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Colby College Catalogue 1997 - 1998

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Colby College Catalogue

SEPTEMBER 1997-AUGUST 1998

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 50 buildings have been constructed since 1937.

Today, Colby's 1,700 students—evenly divided between men and women—come from virtually every state and some two dozen foreign countries. Alumni, numbering more than 21,000, are represented in all 50 states as well as 68 foreign countries and four territories. 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. Nearly two thirds 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 Cotter 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 Academic Affairs Committee, or, in the case of student-sponsored events, by mutual agreement of the dean of faculty, the dean of students, and the College 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. Women's soccer also has a reserve team.

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. 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 distinguished economists to Colby 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 Government 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, the College founders 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, the year that compulsory chapel attendance ceased. The post-World War II period brought increasing numbers of students of different faiths, and by the 1990s steps toward the widely shared goal of improving Colby's diversity had 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. (A room also is available for Muslim prayer.) The tripartite chaplaincy publishes an academic-year calendar highlighting the special holidays of the world's most common religions.

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 Government Association. Also, students are appointed by the Student Government 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, in the F.W. Olin Science Center, 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 Masfield, 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.

Detailed information about Colby's library collections and services is provided on the Colby World Wide Web site (<http://www.colby.edu/librarybase/>).

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 all courses, faculty use computers in some way; in addition to student writing assignments most often done on computers, students frequently 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, Math/Computer Science, 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. Each account provides integrated electronic mail, and a campus World Wide Web server enables personal Web pages. Access to these computers is available 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 (T1) 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 at the Help Desk in the MacLab and from 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. (About 25 percent of classrooms have installed data/video display technology.) 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, which is available in each suite of rooms in the residence halls. 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 <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 educations, 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 10 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 MaineGeneral 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, childhood behavior disorders, emergency medicine, family practice, forensic medicine, ophthalmology, and pediatrics. 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.

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 a wide variety of employers 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, New York City, and Washington, D.C. Information and applications for the Graduate Record Examinations, Graduate Management Admission Test, Law School Admission Test, Medical College Admissions Test, National Teachers Examination, and the Foreign Service Examination can be obtained by seniors in the office, and all but the last two are administered at Colby at least once each year.

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

Admission

Colby 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 six-tenths percent of the members of the Class of 1997 graduated in four years. The six-year graduation rate of the Class of 1995 was 86 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) during selected months of the academic year. Requests for accommodations through the host program should be directed to the Admissions Office. 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 Garrison-Foster Health Center. Documentation of a physical examination and of a TB skin test within the past six months is required. Proof of the following immunizations is also required: tetanus and diphtheria—primary series plus booster within 10 years, polio series plus booster, and two doses of measles, mumps, and rubella vaccines given after the first birthday. Not required but recommended is the hepatitis B series.

Maine state law requires that immunization records be complete, showing month, day, and year that immunizations were given, and that they include the signature and address of the health care provider; a valid copy of school immunization records or hospital/clinic records may also be acceptable. Details can be found in the Immunization Policy mailed to all students. If proof cannot be obtained, vaccines should be administered again by your health care provider before coming to Colby. Physical exams and immunization forms are expected to be completed 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" on page 46.

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 Bridge Program during the fall semester serves conditionally admitted students whose TOEFL scores are below Colby's minimum for acceptance. Individual English 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, 131, or 161. 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.

During orientation, first-year students will have the opportunity to attend a mathematics placement meeting to discuss their placement with the faculty.

Placement in Foreign Languages Students wishing to continue the study of a foreign language at Colby are encouraged to take The College Board SAT-II test in that language. The results are used to place the student at the appropriate level. Guidelines for placement in foreign language study are included in the course registration packet sent annually to members of the incoming first-year student class.

If a student has not taken the SAT-II test and wishes to continue studying a language, he or she will be placed on the basis of a required placement exam given during the orientation period for new students. Students whose SAT-II scores are more than a year old at the time of registration are also required to take the Colby placement exam.

Students who have earned a grade of 4 or 5 on an Advanced Placement examination may be eligible for placement in upper level language courses.

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 that their preparation is not adequate for a more advanced level.

Placement for students in languages for which no College Board test is available is determined by consultation with the appropriate department.

Student Fees

Annual Basic Charges 1997-98

	Sem. I	Sem. II	Total
Comprehensive Fee	\$14,595	\$14,595	\$29,190

Calendar of Payments 1997-98

Upon Acceptance for Admission: Admission deposit—new students only (nonrefundable).	\$200
August 1: One half of annual basic charges, less admission deposit if applicable.	\$14,595
August 1: Colby Outdoor Orientation Trip fee—new students only.	\$175
January 1: One half of annual basic charges.	\$14,595

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 program abroad are required to pay a \$500 deposit. This deposit is forfeited should the student withdraw from the program.

Comprehensive Fee

Tuition: All matriculating students are required to enroll for at least nine credit hours each 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 \$860 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 comprehensive fee 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.

Room and Board Rebate: Students enrolled on campus who are approved to live off campus will receive a room and board rebate of \$2,855 per semester.

Included in the comprehensive fee is an allocation for the Student Government 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 1997-98 Colby off-campus programs are as follows:

Semester Charges

Colby in Cork	\$14,595
Colby in Cuernavaca	\$14,595
Colby in Dijon	\$14,595
Colby in Freiburg	\$14,595
Colby in London	\$14,595
Colby in Oxford	\$14,595
Colby in St. Petersburg	\$14,595
Colby in Salamanca	\$14,595
Colby in Washington	\$10,000

Students who 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 comprehensive fee of \$29,190 for participating in the January Program.

Miscