discussion of readings, the course will examine the contributions of feminist scholarship to the understanding of selected topics in the humanities, social sciences, and natural sciences. Social programs dealing with women's issues, and oral histories of women's lives. Enrollment limited. *Three credit hours.* S, D. MS. BLAKE

113f Introduction to Women's Literature and Feminist Criticism A course designed to introduce first- and second-year students to the practice of feminist criticism and to women's literature. After some preliminary readings on the impact of feminist criticism on literary studies, the class will read fiction, prose, and drama by women writers from various countries. *Three credit hours.* L, D. MS. MOSS

119j 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.* D. 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. Enrollment limited. *Prerequisite:* English 115 or equivalent. *Three credit hours.* L, D. MS. PUKKILA

221s Gender, Race, and the Politics of Difference From an interdisciplinary perspective, the course examines how women have responded to the relationships among gender, race, ethnicity, sexuality, and class, with special emphasis on feminist contributions to understanding the politics of difference. Inquiry will additionally question how assertions and denials of difference have defined "woman" and the priorities of feminist activism in the United States. *Three credit hours.* D. MS. THOMA

276f Sociology of Gender Listed as Sociology 276 (q.v.). *Four credit hours.* MS. ARENDELL

311f Seminar in Feminist Theory The course will explore major developments in feminist theory, beginning with a brief historical context and then taking a thematic approach. Theories include liberal, radical, and materialist feminisms; Third World feminisms; feminism and psychoanalysis; feminist film theory; and feminist encounters with postmodernisms. Theoretical readings will occasionally be accompanied by other texts to emphasize the concrete application of theory and the ways feminists have questioned what is accepted as "theory." *Four credit hours.* MS. THOMA

491f, 492s 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

493s Women's Studies Senior Seminar Independent research projects done under the supervision of the seminar leader with weekly seminar discussions focusing on feminist methodology. Development of common themes with readings, discussion of research projects, and presentations. Weekly discussions required. *Four credit hours.* D. MS. BROWN

Courses Cross-listed with Women's Studies:

<i>American Studies</i>	213	Medicine in 19th- and 20th-Century America: Women As Pioneer Healers
<i>Anthropology</i>	253	Anthropology of Gender
<i>Biology</i>	115	Biology of Women
<i>East Asian Studies</i>	251	Imaging Chinese Women: Ideas and Ideals in China
	271	Women in Japanese Cinema and Literature
<i>Economics</i>	254	The Economics of Women, Men, and Work
<i>Education</i>	332	Women, Girls, and the Culture of Education
<i>English</i>	332	Studies in Modern Drama: Contemporary Women Playwrights
	343	African-American Literature
	362	Art and Oppression: Lesbian and Gay Literature and Modern Society
	412	Shakespeare II: Shakespearean Identities: Constructing the Self
	413	Flannery O'Connor
	425	Modern Women's Literature
	426	Tilling the Garden: African-American Women Writers at Work
	429	Passionate Expression: Love, Sex, and Sexuality in Western Literature
	493	American Gothic Literature
<i>French</i>	311	Literature of the Ancien Régime: Women's Narratives
<i>Government</i>	319	Law and Social Change: Women and Minorities
	352	Race, Religion, and Gender in Latin America
<i>History</i>	231	American Women's History to 1870
	232	American Women's History, 1870 to the Present
	245	United States Histories of Sexuality
	313	Women in Medieval and Early Modern Europe
	340	Seminar: Biographies and Autobiographies of Great American Women
	412	Seminar: Body and Soul: Conceptions, Sexuality, and Disease in Medieval and Early Modern Europe
	435	Seminar: Women in the Civil War

<i>Music</i>	255	Music, Sexuality, Gender in Opera
<i>Philosophy</i>	155	Feminist Philosophies
	312	Philosophical Topics in Feminist Theory
<i>Psychology</i>	252	Sex and Gender
<i>Religious Studies</i>	257	Women in American Religion
	275	Contemporary Wicca: Formalists, Feminists, and Free Spirits
	312	South Asian Women at the Crossroads: Tradition and Modernity
	318	Seminar: Mary Daly
	355	The Goddess: A Hermeneutics in Theology
<i>Russian</i>	233	Russian Women's Writing
<i>Sociology</i>	273	The Family
	276	Sociology of Gender
	355	African-American Women and Social Change
	376	Seminar: Divorce and Contemporary Society
	391	Gender and Public Policy
<i>Spanish</i>	334	Women in Hispanic Texts
	493	Senior Seminar (if topic is appropriate)

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GABRIELLA DE FERRARI, New York, New York, *Chair; Curator of the Busch Reisinger Museum, Harvard; Assistant Director, Fogg Art Museum*

ALAN B. MIRKEN '51, New York, New York, *Vice Chair; President, Aaron Publishing Group*

EDWARD H. TURNER, M.A. '83, A.B., L.H.D. '73, Belgrade, Maine, *Vice Chair; Retired Vice President for Development, Colby College*

JOAN ALFOND, B.A., Boston, Massachusetts, *Executive Director, Concierge Services for Students Ltd.*

WILLIAM L. ALFOND '72, Boston, Massachusetts, *Director and Vice President of Sales (Athletic Division), Dexter Shoe Company*

ALEXANDRA ANDERSON-SPIVY, New York, New York, *Freelance Writer and Curator*

CAROL BEAUMIER '72, Falls Church, Virginia, *Partner, The Secura Group*

JOAN C. BESSE, A.A., B.A., Waterville, Maine, *Local Civic Leader*

W. MARK BRADY '78, New York, New York, *Drawings Dealer, W.M. Brady & Co.*

LEE SCRAFTON BUJOLD '64, North Palm Beach, Florida, *Antiques Dealer*

THOMAS COLVILLE, B.A., M.M.U., New Haven, Connecticut, and New York, New York, *Art Dealer, Thomas Colville Fine Art*

DAVID DRISKELL, B.A., M.F.A., D.F.A., L.H.D., Hyattsville, Maryland, *Artist; Teacher, the University of Maryland; Author and Lecturer; Consultant*

HILARY ERVIN, Waterville, Maine, *Artist, Museum Docent*

BARNET FAIN '53, Seekonk, Massachusetts, *President, Highland Distributors*

JAMES A. FFRENCH '85, New York, New York, *Manager, Decorative Arts, Christie's*

INGRID HANZER, Los Angeles, California, *Collector*

ADA KATZ, B.A., M.S., New York, New York, *Collector*

ALEX KATZ, D.F.A. '84, New York, New York, *Artist*

PAULA LUNDER, B.S., Waterville, Maine, *Museum Docent*

PETER H. LUNDER '56, Waterville, Maine, *President, Assistant Treasurer, and Director, Dexter Shoe Company*

NORMA MARIN, D.F.A., New York, New York, and Addison, Maine, *Collector*

DAVID W. MILLER '51, M.A., Centerport, New York, *Member, Executive Board, Heidemij NV*

JEAN PRATT MOODY '56, M.A. '94, Cape Elizabeth, Maine, *Civic Leader*

HEATHER L. PAYSON '88, Falmouth, Maine, *Museum Docent*

GERALD P. PETERS, B.A., Santa Fe, New Mexico, *Art Dealer, Gerald Peters Gallery, Santa Fe, New Mexico, and New York*

LAWRENCE R. PUGH '56, M.A. '82, Yarmouth, Maine, *Chairman of the Board, VF Corporation*

THOMAS B. SCHULHOF '69, J.D., New York, New York, *President, Quadriga Art, Inc.*

PAUL J. SCHUPF, M.A. '91, Hamilton, New York, *Paul J. Schupf Associates*

JOHN E. SHORE '59, J.D., Cincinnati, Ohio, *President, J.E. Shore Enterprises, Inc.*

Faculty 1995-97

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

ROBERT LAWRENCE 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-

Emeriti

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

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

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

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

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

ARCHILLE HENRI BIRON¹, 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

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 COMPARETTI², 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

SIDNEY WEYMOUTH FARR '55, M.A. '95, M.A., M.B.A., 1960-95
Professor, Emeritus; Alumni Secretary; Secretary of the Corporation

CHARLES ANTHONY FERGUSON, Ph.D., 1967-95
Associate Professor of French and Italian, Emeritus

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

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

KEMP FREDERICK GILLUM, M.A. '65, Ph.D., 1948-95
Professor of History, 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

ROBERT HURD KANY, Ph.D., February 1970-February 1996
Associate Professor of History, Emeritus; Director of Special Programs; Associate Director of Corporate and Foundation Relations

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 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 MAIER³, 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

MARILYN SWEENEY MAVRINAC, Ph.D., 1963-64, 1967-68, 1969-95
Associate Professor of Education and Human Development, Emerita

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 OSBORNE⁴, 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, Emeritus *

SONIA CHALIF SIMON, Ph.D., 1982-96
Associate Professor of Art, Emerita

NORMAN SWASEY SMITH, M.Ed., 1945-68
Associate Professor of Education, Emeritus

EDWARD HILL TURNER, M.A. '82, A.B., 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

DORIN ZOHNER, Ph.D., 1963-66, 1969-96
Associate Professor of Psychology, Emeritus

WALTER HENRY ZUKOWSKI, M.A. '65, Ph.D., 1952-82
Wadsworth Professor of Administrative Science, Emeritus

¹Deceased December 6, 1995.

²Deceased April 7, 1996.

³Deceased March 12, 1996.

⁴Deceased May 1, 1996.

Faculty

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

JULIA ADAMS, D.Mus. '86, M.A.⁴ (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

JEFFREY D. ANDERSON, Ph.D. (Knox, Chicago), 1996-
Assistant Professor of Anthropology

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), 1992-96
Assistant Professor of Music

SAMUEL LEIGH ATMORE, M.S. (Pennsylvania State, Simmons), 1977-
Faculty Member without Rank: Director of Media Services

TOM CRAGIN AUSTIN, B.S. (Maine), 1986-
Adjunct Associate Professor of Physical Education

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

JACQUES A. BAILLY, M.A. (Brown, Cornell), 1996-97
Visiting Instructor in Classics

CHARLES WALKER BASSETT, M.A. '80, Ph.D.¹ (South Dakota, Kansas), 1969-
Lee Family Professor of American Studies and English

ELLEN K. BAUM, M.A. (Antioch, Yale), February-May 1996
Visiting Instructor in Environmental Studies

THOMAS R. BERGER, Ph.D. (Trinity, California Institute of Technology), 1995-
Carter Professor of Mathematics

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

BARBARA ANNE BEST, Ph.D.¹ (Florida, Johns Hopkins, Duke), 1993-
Assistant Professor of Biology

CATHERINE LOWE BESTEMAN, Ph.D.¹ (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

AITOR BIKANDI-MEJIAS, Ph.D. (Universidad de Deusto [Spain], Cincinnati), 1996-97
Visiting Assistant Professor of Spanish

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-
Associate Professor of Physics

SCOTT GORDON BOREK, B.A. (Dartmouth), 1992-95
Adjunct Assistant Professor of Physical Education

ANDREI PETROVICH BOSSOV, Artist's Diploma (St. Petersburg Academic Ballet School
[Russia], Institute of Art and Theatre [Russia]), 1996-
Artist in Residence in Ballet

DAVID BRUCE BOURGAIZE, Ph.D. (Ohio Northern, Massachusetts at Amherst), 1988-
Associate Professor of Chemistry

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

AMY HANCOCK BOYD, Ph.D.⁴ (Michigan, Stanford, Michigan), 1986-February 1990, 1991-96
Visiting Assistant Professor of Mathematics

JAMES FINNEY BOYLAN, M.A. (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

MORTON AARON BRODY, J.D.⁴ (Bates, Chicago), 1984-95
Professor of Government

LYN MIKEL BROWN, Ed.D.⁵ (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, Ph.D. (Nanjing [China], Washington in St. Louis), 1993-
Visiting Assistant Professor of Chinese

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. (Pennsylvania State, Cornell), 1980-
Merrill Professor of Physics

KAREN L. CARR, Ph.D.⁴ (Evergreen State, Rhode Island), 1992-96
Visiting Assistant Professor of English

ARTHUR KINGSLEY CHAMPLIN, M.A. '87, Ph.D. (Williams, Rochester), 1971-
Leslie Brainerd Arey Professor of Biosciences

MICHELLE CHILCOAT, M.A. (Georgia, Michigan), 1995-
Visiting Instructor in French

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. (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

MAXWELL J. CRESSWELL, Lit.D. (New Zealand, Manchester [England], Victoria University of
Wellington [New Zealand]), September-December 1996
Visiting Professor of Philosophy

ALAN CRICHTON, B.A. (Goddard), February-May 1996
Visiting Instructor in Art

CAROLYN M. CROSS, Ph.D. (Abilene Christian, Stanford, California at San Diego), 1996-97
Visiting Assistant Professor of Mathematics

JANE LEFTWICH CURRY, Ph.D. (Vassar, Indiana, Columbia), 1993-95
Associate Professor of Government

GUILAIN PIERRE DENOEU, Ph.D. (Grenoble [France], Georgetown, Princeton), 1990-
Associate Professor of Government

JULIE WELLWOOD DE SHERBININ, Ph.D. (Yale, Amherst, Cornell), 1993-
Assistant Professor of Russian

ELIZABETH R. DESOMBRE, Ph.D. (Oberlin, Harvard), 1995-
Assistant Professor of Environmental Studies and Government

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

SUELLEN DIACONOFF, Ph.D.¹ (Willamette, Indiana), 1986-
Associate Professor of French

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

MICHAEL REYNOLDS DONIHUE '79, Ph.D. (Colby, Michigan), 1989-
Associate Professor of Economics

PAUL KENNETH DOSS, Ph.D. (Indiana, Northern Illinois), 1991-
Assistant Professor of Geology

SURA A. DUBOW '92 (Colby), 1995-
Adjunct Instructor in Physical Education

PAUL D. ELLENBOGEN, Ph.D. (Chicago, Duke), 1994-96
Assistant Professor of Government

BEVIN ENGMAN, M.F.A. (William and Mary, Portland School of Art, Pennsylvania), 1996-
Assistant Professor of Art

BARRY MICHAEL FARBER, M.A.⁴ (Purdue, California at Los Angeles), February 1995-
Visiting Assistant Professor of Administrative Science

LEE NATHAN FEIGON, M.A. '90, Ph.D. (California at Berkeley, Chicago, Wisconsin), 1976-
Professor of History and East Asian Studies

FRANK ALEXANDER FEKETE, M.A. '96, Ph.D. (Rhode Island at Kingston, Rutgers), 1983-
Professor of Biology

GUY THEOPHILE FILOSO, M.A. '81, Ph.D. (Rollins, Middlebury, Rochester), 1969-
Professor of French

DAVID WARREN FINDLAY, Ph.D.² (Acadia [Canada], Purdue), 1985-
Associate Professor of Economics

DAVID HARVEY FIRMAGE, 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-
Associate Professor of Science, Technology, and Society

MICHAEL FORD FOLLO, Ph.D. (Washington and Lee, Harvard), 1996-97
Visiting Associate Professor of Geology

BRUCE EDWARD FOWLES, Ph.D.² (Brown, California at Berkeley), 1967-
Associate Professor of Biology

PATRICE FRANKO, Ph.D. (Bucknell, Notre Dame), 1986-
Associate Professor of Economics and International Studies

BATYA FRIEDMAN, Ph.D. (California at Berkeley), 1991-
Associate Professor of Mathematics and Computer Science

KENNETH STANLEY GANZA, Ph.D. (Wabash, Indiana), 1989-
Chiang Ching-Kuo Foundation Assistant Professor of Art

RAYMOND A. GEE, M.S. (Northeastern, Norwich), 1993-96
Adjunct Instructor in Physical Education and Athletics

HENRY ALBERT GEMERY, M.A. '77, Ph.D.² (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 African-American Studies

ROBERT A. GILLESPIE, Ph.D. (Cornell, Iowa), 1971-77, 1982-
Associate Professor of English; College Editor

HEIDI MERRIN GODOMSKY, M.A. (William and Mary, Trinity College), 1993-
Adjunct Instructor in Physical Education

NANCY HUNTER GOETZ, M.F.A.⁶ (Wisconsin at Madison, New Mexico), 1992-96
Assistant Professor of Art

JILL PAULETTE GORDON, Ph.D. (Claremont McKenna, Brown, Texas at Austin), 1991-
Assistant Professor of Philosophy

HUGH JAMES GOURLEY III, A.B. (Brown), April 1966-
Faculty Member without Rank: A Friend's Director of the Museum of Art

FERNANDO QUADROS GOUVÊA, Ph.D. (Universidade de São Paulo [Brazil], Harvard), 1991-
Associate Professor of Mathematics

SANDY GRANDE, M.A. (Syracuse, Kent State), 1995-
Instructor in Education and Human Development

ARTHUR DAVID GREENSPAN, M.A. '91, Ph.D. (Columbia, Indiana), 1978-
Professor of French

PAUL GENE GREENWOOD, Ph.D. (Knox, Florida State), 1987-
Associate Professor of Biology and Dr. Charles C. and Pamela W. Leighton Research Fellow

MERIWYNN F. GROTHE, M.A. (Mount Holyoke College, Johns Hopkins), 1995-
Visiting Instructor in Spanish

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

HIROKO HARADA, M.A. (Baika Women's College [Japan], New Hampshire), 1995-97
Visiting Instructor in Japanese

NATALIE BETH HARRIS, Ph.D.⁴ (Indiana), 1978-80, 1982-85, 1986-
Associate Professor of English

PETER BROMWELL HARRIS, M.A. '89, Ph.D. (Middlebury, Indiana), 1974-
Professor of English

HOMER T. HAYSLETT JR., M.A. '88, Ph.D. (Bridgewater, Virginia Polytechnic, Dartmouth),
1962-
Professor of Mathematics

PATRICIA BURTON HELM, M.A. (Colorado College, Pennsylvania), February-May 1990,
February-May 1991, 1995-
Visiting Instructor in Music

PEYTON RANDOLPH HELM, M.A. '90, Ph.D. (Yale, Pennsylvania), 1988-
Professor of Classics; Vice President for Development and Alumni Relations

WILLIAM CONARD HENRY, Ph.D. (Maine, Wisconsin at Madison), 1993-
Assistant Professor of Psychology

IVETTE N. HERNÁNDEZ-TORRES, M.A.¹ (Puerto Rico, Brown), 1993-
Instructor in Spanish

ANTHONY PAUL HESS, M.S. (Oregon, Columbia), 1986-
Faculty Member without Rank: Art and Music Librarian

ANTHONY HOAGLAND, M.F.A.⁴ (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

JAN ÉLISE HOLLY, Ph.D. (New Mexico, Illinois), 1996-
Clare Boothe Luce Assistant Professor of Mathematics

JENNIFER L. HOLSTEN '90, M.Ed. (Colby, Springfield), 1995-
Adjunct Assistant Professor of Physical Education

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

DONAL JOHN HURLEY, Ph.D. (University College [Ireland], Yale), September-December 1996
Visiting Professor of Mathematics

ELIZABETH QUAY HUTCHISON, Ph.D. (Harvard, California at Berkeley), 1996-
Visiting Assistant Professor of History

RUSSELL R. JOHNSON, Ph.D. (Colorado College, Washington State), 1996-
Assistant Professor of Biology

PETER H. KAHN JR., Ph.D.^{1,4} (California at Berkeley), 1991-
Assistant Professor of Education

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.³ (Maine at Portland, Simmons), 1983-
Faculty Member without Rank: Reference Librarian

STEPHEN KECSKEMETHY, D.Mus. '86, B.Mus., Artist's Diploma⁴ (Eastman), 1986-
Artist in Residence in Music

SUSAN MCILVAINE KENNEY, M.A. '86, Ph.D.^{2,4} (Northwestern, Cornell), 1968-
Dana Professor of Creative Writing

D. WHITNEY KING, Ph.D.¹ (St. Lawrence, Rhode Island), 1989-
Associate Professor of Chemistry

WILLIAM MARTIN KLEIN, Ph.D. (Northwestern, Princeton), 1991-
Assistant Professor of Psychology

HUBERT CHRISTIAN KUETER, Ph.D. (Valparaiso, Michigan), 1965-
Associate Professor of German

KRISHNA KUMAR, M.S. (Banares Hindu [India], Texas A&M), 1993-95
Visiting Assistant Professor of Mathematics and Computer Science

KAREN KUSIAK '75, M.Ed.⁴ (Colby, Lesley), 1990-
Visiting Assistant Professor of Education

JAY BRIAN LABOV, Ph.D. (Miami [Florida], Rhode Island), 1979-
Associate Professor of Biology

ROBERT ANDRÉ LAFLEUR, Ph.D.⁴ (Carleton, Chicago), 1994-
Visiting Assistant Professor of History; Associate Dean of Students

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.⁴ (Indiana, Juilliard), 1986-
Artist in Residence in Music

JAMES A. LARSON, Ph.D. (Utah State, Washington State), September-December 1996
Visiting Associate Professor of Computer Science

WILLIAM A. LEE, J.D.⁴ (Florida), February-May 1987-
Assistant Professor of Administrative Science

ELIZABETH DAVIS LEONARD, Ph.D.¹ (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 [Canada], Toronto [Canada]), 1994-
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 American Studies; Resident Director of Colby in London Program, 1995-97

PAUL STUART MACHLIN, M.A. '87, Ph.D. (Yale, California at Berkeley), 1974-
Professor of Music

GEORGE CALVIN MACKENZIE, M.A. '86, Ph.D. (Bowdoin, Tufts, Harvard), 1978-
Distinguished Presidential Professor of American Government; Vice President for Development and Alumni Relations, 1985-88

ALISON MAUREEN MAGINN, Ph.D.¹ (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, 1995-

PHYLLIS FRANCES MANNOCCHI, M.A. '96, Ph.D. (Pennsylvania, Columbia), 1977-
Professor of English

MICHAEL ANDREW MARLAIS, M.A. '95, Ph.D. (St. Mary's of California, California at Hayward, Michigan), 1983-
Professor of Art

D. BENJAMIN MATHES, Ph.D.¹ (Middlebury, New Hampshire), 1990-
Associate Professor of Mathematics

HARRIETT MATTHEWS, M.A. '84, M.F.A. (Sullins Junior, Georgia), 1966-
Professor of Art

ROBERT LAWRENCE 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.⁴ (Emmanuel, Harvard, Cornell), 1987-
Associate Professor of Russian

GERALD THOMAS MCDOWELL '76, B.A. (Colby), 1989-96
Adjunct Assistant Professor of Physical Education

MARGARET T. MCFADDEN, M.Phil. (Wells, Duke, Yale), 1996-
Instructor in American Studies

JULIE L. MCGEE, Ph.D. (Bowdoin, Bryn Mawr), February-May 1996
Visiting Assistant Professor of Art

RICHARD JOHN MCGEE, M.A. '86, M.S.³ (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, 1982-91

CHARLES ABBOTT MEADER, M.A. '96, M.F.A.⁴ (Dartmouth, Colorado), 1961-1974, 1983-
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 1995-
Visiting Professor of Administrative Science

JULIE TAMSEN MILLARD, Ph.D. (Amherst, Brown), 1991-
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.¹ (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

TAMAR MORE, Ph.D. (Massachusetts Institute of Technology, Brown), 1996-97
Visiting Assistant Professor of Physics

THOMAS JACK MORRIONE '65, M.A. '85, Ph.D. (Colby, New Hampshire, Brigham Young), 1971-
Dana Professor of Sociology

JANE MERYL MOSS, M.A. '90, Ph.D. (Wellesley, Yale), 1979-
Robert E. Diamond Professor of Women's Studies and French

RICHARD JAMES MOSS, M.A. '90, Ph.D. (Michigan State), 1978-
John J. and Cornelia V. Gibson Professor of History

SUANNE WILSON MUEHLNER, M.L.S., M.B.A. (California at Berkeley, Simmons, Northeastern), 1981-
Faculty Member without Rank: Director of the Colby Libraries

JULIE KAY MUELLER, Ph.D. (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

ELISA NARIN VAN COURT, Ph.D. (California at Berkeley), 1996-
Assistant Professor of English

BARBARA KUCZUN NELSON '68, M.A.⁴ (Colby, Middlebury), 1978-
Assistant Professor of Spanish

RANDY ALAN NELSON, M.A. '90, Ph.D. (Northern Illinois, Illinois), 1987-
Douglas Professor of Economics and Finance

ROBERT EDWARD NELSON, M.A. '96, Ph.D. (San Francisco State, University of Washington), 1982-
Professor of Geology

SHELBY F. NELSON, Ph.D.¹ (Smith, Cornell), 1993-
Clare Boothe Luce Assistant Professor of Physics

CHERYL TSCHANZ NEWKIRK, D.M.A. (Indiana, SUNY at Stony Brook), 1991-
Adjunct Assistant Professor of Music

DEBORAH LEE NORDEN, Ph.D. (Michigan, California at Berkeley), 1992-
Assistant Professor of Government

DAVID LESLIE NUGENT, Ph.D. (Michigan, Columbia), 1989-
Associate Professor of Anthropology

STEVEN R. NUSS, Ph.D. (Wisconsin at Madison, City University of New York), February-May 1997
Visiting Assistant Professor of Music

PATRICIA O'BRIEN, M.Ed. (Salem State College), 1995-
Adjunct Assistant Professor of Physical Education

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), 1992-95
Visiting Instructor in Spanish; Resident Director of Colby in Cuernavaca Program, 1993-95

KERILL NEIL O'NEILL, Ph.D.¹ (Trinity College [Dublin], Cornell), 1992-
Taylor Assistant Professor of Classics

PATRICIA ARNOLD ONION, Ph.D.⁴ (Connecticut College, Harvard), 1974-
Associate Professor of English

Laurie Ennis Osborne, Ph.D. (Yale, Syracuse), 1990-
Associate Professor of English

ADRIANNA MARIA PALIYENKO, Ph.D. (North Carolina at Chapel Hill, Boston University, North Carolina at Chapel Hill), 1989-
Associate Professor of French

FRANCES M. PARKER, M.L.S. (Harpur, Columbia), August 1974-
Faculty Member without Rank: Assistant Director for Public Services, Library

HAROLD RICHARD PESTANA, M.A. '85, Ph.D.¹ (California, Iowa), 1959-
Professor of Geology

RAYMOND B. PHILLIPS, Ph.D. (Pomona, California at Berkeley), 1984-
Assistant Professor of Biology; Director of Information Technology Services

VÉRONIQUE BRÍGIDA PLESCH, Ph.D. (Swiss Maturité fédérale, University of Geneva
[Switzerland], Princeton), 1994-
Visiting Assistant Professor of Art

MARIANO BEN PLOTKIN, Ph.D.¹ (Belgrano [Argentina], Buenos Aires [Argentina], California
at Berkeley), 1995-
Assistant Professor of Latin American History

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

TARJA RAAG, Ph.D. (Skidmore, Indiana), 1995-
Assistant Professor of Psychology

SCOTT HALL REED III, M.F.A.⁴ (Rhode Island School of Design), February 1987-
Visiting Assistant Professor of Art

LEONARD S. REICH, M.A. '95, Ph.D. (Bucknell, Johns Hopkins), February 1986-
Professor of Administrative Science and of Science, Technology, and Society

CLIFFORD REID, M.A. '89, Ph.D. (George Washington, Princeton), 1987-
Professor of Economics

URSULA REIDEL-SCHREWE, Ph.D. (Harvard), 1989-
Associate Professor of German

RAFAEL REIG, Ph.D. (Universidad Autónoma de Madrid [Spain], SUNY at Stony Brook),
1996-97
Visiting Assistant Professor of Spanish

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), 1994-
Faculty Member without Rank: Special Collections Librarian

JOSEPH R. REISERT, Ph.D. (Princeton, Harvard), September 1996-January 1997
Visiting Assistant Professor of Government

KENNETH AARON RODMAN, Ph.D. (Brandeis, Massachusetts Institute of Technology), 1989-
*Associate Professor of Government and International Studies; Director of Colby in Washington
Program, 1994-95*

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 History

PAUL ROSS, D.Mus. '86, Artist's Diploma (Toronto Conservatory, Juilliard), 1986-
Artist in Residence in Music

ANINDYO ROY, Ph.D. (Delhi [India], Illinois State, Texas at Arlington), 1995-
Assistant Professor of English

JAMES RICHARD RUSSO, M.A. '91, Ph.D.^{1,4} (Arizona), 1991-
Professor of English

IRA SADOFF, M.A. '88, M.F.A.⁴ (Cornell, Oregon), 1977-
Dana Professor of Poetry

ELIZABETH HARRIS SAGASER, Ph.D., (Brown, Brandeis), 1994-
Assistant Professor of English

YVONNE SANAVITIS, Ph.D. (Puerto Rico, New York, Puerto Rico), September 1996-
December 1996
Visiting Professor of Spanish

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-; Resident Director of Colby
in Cork Program, 1996-97*

BETTY GAIL SASAKI, Ph.D. (California at Santa Barbara, California at Berkeley), 1991-
Assistant Professor of Spanish

STEVEN EARL SAUNDERS, Ph.D. (Carnegie-Mellon, Pittsburgh), 1990-
Associate 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

ERICA RACHEL SILBERSHER, M.S. (Harpur College, Smith College), 1996-
Adjunct Assistant Professor of Physical Education

DAVID LAWRENCE SIMON, M.A. '88, Ph.D. (Boston, London), 1981-
Jetté Professor of Art

SONIA CHALIF SIMON, Ph.D.⁴ (Boston), 1982-1996
Associate Professor of Art

NIKKY-GUNINDER KAUR SINGH, Ph.D. (Wellesley, Pennsylvania, Temple), 1986-
Associate Professor of Religion

DALE JOHN SKRIEN, Ph.D. (Saint Olaf, Washington), 1980-
Associate Professor of Mathematics and Computer Science

EARL HAROLD SMITH, M.A. '95, B.A. (Maine), 1962-
Professor; Dean of the College

WAYNE LEE SMITH, M.A. '83, Ph.D. (Hartwick, Pennsylvania State), 1967-
Professor of Chemistry

DEBRA ALISON SPARK, M.F.A.⁴ (Yale, Iowa), February 1995-
Assistant Professor of Creative Writing

MARC ROBERT STEIN, Ph.D. (Wesleyan, Pennsylvania), 1996-97
Visiting Assistant Professor of History

SUSAN BLAIR STERLING, Ph.D.⁴ (Wellesley, California at Berkeley), 1988-89, 1992-
Visiting Assistant Professor of English; Acting Director of the Writers' Center, 1996-97

ANDREI VLADIMIROVICH STRUKOV, B.S.⁴ (Komi State Pedagogical Institute [Russia]), 1992-
Visiting Instructor in Russian

KATHERINE MARIE STUBBS, Ph.D. (Swarthmore, Duke), 1996-97
Visiting Assistant Professor of English

DAVID BRUCE SUCHOFF, Ph.D.³ (California at Berkeley), 1993-
Associate Professor of English

JOHN ROBERT SWENEY, M.A. '82, Ph.D. (Colorado College, Claremont, Wisconsin), 1967-
Class of '40 Distinguished Teaching Professor of Humanities

LEON TABAK, Ph.D. (Massachusetts Institute of Technology, Boston, Worcester Polytechnic
Institute), September-December 1996
Visiting Professor of Computer Science

MARK BENNETT TAPPAN, Ed.D.⁵ (Oberlin, Ohio State, Harvard), 1991-
Assistant Professor of Education

DUNCAN ALASDAIR TATE, D.Phil.¹ (Oxford [England]), 1992-
Assistant Professor of Physics

LINDA TATELBAUM, Ph.D.⁴ (Cornell), 1982-
Associate Professor of English

LARISSA JULIET TAYLOR, Ph.D.¹ (Harvard, Brown), 1994-
Assistant Professor of History

PAMELA S. THOMA, M.A. (Ohio State, Colorado State), 1996-
Instructor in American Studies and Women's Studies

SARANNA THORNTON '81, Ph.D.¹ (Colby, Texas, Carnegie-Mellon), 1989-
Assistant Professor of Economics

JAMES CAMPBELL THURSTON, M.F.A. (Ohio Wesleyan, Northwestern), 1988-
Adjunct Associate 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

JAMES TORTORELLA, B.S. (Maine), 1996-

Adjunct Assistant Professor of Physical Education; Interim Hockey Coach, 1995-96

ELIZABETH A.F. TURESKY, Ph.D.⁴ (Wheaton, Colorado, Case Western Reserve), 1990-

Visiting Associate Professor of Administrative Science

JAMES L.A. WEBB JR., Ph.D. (Johns Hopkins), 1987-

Associate 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.⁴ (Cornell, Vermont, Alaska, Dartmouth), 1992-

Assistant Professor of Mathematics and Computer Science

CHRISTINE M. WENTZEL, M.A. '94, M.A. (Massachusetts, Michigan), 1973-

Adjunct Professor of Performing Arts (Dance)

JAMES BENJAMIN WESCOTT, M.S.¹ (Plymouth State, Indiana), 1978-

Adjunct Associate Professor of Physical Education

PETER WESTERVELT, M.A. '78, Ph.D.⁶ (Harvard), 1961-

Professor of Classics

JANE K. WHITEHEAD, Ph.D. (Wellesley, Trinity, Yale), September-December 1996

Visiting Assistant 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), 1989-96

Assistant Professor of Mathematics

SARAH SUSANNAH WILLIE, Ph.D. (Haverford, Northwestern), 1990-96

Assistant Professor of Sociology, African-American Studies, and Women's Studies

WILLIAM HERBERT WILSON JR., Ph.D. (North Carolina, Johns Hopkins), 1990-

Associate Professor of Biology

JOYLYNN WING, Ph.D. (San Francisco State, Stanford), 1988-

Associate Professor of Performing Arts

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-
Audrey Wade Hittinger Katz and Sheldon Toby Katz Distinguished Teaching Professor of Psychology

JENNIFER A. YODER, Ph.D. (Akron, Maryland), 1996-
Assistant Professor of Government and International Studies

KAREN V. HALL ZETROUER, Ph.D. (Florida), 1995-
Visiting Assistant Professor of Spanish

HONG ZHANG, M.Phil.⁴ (Huazhong Normal [China], Wuhan [China], Columbia), 1995-
Visiting Instructor in Chinese

SUISHENG ZHAO, Ph.D.² (Peking [China], Missouri at Kansas City, California at San Diego),
1993-
Assistant Professor of East Asian Politics

DORIN ZOHNER, Ph.D. (Brigham Young, Massachusetts), 1963-66, 1969-96
Associate Professor of Psychology

¹On leave full year 1996-97.

²On leave first semester 1996-97.

³On leave second semester 1996-97.

⁴Part time.

⁵Professors Lyn Brown and Mark Tappan share a joint appointment.

⁶On medical leave.

Applied Music Associates

KAREN BEACHAM, M.M. (New England Conservatory), 1991-
Clarinet

RICHARD W. BISHOP, 1993-
String Bass

ANGELA CAPPS, M.M (Lowell, Maine), 1995-
Bassoon

MARY JO CARLSEN, B.A., B.Mus. (University of Washington), 1985-
Violin, Viola; Concertmistress

CARL DIMOW, B.M. (Southern Maine), 1981-
Guitar

LYNN HANNINGS, 1995-
String Bass

DENNIS HARRINGTON, M.S. (Crane School of Music, Ithaca College, Seattle Pacific), 1987-
92, 1995-
Trumpet

ELEANOR M. HEALY, 1995-
String Bass

GEORGIA HUMPHREY, B.M., B.S. (Southern Maine), 1994-95
Trombone

GORDON LARGE, B.M. (Ithaca), 1995-
Trombone

MARK LEIGHTON, M.A. (New England Conservatory), 1981-
Classical Guitar

GAYLE E. MAROON, B.M. (Syracuse), 1995-
Piano

BEVERLY A. PACHECO, B.M. (Lowell), January 1996-
Piano

ELIZABETH E. PATCHES, M.M. (Michigan), 1992-
Voice

JEAN ROSENBLUM, B.A. (Oberlin), 1973-
Flute

MICHELLE VIGNEAU, M.Perf. (Oberlin College Conservatory, New England Conservatory),
1993-
Oboe

JOANN WESTIN, February 1996-
Piano

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

DAVID HARVEY FIRMAGE, M.A. '88, Ph.D.
PATRICE FRANKO, Ph.D.
Assistant College Marshals

EARL HAROLD SMITH, M.A. '95, B.A.
Platform Marshal

Research Associates

LINDA LEHMANN GOLDSTEIN, Ph.D., 1990-
Research Associate in American Studies

SHARON CONOVER, A.B., 1991-
Research Technical Associate in Biology

JOHN DOUGLAS ERVIN, M.A., 1989-
Technical Director, Performing Arts

HENRY WALKER, Ph.D., 1993-
Research Associate in Religious Studies

Associates, Assistants, Fellows, and Interns

FAUSTINA E. HAYNES, M.A. (Columbia, Harvard), 1996-97
Minority Scholar-in-Residence, African-American Studies and Anthropology

DIANE ARNOTT, M.S., 1995-6
Teaching Assistant in Biology

HOLLY ELIZABETH CARMICHAEL, M.P.S., 1993-95
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

ROSEMARY D. FOWLES, M.A., 1990-
Teaching Assistant in Chemistry

JEAN MCINTYRE, B.A., 1976-
Senior Teaching Associate in Chemistry

LISA MARIE MILLER, M.S., 1995-
Teaching Assistant in Chemistry

TERRI POON, B.S., 1995-
Teaching Assistant in Chemistry

THOMAS POON, B.S., 1995-
Camille and Henry Dreyfus Fellow in Chemistry

YI REN, B.S., February 1994-96
Teaching Assistant in Chemistry

ADELIN PY, M.A., 1995-97
Language Assistant, French

BRUCE RUEGER, Ph.D., 1984-
Senior Teaching Associate in Geology

ULRIKE GRUHN, B.A., 1996-97
Language Assistant, German

TAKU SHISHIDO, B.A., 1995-97
Language Assistant, Japanese

SEMRA KILIÇ-BAHI, Ph.D.⁴ (Middle East Technical University [Turkey], Saskatchewan [Canada], New Hampshire), 1996-97
Faculty Fellow in Mathematics

JULIA CAREY, February-May 1997
The Irving D. Suss Visiting Guest Artist, Performing Arts

MICHAEL RAMSTROM, B.A., 1995-
Teaching Assistant in Physics and Astronomy

COLLEEN BURNHAM, 1992-
Teaching Assistant in Psychology

TATIANA EDUARDOVNA TCHURILINA, 1996-7
Language Assistant, Russian

VICENTE MIGUEL DÍAZ BOIX, B.A., 1996-97
Language Assistant, Spanish

KAREN L. ROSE '95, 1995-
Assistant Director, 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

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 1996-97

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, EARL H. SMITH, M.A. '95, B.A., 1962-

Vice President for Academic Affairs and Dean of Faculty, ROBERT LAWRENCE 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 Cork, JEAN MARIE SANBORN, Ph.D., 1976-

Director of Colby in Cuernavaca, JORGE A. ACERO, M.A., 1996-

Director of Colby in Dijon, PAUL V. ROCKWELL, Ph.D., 1996-

Director of Colby in London, DAVID M. LUBIN, M.A. '94, Ph.D., 1983-

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, MARTHA J. DENNEY, M.A., M.Ed., 1995-

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-

Circulation Supervisor, KAREN E. BOURGAIZE, M.S., 1988-

Head of Acquisitions, CLAIRE PRONTNICKI, B.A., 1991-

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-

A Friend's 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-

Associate Vice President for Finance and Treasurer, DOUGLAS E. REINHARDT '71, M.B.A., 1972-

Assistant to the Treasurer, PAMELA LEO, 1981-

Controller, RUBEN L. RIVERA, B.S., C.P.A., 1994-

Associate Controller, CYNTHIA W. WELLS '83, 1983-

Financial Services Assistant, LISA M. FAIRBANKS, 1990-

Associate Controller, SCOTT D. SMITH '88, M.B.A., 1993-

Director of Personnel Services, DOUGLAS C. TERP '84, M.B.A., 1987-

Assistant Director of Personnel Services, BONNIE L. SMITH, B.S., 1986-

Assistant Director of Personnel Services and Director of Security, RICHARD C. NALE, J.D., 1994-

Assistant Director of Security, DANIEL L. BENNER, B.S., 1993-

- Director of Safety*, BRUCE A. MCDUGAL, C.S.P., B.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 Information Technology Services, RAYMOND B. PHILLIPS, Ph.D., 1984-
Director of Academic Information Technology Services,
Personal Computer Consultant, RURIK SPENCE, 1988-
Macintosh Applications Specialist, WILLIAM J. DENNEN, M.A., 1994-
Macintosh Applications Specialist, WENDY PRESBY-LEMIEUX, B.S., 1996-
User Services Consultant, PAULA KROG, 1983-
Director of Foreign Language Technology, JACKIE M. TANNER, M.Ed., M.A., 1996-
Director of Administrative Information Technology Services, JUDITH B. JUDKINS,
 B.A., 1978-
Senior Systems Analyst, ELIZABETH S. HALLSTROM, M.F.A., 1987-
Systems Analyst,
Director of Technical Services, DAVID W. COOLEY, M.Div., 1978-
Senior UNIX Systems Administrator, JEFF A. EARICKSON, Ph.D., 1995-
UNIX Workstation Administrator,
Systems Programmer/Analyst,
Communications Specialist, KEITH A. MCGLAUFLIN, B.S., 1989-
Director of Media Services, SAMUEL L. ATMORE, M.S., 1977-
Video Services Coordinator, PAUL A. GREGOIRE, 1985-
Director of Dining Services,
Associate Director of Dining Services, WILLIAM BAYLE, A.A.S., 1989-
Manager, Johnson/Chaplin Commons, DANIEL ROY, 1992-
Assistant Manager, Johnson/Chaplin Commons, LORI FITZPATRICK, B.A., 1993-
Manager, Lovejoy Commons, WAYNE L. DUBAY, 1989-
Manager, Mary Low Commons, JOSEPH MCCLAIN, 1988-
Manager, 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.S., 1990-
Director of Physical Plant, ALAN D. LEWIS, B.S., 1984-
Associate Director of Physical Plant, GORDON E. CHEESMAN, B.S., 1987-
Supervisor, Building Maintenance, RENALD SIMONEAU, 1973-
Supervisor, Custodial Services, ARTHUR F. SAWTELLE, B.A., 1976-
Assistant Supervisor, Custodial Services, JEROME ELLIOTT, 1982-
Assistant Supervisor, Custodial Services, ROSLAND W. SMITH, 1995-
Supervisor, Electrical Services, JEFFREY B. SUGDEN, 1989-
Supervisor, Grounds and Moving, KEITH STOCKFORD, A.A.S., 1982-
Supervisor, Mechanical Services, PAUL E. LIBBY, B.S., 1982-
Supervisor of Special Projects/Architect, JOSEPH A. FEELY, M.S., 1995-

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 Services for Development and Alumni Relations, JOSEPH M. MEDINA,
 B.A., 1987-
Systems Analyst, PATRICIA AYERS-MILLER, B.A., 1988-
Natural Programmer/Analyst, ANNA L. BACHMAN, B.S., 1995-

- Natural Programmer/Analyst*, CATHARINE S. BLAIR, 1995-
Natural Programmer/Analyst, R. NEAL PATTERSON, B.A., 1995-
Natural Programmer, MARTIN D. GARBE, A.A.T., 1995-
Director of Alumni Relations, SUSAN F. COOK '75, 1981-
Associate Director of Alumni Relations, DEMETRA GIATAS '88, 1994-
Director of Annual Giving, NINA M. TILANDER, B.A., 1990-
Associate Director of Annual Giving, REBECCA L. BIRRELL '92, 1995-
Associate Director of Annual Giving, MARGARET VIENS '77, 1994-
Director of Development, ERIC F. ROLFSON '73, M.A., 1982-
Director of Campaign Marketing, CAROLE J. FULLER, M.A., 1993-
Director of Major Gifts, JANET KOLKEBECK, M.A., M.B.A., 1995-
Major Gifts Officer/Director of Regional Campaigns, ALLYSON L. GOODWIN '87, 1995-
Major Gifts Officer, PETER L. BENSEN, Ph.D., 1993-
Development 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 Dean of Admissions, NANCY MORRIONE '65, M.Ed., 1982-
Associate Director of Admissions and Financial Aid, DAVID S. JONES, B.A., 1987-
Assistant Director of Admissions, HUNG N. BUI '94, 1994-
Assistant Director of Admissions, KEVIN R. TURNER, B.A., 1994-
Assistant Director of Admissions, BARBARA SWENEY, B.A., 1982-
Admissions Counselor, REBECCA B. APOLLON '95, 1995-
Admissions Counselor, KATHERINE JOLY DEVINE, B.A., 1986-
Director of Financial Aid, LUCIA W. WHITTELSLEY '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, M.A. '95, B.A., 1962-
Scheduling and Facilities Manager, KAREN R.L. BOURASSA, B.S., 1981-
Assistant to the Dean of the College, ANESTES G. FOTIADES '89, M.L.S., 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-
Administrative Assistant to the Dean, JACQUELINE E. PERSON, 1994-
Assistant Dean of Students/Director of Student Activities, BENJAMIN D.S. JORGENSEN '92, 1992-

- Assistant Director of Student Activities*, SUSAN V. MOORE, M.S., 1996-
Associate Dean of Students, ROBERT A. LAFLEUR, Ph.D., 1994-
Assistant Director of Residential Life, CAROL A. MINIUTTI, M.S., 1996-
Associate Dean of Students, PAUL E. JOHNSTON, B.A., 1982-
Associate Dean of Students, MARK R. SERDJENIAN '73, 1982-
Associate Dean of Students/Director of Intercultural Affairs, GERALDINE FRAIME ROSEBORO, M.A., 1994-
Assistant Director of Intercultural Affairs, MARSELLA D. BANKS, B.A., 1996-
Assistant Dean of Students for International Affairs, MARTHA J. DENNEY, M.A., M.Ed., 1995-
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, MARC G. GLASS, B.A., 1995-
Medical Director, MELANIE M. THOMPSON, M.D., M.P.H., 1993-
College Physician, H. ALAN HUME, M.D., 1990-
Physician Assistant, ALDEN R. KENT, P.A.-C./L.C.S.W., 1991-
Physician Assistant, JIMMIE J. WOODLEE, B.S., P.A.-C., 1988-
Nurse Practitioner, LYDIA BOLDUC-MARDEN, R.N., N.P., 1992-
Head Nurse, HELEN BALGOOYEN, B.S., R.N.C., 1984-
Head Trainer, TIMOTHY J. ADAMS, B.S., R.P.T., A.T.C., 1980-
Assistant Athletic Trainer, TIMOTHY S. WESTON, B.S., 1992-
Assistant Athletic Trainer, HEATHER M. VONASEK, B.S., 1994-
Director of Counseling Services, PATRICIA N. HOPPERSTEAD, M.A., 1987-
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 1995-96.

	Men	Women	Total			
All Areas	813	977	1790	Virgin Islands	1	- 1
Alabama	2	2	4	Virginia	11	14 25
Alaska	1	1	2	Washington	12	19 31
Arizona	1	4	5	West Virginia	-	1 1
California	27	51	78	Wisconsin	4	6 10
Colorado	8	12	20	Wyoming	1	1 2
Connecticut	84	113	197			
Delaware	1	2	3	Foreign Countries	32	28 60
District of Columbia	4	5	9	Austria	-	1 1
Florida	11	12	23	Bangladesh	1	- 1
Georgia	5	1	6	Bermuda	1	1 2
Hawaii	1	2	3	Bolivia	-	1 1
Idaho	-	3	3	Botswana	-	1 1
Illinois	17	15	32	Brazil	-	1 1
Indiana	-	4	4	Bulgaria	1	1 2
Iowa	-	2	2	Canada	12	3 15
Kansas	2	1	3	China	1	1 2
Kentucky	3	2	5	Ecuador	-	1 1
Louisiana	-	4	4	England	1	- 1
Maine	78	124	202	France	1	1 2
Maryland	16	7	23	Germany	1	2 3
Massachusetts	213	228	441	Greece	2	- 2
Michigan	5	5	10	Hong Kong	1	1 2
Minnesota	10	12	22	Hungary	-	1 1
Mississippi	1	-	1	India	2	1 3
Missouri	7	3	10	Japan	1	5 6
Montana	1	3	4	Kenya	1	- 1
New Hampshire	44	55	99	Malaysia	-	1 1
New Jersey	42	49	91	Pakistan	2	- 2
New Mexico	1	2	3	Russia	2	- 2
New York	77	78	155	Saudi Arabia	1	1 2
North Carolina	4	4	8	South Korea	1	- 1
Ohio	10	11	21	Taiwan	-	2 2
Oklahoma	1	-	1	Ukraine	-	1 1
Oregon	4	5	9	Venezuela	-	1 1
Pennsylvania	25	24	49			
Puerto Rico	-	1	1			
Rhode Island	22	23	45			
South Carolina	1	2	3			
South Dakota	-	2	2			
Tennessee	5	5	10			
Texas	6	9	15			
Utah	1	1	2			
Vermont	11	19	30			

Degrees Awarded at Commencement Sunday, May 26, 1996

Bachelor of Arts

As of the Class of 1985

Michael Irénée Montembeau, *Biddeford, Maine*

As of the Class of 1990

Keith Alan Spear, *Clinton, Maine*

The Class of 1996

Patricia Lynn Abbott, *Boulder, Colo.*

Kerry Elizabeth Ackerman, *Ellsworth, Maine*

Karen Margaret Ackley, *Old Town, Maine*

James Keith Adams, *Commack, N.Y.*

Jennifer Elizabeth Adams, *Springfield, Va.*

Peter Alexander Agelasto IV, *Virginia Beach, Va.*

Keith Jeremy Albert, *Lewiston, Maine*

Kathryn Jean Alexander, *Marshfield, Mass.*

Carrie Jennifer Allen, *Indianapolis, Ind.*

Kimberly Ann Allen, *Augusta, Maine*

Wilfredo Rodriguez Alvarez, *Bridgeport, Conn.*

R. Scott Ames, *Hackettstown, N.J.*

Jennifer Rushforth Anderson, *Melrose, Mass.*

Suzanne Carol Arnold, *Lebanon, N.J.*

Elizabeth Sprott Atkinson, *Signal Mountain, Tenn.*

Jonathan Michael Bardzik, *Pelham, Mass.*

Linnea Marie Basu, *Andover, Mass.*

Danielle Rene Beaudin, *Cumberland, R.I.*

Peter Alexis Dorrance Bennett, *Davis, Calif.*

Patricia Ann Benson, *Concord, N.H.*

Shana D. Berger, *Brookline, Mass.*

Sarah Mary Bergeron, *Saco, Maine*

Evan Robert Berman, *Malden, Mass.*

Peter Gregg Bingenheimer, *Marblehead, Mass.*

Roger Manuel Binggeli, *Larchmont, N.Y.*

Caroline Louise Bird, *Seattle, Wash.*

Hacho Bohos Bohossian, *Plovdiv, Bulgaria*

Kristin Leigh Boles, *Ridgefield, Conn.*

Sarah Elizabeth Borchers, *Long Lake, Minn.*

Karen Joanne Bossie, *Caribou, Maine*

Tracy Lynn Bouchard, *Frenchville, Maine*

Edward Charles Bourque, *Everett, Mass.*

Charles Edward Bowen, *Bedford, Mass.*

Jessica Lee Boyles, *Natick, Mass.*

Michael Paul Branca, *Milton, Mass.*

Hillary Alyssa Brennan, *Southlake, Texas*

Megan Howes Brennan, *Slingerlands, N.Y.*

Laura Elizabeth Brezel, *Santa Cruz, Calif.*

Georgia Richardson Brian, *Sherborn, Mass.*

Ruth Eleanor Bristol, *Durham, N.H.*

Christopher Coffin Bronsdon, *Chatham, Mass.*

Laurie Beth Bronstein, *Cohasset, Mass.*

Andrew Carson Brown, *Cresskill, N.J.*

M. Adam Brown, *Seekonk, Mass.*

Leslie Jo Buck, *Peru, Maine*

Elizabeth Nan Burseson, *Cos Cob, Conn.*

Corey Elizabeth Burnham, *Tolland, Conn.*

Adrian Thomssen Calder, *New Canaan, Conn.*

Tatum Alexandra Calder, *New Canaan, Conn.*

Carrie Lynn Califano, *Windham, Maine*

Mary Elizabeth Calmus, *Mercer Island, Wash.*

Adrian Camacho, *San Antonio, Texas*

Katherine Harper Campbell, *Charlevoix, Mich.*

Christopher Cannon, *Plymouth, Mass.*

Jonathan W. Cannon, *Mystic, Conn.*

Kristin Lea Carr, *Beverly, Mass.*

Erica Alexandra Casano, *Amsterdam, N.Y.*

Michael Edwin Casey, *Redwood City, Calif.*

Laurie Anne Catino, *Newbury, N.H.*

Azeen Merwan Chamarbagwala, *Bombay, India*

Amy Lynn Chamberlain, *East Machias, Maine*

Abigail Benham Chandler, *South Hamilton, Mass.*

Adam Martin Charron, *Madison, Maine*

WheiRu Cheng, *Newton, Mass.*

James Cheston II, *Ambler, Pa.*

Alexander B. Chin, *Duxbury, Mass.*

Matthew Hammes Chisholm, *King City, Ont., Canada*

Joy Allison Christoferson, *Southampton, Mass.*

Autumn Dawn Clark, *Atkinson, N.H.*

Stephanie Ann Cleaves, *Gorham, Maine*

Anne Allison Cohen, *Winchester, Mass.*

Virginia Willard Comstock, *Westfield, N.J.*

Emily Anne Coppock, *Weston, Mass.*

Alfred John Corso Jr., *Barrington, R.I.*

Angelique Yvette Anna Coyne, *Colleyville, Texas*

Brian Patrick Cronin, *Danvers, Mass.*

Maylene Sylvia Cummings, *West Paris, Maine*

Louis Joseph Dagostine, *Shelton, Conn.*

Michael L. Daisey, *Etna, Maine*

J. Simon Dalgleish, *Belmont, Mass.*

John Edward Daly, *Wellesley, Mass.*

Nicole Beth Dannenberg, *Sunnyvale, Calif.*

- John Christian Davenport, *Brooklyn, N.Y.*
 Nathan James Davies, *Watertown, Conn.*
 Christopher David Tourné Dawkins,
Murfreesboro, Tenn.
 Suzanne Lee DeLea, *Weston, Mass.*
 Dori Alexis Deis, *Falmouth, Maine*
 Christian Paul Denckla III, *Lake Forest, Ill.*
 Daniel Mark Raymond Dente, *Bendestorf,
 Germany*
 Ellen Marie Derrick, *West Falls, N.Y.*
 Doris Ellen Desautel, *Barrington, R.I.*
 Neal Galal Dessouky, *McLean, Va.*
 Caleb Aragon Dolan, *Dixmont, Maine*
 Carolyn Donahue, *Boston, Mass.*
 Eben Tal Dorros, *Milwaukee, Wis.*
 Kristen Patricia Drake, *Granville, Ohio*
 Brian Leighton Duffany, *Manchester Center, Vt.*
 Heather Kathleen Duley, *Augusta, Maine*
 Jeffrey Mark Dunlap, *Northborough, Mass.*
 Elizabeth Anne Dunn, *Norwell, Mass.*
 Adam Wane Dupuis, *Old Town, Maine*
 Jennifer Allison Dursi, *Pelham Manor, N.Y.*
 Rebecca Duvall, *Old Brookville, N.Y.*
 Meaghan Marie Dwyer, *Wakefield, Mass.*
 Rachel J. Ehlers, *Richfield Springs, N.Y.*
 Joshua Farwell Eldred, *East Dennis, Mass.*
 Kevin Corey Emerson, *Cheshire, Conn.*
 William Thayer Epps, *Blue Bell, Pa.*
 Julianne Mae Erickson, *Maplewood, N.J.*
 Sarah Elizabeth Eustis, *Waterville, Maine*
 Frank George Favaloro Jr., *Norfolk, Mass.*
 Brent Thomas Felker, *Cape Girardeau, Mo.*
 Jennifer Allison Felmy, *Manchester, N.H.*
 Matthew Joseph Ferrari, *Ossining, N.Y.*
 Lesley Margaret Finneran, *New York, N.Y.*
 Joshua Morris Fishkin, *Redding, Conn.*
 Andrew Charles Flint, *Baltimore, Md.*
 Molly Elizabeth Flueckiger, *Upper Arlington,
 Ohio*
 William Edward Flynn, *North Kingstown, R.I.*
 Deirdre Roisin Foley, *Closter, N.J.*
 Paul Justin Fontana, *Scarsdale, N.Y.*
 Meghan Moore Fossum, *Falmouth, Maine*
 Kenneth John Fowler, *Norwalk, Conn.*
 Lindsay Atherton Frantz, *Contoocook, N.H.*
 Sarah Joslin Frechette, *Haverhill, N.H.*
 Benjamin Thacher Freeman, *Carlisle, Mass.*
 Theodore John Freeman, *Wallingford, Pa.*
 Kristin Ann French, *Augusta, Maine*
 Josh Ryan Gagnon, *Minot, Maine*
 Tina Gertrude Garand, *Augusta, Maine*
 Elizabeth Margaret Garbe, *Denver, Colo.*
 Keenan Ki Hyun Gates, *Boulder, Colo.*
 Kirsten Joy Gaudes, *Bedford, N.H.*
 Jamie Lee Geier, *Cumberland, Maine*
 Sarah Jane Gelman, *Buffalo, N.Y.*
 Heather E. Gerry, *Downingtown, Pa.*
 Julie A. Gerry, *Wakefield, Mass.*
 Emily Mullins Gilbert, *Madison, Wis.*
 Brendan Patrick Gilligan, *Canton, Mass.*
 Nicholas Steven Gilman, *Belmont, Mass.*
 Whitney C. Glockner, *Menlo Park, Calif.*
 Robert Tate Gold, *West Nyack, N.Y.*
 Anna Lynn Goldsmith, *Yarmouth, Maine
 and Portsmouth, N.H.*
 Michael Shaun Goode, *Dover, N.H.*
 Karen Lee Goodrich, *Yarmouth, Maine*
 Eric Scott Gordon, *Peabody, Mass.*
 Cary Fairfax Gouldin, *Ithaca, N.Y.*
 Heather Erin Goulet, *Boylston, Mass.*
 Bernadette Noel Graham, *Indianapolis, Ind.*
 Emily Brooks Graham, *Stonington, Conn.*
 Katharine Whitman Graham, *Austin, Texas*
 Kerith Anne Grandinetti, *Poway, Calif.*
 Sheila Kathleen Grant, *Windsor Locks, Conn.*
 Cori Paula Green, *Burlington, Conn.*
 Christopher Bazin Greenfield, *Deer Isle, Maine*
 Karen Elizabeth Griffin, *Holliston, Mass.*
 Emily Kendra Guerette, *Auburn, Maine*
 Todd Joseph Guilfoyle, *Marshfield, Mass.*
 Erik David Gustavson, *Ipswich, Mass.*
 Sam Otis Hainer, *Norwell, Mass.*
 Alexandra Whitney Hall, *Newton, Mass.*
 Sylvia Dawn Haller, *Cranford, N.J.*
 Rebecca Anne Hamilton, *Wilton, Conn.*
 Douglas Jantzen Hamje, *Chagrin Falls, Ohio*
 Sarah Elizabeth Hamlin, *Leverett, Mass.*
 Jyl Godwin Hardenbergh, *Wayland, Mass.*
 Sarah Elizabeth Hare, *Boysds, Md.*
 John Colin Harrington, *Annapolis, Md.*
 Margaret Randall Harris, *Greenwich, Conn.*
 Kevin John Hausmann, *Tolland, Conn.*
 Kori Rae Heavner, *Lubbock, Texas*
 Jennifer Ann Hellman, *Mequon, Wis.*
 Johanna Elizabeth Helwig, *Wellesley, Mass.*
 Elena Joanna Henriksen, *Minneapolis, Minn.*
 Sebastian Herbstein, *New York, N.Y.*
 Maxime Henri Hibon, *New York, N.Y.*
 Renee Leigh Hoffman, *Fairfield, Conn.*
 Katherine Rennie Holliday, *Del Mar, Calif.*
 Melissa Dean Holmes, *Cumberland, Maine*
 Jonathan Gardner Howe, *Boxborough, Mass.*
 Nathan Harrison Howell, *Brunswick, Maine*
 James Edward Howley, *South Weymouth, Mass.*
 Stacy Huggins, *Barrington, Ill.*
 Heather Susan Hunt, *Longmeadow, Mass.*
 Matthew Dawson Hurlbut, *Glen Cove, N.Y.*
 Nancy Thanh Huynh, *Quincy, Mass.*
 Lauren Elise Iannotti, *Barrington, R.I.*
 Allan Talbot Ingraham, *Cumberland, Maine*

- John Warren Ireland, *Wenham, Mass.*
 Elizabeth Evans Isler, *Topsfield, Mass.*
 Jason Malcolm Jabar, *Waterville, Maine*
 Amy Peck Jackson, *Arlington, Mass.*
 Nicole L. Jalbert, *Gardner, Mass.*
 Brant McKown Janeway, *Pittsburgh, Pa.*
 Grace Price Jeanes, *Mercersburg, Pa.*
 Arthur Bryant Johnson, *Mendham, N.J.*
 Caitlin Greenleaf Johnson, *Guilford, Conn.*
 Christopher Neil Johnson, *Duxbury, Mass.*
 Mark G. Johnson, *Auburn, Maine*
 Bronwyn Kimi Kananipauole Jones, *Honolulu, Hawaii*
 John August Jurcik, *Greenfield, Mass.*
 James Reuben Justus, *Nashville, Tenn.*
 Martine Louise Kaiser, *Winchester, Mass.*
 Lori Ann Kalisz, *Lanesboro, Mass.*
 Meiling Kam, *Oakville, Toronto, Ont., Canada*
 Sarah Britton Kane, *Bedford, N.H.*
 Alexandra Dickinson Kean, *Far Hills, N.J.*
 Cynthia Ann Kelley, *Bullhead City, Ariz.*
 Brian Joseph Kennealy, *Reading, Mass.*
 Jason William Kidwell, *Augusta, Maine*
 Brian John Kingsley, *Carmel, Calif.*
 Nozomi Kishimoto, *Sanda City Hyogo, Japan*
 Rachel Ellen Kleinman, *Farmington, Conn.*
 Foster Theodore Klug, *New Orleans, La.*
 Jane Catherine Kneece, *Great Falls, Va.*
 Zachary Ki Sang Knox, *Newmarket, N.H.*
 Michelle Mary Kornhauser, *Princeton, N.J.*
 Jason Kyle Kotsaftis, *Littleton, Mass.*
 Susannah Terry Kowal, *Lexington, Mass.*
 Suzanne Nicole Kulin, *Lexington, Mass.*
 Andres W. Lafe, *New York, N.Y.*
 Nicholas Brooks Lambert, *New Castle, N.H.*
 Caitlin Peters Lane, *Scituate, Mass.*
 Sarah Virginia Langan, *Garden City, N.Y.*
 Rima Beth Lathrop, *Hallowell, Maine*
 Jennifer Anne LeBel, *Sanbornton, N.H.*
 Gregg A. LeBlanc, *Waltham, Mass.*
 Danielle Christine LeGrand, *Modesto, Calif.*
 Becky Lebowitz, *Newton, Mass.*
 Tung Ping Lee, *Boston, Mass.*
 Charles Robert Legg, *Billerica, Mass.*
 Alexander Levental, *West Roxbury, Mass.*
 Nina Ann Leventhal, *Providence, R.I.*
 Michael Gen Levine, *River Edge, N.J.*
 Earl W. Lewis, *Philadelphia, Pa.*
 Elizabeth Anders Lieber, *Danville, Calif.*
 Timothy Aaron Lieberman, *Saratoga Springs, N.Y.*
 K. Liisi Linask, *Sicklerville, N.J.*
 Eric Bernard Loth, *North Andover, Mass.*
 Megan Ruth Lovell, *West Hartford, Conn.*
 John Francis Lovett Jr., *Stony Brook, N.Y.*
 Elizabeth Diana Low, *Walpole, Mass.*
 Peter Andrew Luber, *Madison, N.J.*
 Stephanie Anne Lynyak, *Chester, N.J.*
 Susan Karin Macauley, *Closter, N.J.*
 Jill Marie Maccaferri, *Plymouth, Mass.*
 Meghan Kathleen Maguire, *Worthington, Ohio*
 Erin Melissa Mahon, *Meriden, Conn.*
 Matthew James Maleska, *Chappaqua, N.Y.*
 Tara Satchidanand Marathe, *Huntington, N.Y.*
 Jay William Marden, *Nahant, Mass.*
 Moriah Karn Marsh, *Chichester, N.H.*
 Courtney Anne Marum, *Simsbury, Conn.*
 David Ian Marx, *Nashville, Tenn.*
 Rebecca Anne Mawn, *Winchester, Mass.*
 Emmett Molloy McCarthy, *Hinsdale, Ill.*
 Sarah Brand McCarthy, *East Orleans, Mass.*
 Timothy Casey McCullough, *Syracuse, N.Y.*
 Elizabeth Jean McDonnell, *Dover, Mass.*
 Matthew M. McGinness, *Wellesley, Mass.*
 Maura Ann McLaughlin, *Windsor, Conn.*
 Jonathan Christopher McMath, *Castle Rock, Colo.*
 Andrew Edward Meeks, *Fairfield, Conn.*
 John Arthur Mendez, *Annandale, N.J.*
 Angela Powers Milardo, *Hollis, Maine*
 James Nicholas Miles, *Rehoboth, Mass.*
 Andrew Abraham Scott Milgram, *Beaumont, Texas*
 Miranda Nell Miller, *Wellesley, Mass.*
 Sarah Fessenden Miller, *Worcester, Mass.*
 Andrew E. Minkiewicz, *Wayland, Mass.*
 Michael Floyd Montgomery, *Rockland, Maine*
 Timothy Richard Moore, *Columbus, Ohio*
 Julie Rae Moran, *East Hampstead, N.H.*
 Sarah Anne Morgan, *Lisbon Falls, Maine*
 Rachel Joy Moritz, *Centerville, Mass.*
 Joshua Brooks Morris, *Waldoboro, Maine*
 Dori Lynn Morrison, *Bedford, N.Y.*
 Mark Mortensen, *Millwood, N.Y.*
 Heather Trystine Moylan, *Weston, Mass.*
 Adam Paul Muller, *Toronto, Ont., Canada*
 Craig D. Murray, *Lexington, Mass.*
 Meghan Rebecca Myers, *Shippensburg, Pa.*
 Denise Marie Nadeau, *East Windsor, N.J.*
 Brett Aquino Nardini, *Scituate, Mass.*
 Gregory P. Nehro, *Darien, Conn.*
 Megan Susanne Nicholson, *Pleasantville, N.Y.*
 Gwendolyn Susan Nicol, *Downingtown, Pa.*
 Roberto Nieves, *Brooklyn, N.Y.*
 Adam Joseph Norman, *North Yarmouth, Maine*
 Matthew Savage O'Connell, *Brookfield, Mass.*
 Alane Bass O'Connor, *Wayne, Maine*
 Meghan O'Neil, *West Newbury, Mass.*
 Timothy Patrick O'Reilly Jr., *Pittsburgh, Pa.*
 Margaret McKinnon Oliver, *Columbia, S.C.*
 Amy Rebecca Ostermueller, *Fairfield, Conn.*
 Benjamin Joseph Otto, *Minnetonka, Minn.*
 M. Cristina Pacheco, *Dayton, Ohio*

- Catherine Blodgett Page, *Mercer Island, Wash.*
 Clair Elizabeth Pagnano, *Union, Maine*
 Soren Spragg Palmer, *San Juan Bautista, Calif.*
 John-Charles Michael Panio, *Scarsdale, N.Y.*
 Jonathan Brian Paris, *Canton, Mass.*
 Jonathan David Parsons, *Arlington, Mass.*
 Sandler David Passman, *Columbus, Ga.*
 Robert William Paterson Jr., *Simsbury, Conn.*
 Stephanie Jocelyn Paul, *Medfield, Mass.*
 Robert Edward Peabody, *The Forks, Maine*
 Gerardo E. Pérez, *Bronx, N.Y.*
 Jeffrey Norman Peters, *Paxton, Mass.*
 Dina Melissa Pfister-Mandes, *San Juan, Puerto Rico*
 Amy Carlin Phalon, *Chatham, N.J.*
 Jason Wendell Phillips, *Danvers, Mass.*
 Jill Bellefleur Picard, *Peterborough, N.H.*
 Jean-Michel Cooper Picher, *Toronto, Ont., Canada*
 Eva Teresa Piotrowski, *Quincy, Mass.*
 Kevin A. Pirani, *Stoneham, Mass.*
 Ethan Rogers Platt, *Shelburne, Vt.*
 Lorelei Ann Platt, *East Northport, N.Y.*
 Jennifer Michelle Pope, *Needham, Mass.*
 Adam Philip Potter, *Marblehead, Mass.*
 Christian H. Powell, *Santa Barbara, Calif.*
 Nell Elizabeth Prause, *West Hartford, Conn.*
 Martha Joan Previte, *Reading, Mass.*
 Johanna Marguerite Purcell, *New York, N.Y.*
 Kate Radley, *Wolfeboro, N.H.*
 Daniel Hugh Rheame, *Laconia, N.H.*
 Andrew Monroe Rice, *Oklahoma City, Okla.*
 Gretchen Emily Rice, *Westford, Mass.*
 Kevin Peter Rice, *Gales Ferry, Conn.*
 Sarah Anne Richmond, *Machias, Maine*
 Elisabeth Ann Riley, *Westford, Mass.*
 Danielle Anne Rizzo, *Plandome, N.Y.*
 Anne Quimby Robinson, *Summit, N.J.*
 David Richard Robinson, *Plaistow, N.H.*
 M. Kirstin Rohrer, *Pound Ridge, N.Y.*
 John William Rose III, *Birmingham, Ala.*
 Alexander Ernst Roth, *Baltimore, Md.*
 Scott Michael Rothman, *Brightwaters, N.Y.*
 Matthew Braun Russ, *Cape Elizabeth, Maine*
 Aran Farrar Ryan, *Seattle, Wash.*
 John Joseph Ryan, *Needham, Mass.*
 Thomas Coffey Ryan, *Bethesda, Md.*
 Conrad P. Saam, *Skillman, N.J.*
 Michael Angelo Sabin, *Seattle, Wash.*
 Stephanie Lee Sack, *Salisbury, Vt.*
 Davis Hale Salisbury, *Fairfield, Conn.*
 Brian Jeffrey Sample, *Summit, N.J.*
 George Samuels, *New York, N.Y.*
 William Thomas Sandalls III, *Weston, Mass.*
 Sherrie Ann Sangster, *Hanover, Mass.*
 Donald Anthony Saucier Jr., *Westport, Mass.*
 Ann Roesel Savage, *Ridgefield, Conn.*
 Derek Angelo Scacchi, *Wakefield, Mass.*
 Aaron David Schlechter, *Scarsdale, N.Y.*
 Kim Sayanelle Schock, *Los Angeles, Calif.*
 Carinn Michele Schurman, *Santa Barbara, Calif.*
 Eric David Schwartz, *Marblehead, Mass.*
 Jodi Lynn Schwartz, *Rye, N.Y.*
 Tobin Alexis Scipione, *Middlebury, Vt.*
 Krista Marie Severson, *Lakeville, Minn.*
 Carolyn Elizabeth Sheppard, *Hebron, Conn.*
 Niki Jeanne Shinneman, *Bellevue, Wash.*
 Amie Sicchitano, *Wellesley Hills, Mass.*
 Brian John Sidoti, *Coon Rapids, Minn.*
 Aaron Nathaniel Sigman, *Milton, Mass.*
 Rachel Jane Simson, *Brooklyn, N.Y.*
 Chad Gordon Sisson, *Ellsworth, Maine*
 Jeffrey Michael Sklarz, *New Haven, Conn.*
 Joanna Katherine Slisz, *Cheshire, Conn.*
 Marc Clifford Small, *Acton, Mass.*
 Abigail Chilton Smith, *Mattapoisett, Mass.*
 Bradley Robert Smith Jr., *North Bridgton, Maine*
 Jenney Cambridge Smith, *Stockbridge, Mass.*
 Jonathan Christopher Smith, *Concord, Mass.*
 Kevin G. Smith, *North Andover, Mass.*
 Tammy Jo Smith, *Buskirk, N.Y.*
 Dean Earl Snell Jr., *Brunswick, Maine*
 Rachel Rae Sobek, *Billings, Mont.*
 Johanne N. Soden, *Beverly Farms, Mass.*
 Tamela Jean Spaulding, *Freedom, Maine*
 Carmen Eliot Spear, *York, Maine*
 Heather Ann Sprague, *Scituate, Mass.*
 Ann Thompson Sprole, *Ridgefield, Conn.*
 Lee Anne St. George, *South Dartmouth, Mass.*
 Cindy Michelle Starchman, *Canton, Ohio*
 Andrew Jonathan Steckler, *West Hartford, Conn.*
 Brian William Stenger, *Ann Arbor, Mich.*
 David William Stephens, *Boston, Mass.*
 Jennifer Mellor Stewart, *Cumberland Foreside, Maine*
 Jennifer Burton Stockton, *San Jose, Calif.*
 Tara Marie Stoveken, *East Windsor, N.J.*
 Carol Ann Strawn, *Princeton Junction, N.J.*
 Courtney Bethune Sullivan, *Wayland, Mass.*
 Ryan J. Sullivan, *West Hartford, Conn.*
 Robert Merrill Sutter, *Corona del Mar, Calif.*
 Philip Weldon Svor, *Lewiston, Maine*
 Casey Neile Swan, *Greenwood, Maine*
 Erin Christine Sweeney, *East Greenwich, R.I.*
 Kate Malia Swenson, *Warner, N.H.*
 Patricia Madeleine Sykes, *New York, N.Y.*
 Hale Alexander Talbot, *Bronxville, N.Y.*
 Wing Y. Tam, *Los Angeles, Calif.*
 Jessica Rachael Taphorn, *Richmond, Va.*
 Julia Lynn Tatsch, *Ringoes, N.J.*

Katie Morrison Taylor, *Cranford, N.J.*
 Melissa Dawn Taylor, *Windham, Maine*
 David Ryan Tedeschi, *Norwell, Mass.*
 Briana Elise Thibeau, *Fort Fairfield, Maine*
 David Philip Thibodeau, *Rumford, Maine*
 Jesse Jay Thompson, *Chicago, Ill.*
 Mary Elizabeth Thomson, *Devonshire, Bermuda*
 Teresa Ayson Tiangha, *Redondo Beach, Calif.*
 Michelle Anne Torrens, *Potomac, Md.*
 Sophia Augusta Brown Trevor, *Washington, D.C.*
 Rebecca Lindsay Trufant, *Swampscott, Mass.*
 Kimberly Austin Turner, *Portola Valley, Calif.*
 Inés Cecilia Velasco González, *Caracas, Venezuela*
 Kim Anne Verner, *Belmont, Mass.*
 Mark William Vigoroso, *Arlington, Mass.*
 Stuart Brigham Wales, *Marblehead, Mass.*
 Tyler Scott Walker, *Hampton, N.H.*
 Elizabeth Aimee Wallace, *Hingham, Mass.*
 Qi Wang, *Shanghai, China*
 Caroline Sperry Warren, *Newton, Mass.*
 Matthew Donald Weaver, *Sayre, Pa.*
 Claudia Wehmeier, *Sewickley, Pa.*
 Jeffrey Forrest Wenzel, *Cherry Hill, N.J.*
 Noah Eli Wepman, *Washington, D.C.*
 Alison Lynn Werner, *Andover, Mass.*
 Dennis Scott Weron, *Weymouth, Mass.*
 Russell David White, *Bernardsville, N.J.*
 Christopher J.W. Whitehead, *Barrington, R.I.*
 Heather Ann Whitford, *Glastonbury, Conn.*
 Laura Ellen Whittaker, *Rochester, N.Y.*
 W. Jesse Wilcox, *Wilton, Conn.*
 Brett Nelson Wilfrid, *Princeton, N.J.*
 Laura Anne Wilkins, *Winter Park, Fla.*
 Scott Daigneault Willey, *Santa Barbara, Calif.*
 Kenneth Lawrence Wilson, *Madison, Conn.*
 Christopher Michael Wnek, *South Harpswell, Maine*
 Rachel Kaufman Wolf, *Baltimore, Md.*
 Kathleen Wood, *Englewood, N.J.*
 Kimberly Anne Woodman, *Rye, N.H.*
 Colby Alan Wyatt, *Burnham, Maine*
 Nolan Jay Yamashiro, *Farmington, Maine*
 William Arthur Yelle, *North Dighton, Mass.*
 Nancy Lynn Zierman, *Santa Fe, N.M.*
 Rachel Elizabeth Zierzow, *Sandy Hook, Conn.*
 Kristen Marie Zolla, *Topsfield, Mass.*

*Degrees Awarded in October
 As of the Class of 1995*

Brian James Gressler, *Ridgewood, N.J.*
 Christine Keith Ignacio, *Frammingham, Mass.*

Honorary Degrees

Thomas H. Kean
Doctor of Laws

Robert Treat Paine
Doctor of Science

Charles Osgood Wood
Doctor of Humane Letters

Rya Weickert Zobel
Doctor of Laws

Honors

Senior Marshal

Sylvia Dawn Haller

Bachelor's Degrees with Honors

Summa Cum Laude

Suzanne Carol Arnold
 Patricia Ann Benson
 Hacho Bohos Bohossian
 Joy Allison Christoferson
 Sylvia Dawn Haller
 Meiling Kam
 Michael Gen Levine
 Julie Rae Moran
 Adam Paul Muller
 Megan Susanne Nicholson
 Carmen Eliot Spear
 William Arthur Yelle
 Rachel Elizabeth Zierzow

Magna Cum Laude

Karen Margaret Ackley
 Elizabeth Sprott Atkinson
 Karen Joanne Bossie
 Ruth Eleanor Bristol
 Laurie Beth Bronstein
 Andrew Carson Brown
 Adrian Thomssen Calder
 Jonathan W. Cannon
 Michael Edwin Casey
 Azeen Merwan Chamarbagwala
 Autumn Dawn Clark
 Anne Allison Cohen
 J. Simon Dagleish
 Caleb Aragon Dolan
 Meaghan Marie Dwyer
 Frank George Favaloro Jr.
 Matthew Joseph Ferrari
 William Edward Flynn
 Heather E. Gerry
 Julie A. Gerry
 Bernadette Noel Graham
 Sarah Elizabeth Hare
 Jonathan Gardner Howe
 Allan Talbott Ingraham
 Martine Louise Kaiser
 Lori Ann Kalisz
 Jill Marie Maccaferri
 Tara Satchidanand Marathe
 Timothy Casey McCullough
 Maura Ann McLaughlin

Joshua Brooks Morris
 Mark Mortensen
 Gregory P. Nehro
 Matthew Savage O'Connell
 M. Cristina Pacheco
 Dina Melissa Pfister-Mandes
 Kate Radley
 Gretchen Emily Rice
 Kevin Peter Rice
 Sarah Anne Richmond
 Matthew Braun Russ
 John Joseph Ryan
 William Thomas Sandalls III
 Eric David Schwartz
 Carolyn Elizabeth Sheppard
 Chad Gordon Sisson
 Tamela Jean Spaulding
 Heather Ann Sprague
 Lee Anne St. George
 Jennifer Mellor Stewart
 Ryan J. Sullivan
 Philip Weldon Svor
 Erin Christine Sweeney
 David Philip Thibodeau
 Mark William Vigoroso
 Qi Wang
 Heather Ann Whitford

Cum Laude

Keith Jeremy Albert
 Carrie Jennifer Allen
 Linnea Marie Basu
 Danielle Rene Beaudin
 Shana D. Berger
 Kristin Leigh Boles
 Sarah Elizabeth Borchers
 Jessica Lee Boyles
 Michael Paul Branca
 Elizabeth Nan Burseson
 Tatum Alexandra Calder
 Carrie Lynn Califano
 Adrian Camacho
 Laurie Anne Catino
 Amy Lynn Chamberlain
 Alfred John Corso Jr.
 Nicole Beth Dannenberg
 John Christian Davenport
 Christopher David Tourné Dawkins
 Dori Alexis Deis
 Daniel Mark Raymond Dente
 Sarah Elizabeth Eustis
 Andrew Charles Flint

Molly Elizabeth Flueckiger
 Deirdre Roisin Foley
 Paul Justin Fontana
 Meghan Moore Fossum
 Lindsay Atherton Frantz
 Sarah Joslin Frechette
 Benjamin Thacher Freeman
 Brendan Patrick Gilligan
 Whitney C. Glockner
 Anna Lynn Goldsmith
 Heather Erin Goulet
 Emily Brooks Graham
 Kerith Anne Grandinetti
 Sheila Kathleen Grant
 Cori Paula Green
 Emily Kendra Guerette
 Sam Otis Hainer
 Margaret Randall Harris
 Kevin John Hausmann
 Kori Rae Heavner
 Johanna Elizabeth Helwig
 James Edward Howley
 Heather Susan Hunt
 Amy Peck Jackson
 Arthur Bryant Johnson
 Bronwyn Kimi Kananipauole Jones
 John August Jurcik
 Sarah Britton Kane
 Rachel Ellen Kleinman
 Suzanne Nicole Kulin
 Sarah Virginia Langan
 Rima Beth Lathrop
 Gregg A. LeBlanc
 Danielle Christine LeGrand
 Becky Lebowitz
 Nina Ann Leventhal
 K. Liisi Linask
 Meghan Kathleen Maguire
 Moriah Karn Marsh
 David Ian Marx
 Rebecca Anne Mawn
 Matthew M. McGinness
 Sarah Fessenden Miller
 Gwendolyn Susan Nicol
 Alane Bass O'Connor
 Margaret McKinnon Oliver
 Amy Rebecca Ostermueller
 Benjamin Joseph Otto
 Jonathan David Parsons
 Sandler David Passman
 Robert William Paterson Jr.
 Stephanie Jocelyn Paul
 Jill Bellefleur Picard
 Eva Teresa Piotrowski
 Jennifer Michelle Pope

Nell Elizabeth Prause
 Martha Joan Previte
 Elisabeth Ann Riley
 Anne Quimby Robinson
 Alexander Ernst Roth
 Conrad P. Saam
 Stephanie Lee Sack
 Sherrie Ann Sangster
 Donald Anthony Saucier Jr.
 Ann Roesel Savage
 Kim Sayanelle Schock
 Carinn Michele Schurman
 Jodi Lynn Schwartz
 Tobin Alexis Scipione
 Niki Jeanne Shinneman
 Joanna Katherine Slisz
 Jenney Cambridge Smith
 Kevin G. Smith
 Rachel Rae Sobek
 Johanne N. Soden
 Cindy Michelle Starchman
 Brian William Stenger
 Carol Ann Strawn
 Kate Malia Swenson
 Melissa Dawn Taylor
 Briana Elise Thibeau
 Jesse Jay Thompson
 Mary Elizabeth Thomson
 Inés Cecilia Velasco González
 Caroline Sperry Warren
 Matthew Donald Weaver
 Claudia Wehmeier
 Laura Ellen Whittaker
 Laura Anne Wilkins
 Kathleen Wood
 Colby Alan Wyatt
 Nolan Jay Yamashiro
 Kristen Marie Zolla

Honors Programs

Honors in American Studies

Moriah Karn Marsh
 David Ian Marx
 Scott Daigneault Willey

Honors in Chemistry

Wilfredo Rodriguez Alvarez
 Hacho Bohos Bohossian
 Frank George Favaloro Jr.
 Eric Scott Gordon
 Sylvia Dawn Haller
 Jane Catherine Neece
 Timothy Casey McCullough
 Ryan J. Sullivan

Matthew Donald Weaver

Honors in Computer Science

Mark Mortensen

Honors in Economics

Patricia Ann Benson

Azeen Merwan Chamarbagwala

Allan Talbott Ingraham

Aran Farrar Ryan

Honors in English

Suzanne Carol Arnold

Sarah Elizabeth Borchers

Carrie Lynn Califano

Jonathan W. Cannon

Dori Alexis Deis

Brian James Gressler*

Brant McKown Janeway

Sarah Anne Morgan

Heather Trystine Moylan

Amy Carlin Phalon

Jodi Lynn Schwartz

Julia Lynn Tatsch

Brett Nelson Wilfrid

*Degree awarded in October, 1995

Honors in Government

Matthew M. McGinness

Honors in History

Anne Allison Cohen

Carolyn Elizabeth Sheppard

Honors in International Studies

Jennifer Michelle Pope

Mary Elizabeth Thomson

Honors in Mathematics

Qi Wang

Honors in Philosophy

Paul Justin Fontana

Honors in Spanish

Carmen Eliot Spear

Distinction in the Major

Administrative Science

William Edward Flynn

Heather Erin Goulet

David Richard Robinson

Aesthetics (Independent)

Caleb Aragon Dolan

American Studies

John Christian Davenport

Doris Ellen Desautel

Sarah Elizabeth Eustis

Meghan Moore Fossum

Brendan Patrick Gilligan

Cori Paula Green

Emily Kendra Guerette

Amy Peck Jackson

Moriah Karn Marsh

David Ian Marx

Gregory P. Nehro

Dina Melissa Pfister-Mandes

Tobin Alexis Scipione

Tyler Scott Walker

Anthropology

Shana D. Berger

Autumn Dawn Clark

Alfred John Cors Jr.

David Philip Thibodeau

Art

Kerry Elizabeth Ackerman

Kristin Leigh Boles

Michael Paul Branca

Alfred John Corso Jr.

Anna Lynn Goldsmith

Elena Joanna Henriksen

Matthew James Maleska

Meghan Rebecca Myers

Margaret McKinnon Oliver

Matthew Braun Russ

Stephanie Lee Sack

Sophia Augusta Brown Trevor

Laura Anne Wilkins

Biology

Karen Margaret Ackley

Elizabeth Spratt Atkinson

Karen Joanne Bossie

Ruth Eleanor Bristol

Adrian Camacho

Matthew Joseph Ferrari

Bernadette Noel Graham

Kevin John Hausmann

Jonathan Gardner Howe

James Edward Howley

Heather Susan Hunt

Martine Louise Kaiser

Rima Beth Lathrop

Michael Gen Levine
 K. Liisi Linask
 Tara Satchidanand Marathe
 Maura Ann McLaughlin
 Julie Rae Moran
 Denise Marie Nadeau
 Megan Susanne Nicholson
 Nell Elizabeth Prause
 Elisabeth Ann Riley
 Ann Roesel Savage
 Kim Sayanelle Schock
 Chad Gordon Sisson
 Joanna Katherine Slisz
 Kevin G. Smith
 Philip Weldon Svor
 Erin Christine Sweeney
 Rachel Elizabeth Zierzow

Chemistry

Keith Jeremy Albert
 Hacho Bohos Bohossian
 Frank George Favaloro Jr.
 Deirdre Roisin Foley
 Sylvia Dawn Haller
 Timothy Casey McCullough
 M. Cristina Pacheco
 Jonathan David Parsons
 Kevin Peter Rice
 Ryan Joseph Sullivan
 Melissa Dawn Taylor
 Matthew Donald Weaver
 Laura Ellen Whittaker

Classical Civilization

Sandler David Passman

Classics

Amy Lynn Chamberlain
 Theodore John Freeman

Computer Science

Mark Mortensen

East Asian Studies

Molly Elizabeth Flueckiger
 John August Jurcik
 Meiling Kam
 Nozomi Kishimoto
 Kate Malia Swenson
 Wing Y. Tam
 Teresa Ayson Tiangha
 Michelle Anne Torrens

Economics

Patricia Ann Benson
 Azeen Merwan Chamarbagwala
 J. Simon Dagleish
 Josh Ryan Gagnon
 Heather Erin Goulet
 Allan Talbott Ingraham
 Gregg A. LeBlanc
 Jill Marie Maccaferri
 Adam Paul Muller
 Alane Bass O'Connor
 Robert William Paterson Jr.
 Aran Farrar Ryan
 Marc Clifford Small
 Inés Cecilia Velasco González
 Kristen Marie Zolla

Economics-Mathematics

Tatum Alexandra Calder
 Eric David Schwartz

English

Carrie Jennifer Allen
 Suzanne Carol Arnold
 Hacho Bohos Bohossian
 Sarah Elizabeth Borchers
 Carrie Lynn Califano
 Jonathan W. Cannon
 Dori Alexis Deis
 Whitney C. Glockner
 Emily Kendra Guerette
 Bronwyn Kimi Kananipaoule Jones
 Sarah Virginia Langan
 Gwendolyn Susan Nicol
 Amy Rebecca Ostermueller
 M. Cristina Pacheco
 Amy Carlin Phalon
 Carinn Michele Schurman
 Jodi Lynn Schwartz
 Tamela Jean Spaulding
 Cindy Michelle Starchman
 Jennifer Mellor Stewart
 Jesse Jay Thompson
 Mark William Vigoroso

Environmental Development (Independent)

Jill Bellefleur Picard

French

Meghan Kathleen Maguire
 Lee Anne St. George

French Studies

Laurie Anne Catino
Jennifer Michelle Pope

Geology

Benjamin Thacher Freeman
Joshua Brooks Morris
Matthew Savage O'Connell

Geology-Biology

Andrew Carson Brown
Andrew Charles Flint

German

Jennifer Rushforth Anderson
Maylene Sylvia Cummings

Government

Linnea Marie Basu
Danielle Rene Beaudin
John Edward Daly
Nicole Beth Dannenberg
Jeffrey Mark Dunlap
Matthew M. McGinness
Sandler David Passman
Martha Joan Previte
Anne Quimby Robinson
John Joseph Ryan
Jeffrey Michael Sklarz
Briana Elise Thibeau

History

Abigail Benham Chandler
Anne Allison Cohen
Meaghan Marie Dwyer
Lori Ann Kalisz
Andrew E. Minkiewicz
Scott Michael Rothman
Carolyn Elizabeth Sheppard
Carol Ann Strawn

Human Development (Independent)

Sheila Kathleen Grant
Kori Rae Heavner
Rachel Ellen Kleinman

International Studies

Angelique Yvette Anna Coyne
Daniel Mark Raymond Dente
Kori Rae Heavner
Danielle Christine LeGrand

Jennifer Michelle Pope
Carmen Eliot Spear
Mary Elizabeth Thomson
Inés Cecilia Velasco González
Claudia Wehmeier

Mathematics

J. Simon Dalgleish
William Arthur Yelle

Mathematics

(*Computer Science Concentration*)
Qi Wang

Music

Michael Edwin Casey
Emily Brooks Graham
Timothy Casey McCullough
Stephanie Jocelyn Paul
Niki Jeanne Shinneman

Performing Arts

Jonathan Michael Bardzik
Brent Thomas Felker
Julie A. Gerry
Kerith Anne Grandinetti
Rebecca Anne Hamilton
James Reuben Justus

Philosophy

Jeffrey Mark Dunlap
Rebecca Duvall
Paul Justin Fontana
Robert Merrill Sutter

Philosophy and Ecology (Independent)

Benjamin Joseph Otto

Physics

Adrian Thomssen Calder
Deirdre Roisin Foley
Brian William Stenger
William Arthur Yelle

Psychology

Joy Allison Christoferson
Sarah Britton Kane
Kate Radley
Donald Anthony Saucier Jr.
Kim Sayanelle Schock
Jennifer Mellor Stewart

Religious Studies

Jessica Lee Boyles
Lindsay Atherton Frantz
Sarah Elizabeth Hare
James Nicholas Miles
Miranda Nell Miller
Andrew Monroe Rice

Russian Language and Culture

Sarah Mary Bergeron
Becky Lebowitz
Matthew Donald Weaver
Heather Ann Whitford

Sociology

Laurie Beth Bronstein
Heather E. Gerry
Margaret Randall Harris
Heather Susan Hunt
Sarah Fessenden Miller
William Thomas Sandalls III
Jenney Cambridge Smith
Heather Ann Sprague
Caroline Sperry Warren

Spanish

Sarah Britton Kane
Carmen Eliot Spear

Women's Studies

Erin Melissa Mahon
Jodi Lynn Schwartz

Senior Scholars

Maylene Sylvia Cummings
Paula Modersohn-Becker and Rainer Maria Rilke: Artistic Affinities (English title)

John Edward Daly
The Context and Legacy of the 1992 Perot Presidential Campaign

Caleb Aragon Dolan
Dead Town Dreaming: A Novella and Poems

Whitney C. Glockner
Dwelling in Possibility: Aestheticizing Identity in African-American Women's Fiction

Kori Rae Heavner
Children's Status and Children's Rights, Historically and Cross-Culturally

Caitlin Greenleaf Johnson
Finding the Words

Jonathan Christopher McMath
Medical Treatment and the Good Death: An Ethical Analysis of Euthanasia, Physician-Assisted Suicide, and the Right to Die

Matthew Savage O'Connell
Electron Microprobe Measurements of the REE near the Ol-Opx-Cpx-Gar join at 19 Kbar

Eva Teresa Piotrowski
The Politics of Decentralization in Poland Since 1989

Andrew Monroe Rice
In Hopes of Black/Jewish Redemption: Counter-Hegemonic Activism and Theological Communion

Kate Malia Swenson
A Catalyst for Culture: Child Rearing and Education in Japan

Phi Beta Kappa

Karen Margaret Ackley
Suzanne Carol Arnold
Elizabeth Sprott Atkinson
Patricia Ann Benson
Hacho Bohos Bohossian*
Ruth Eleanor Bristol
Adrian Thomssen Calder
Jonathan W. Cannon
Azeen Merwan Chamarbagwala
Joy Allison Christoferson
Anne Allison Cohen
J. Simon Dalglish
Caleb Dolan
William Edward Flynn
Bernadette Noel Graham
Sylvia Dawn Haller*
Sarah Elizabeth Hare
Jonathan Gardner Howe
Allan Talbott Ingraham
Martine Louise Kaiser
Lori Ann Kalisz
Meiling Kam
Michael Gen Levine
Jill Marie Maccaferri
Tara Satchidanand Marathe
Maura Ann McLaughlin
Julie Rae Moran

Joshua Brooks Morris
 Mark Mortensen
 Adam Paul Muller
 Gregory P. Nehro
 Megan Susanne Nicholson
 M. Cristina Pacheco
 Dina Melissa Pfister-Mandes
 Kate Radley
 Kevin Peter Rice
 Matthew Braun Russ
 John Joseph Ryan
 William Thomas Sandalls III
 Chad Gordon Sisson
 Joanna Katherine Slisz
 Carmen Eliot Spear
 Heather Ann Sprague
 Lee Anne St. George
 Jennifer Mellor Stewart
 Ryan Joseph Sullivan
 Philip Weldon Svor
 Erin Christine Sweeney
 Mark William Vigoroso
 Qi Wang
 Heather Ann Whitford
 William Arthur Yelle
 Rachel E. Zierzow

*Elected in Junior Year

L.L. Bean Scholars

Amy Lynn Chamberlain
 Maylene Sylvia Cummings
 Clair Elizabeth Pagnano
 Briana Elise Thibeau

Julius Seelye Bixler Scholars

Suzanne Carol Arnold
 Patricia Ann Benson
 Hacho Bohos Bohossian
 Sylvia Dawn Haller
 Meiling Kam
 Julie Rae Moran

Charles A. Dana Scholars

Joy Allison Christoferson
 Carmen Eliot Spear
 William Arthur Yelle

Ralph J. Bunche Scholars

Wilfredo Rodriquez Alvarez
 Bronwyn Kimi Kananipauole Jones
 Tung Ping Lee
 Tara Satchidanand Marathe
 Roberto Nieves
 Dina Melissa Pfister-Mandes

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College Calendar 1996-97

First Semester

Sunday, September 1
 Monday, September 2
 Friday, September 6, *through*
 Sunday, September 8
 Sunday, September 8
 Monday, September 9
 Friday, October 4, *through*
 Sunday, October 6
 Monday and Tuesday, October 14, 15
 Friday, October 18, *through*
 Sunday, October 20
 Wednesday, November 27, *through*
 Sunday, December 1
 Thursday, December 12
 Friday, December 13
 Monday, December 16, *through*
 Saturday, December 21
 Sunday, December 22

Class of 2000 arrives for COOT
 COOT trips leave campus
 Orientation on campus

Registration
 First classes
 Family Weekend

Fall break (no classes)
 Homecoming

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

Sunday, January 5
 Monday, January 6, *through*
 Thursday, January 30

Students arrive for January Program
 January Program

Second Semester

Tuesday, February 4
 Tuesday, February 4
 Wednesday, February 5
 Saturday, March 22, *through*
 Sunday, March 30
 Friday, May 9
 Saturday, May 10
 Wednesday, May 14, *through*
 Monday, May 19
 Tuesday, May 20
 Saturday, May 24
 Sunday, May 25

Registration
 Seminars meet
 First full day of 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 1997-98

First Semester

Sunday, September 7
 Monday, September 8
 Monday and Tuesday,
 October 13, 14
 Friday, October 17, *through*
 Sunday, October 19
 Friday, October 31, *through*
 Sunday, November 2
 Wednesday, November 26, *through*
 Sunday, November 30
 Friday, December 12
 Saturday, December 13
 Tuesday, December 16, *through*
 Sunday, December 21
 Monday, December 22

Registration
 First classes
 Fall break (no classes)

 Homecoming

 Family Weekend

 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

Monday, January 5, *through*
 Thursday, January 29

January Program

Second Semester

Tuesday, February 3
 Tuesday, February 3
 Wednesday, February 4
 Saturday, March 21, *through*
 Sunday, March 29
 Friday, May 8
 Saturday, May 9
 Wednesday, May 13, *through*
 Monday, May 18
 Tuesday, May 19
 Saturday, May 23
 Sunday, May 24

Registration
 Seminars meet
 First full day of classes
 Spring recess; residence halls closed

 Last classes of second semester
 Last day for scheduled events
 Semester examinations

 Make-up examinations
 Baccalaureate
 Commencement

The College reserves the right in its sole judgment to make changes of any nature in its program, calendar, or academic schedule whenever it is deemed necessary or desirable, including changes in course content, the rescheduling of classes with or without extending the usual academic term, cancellation of scheduled classes and other academic activities, and requiring or affording alternatives for scheduled classes or other academic activities, in any such case giving such notice thereof as is reasonably practicable under the circumstances.

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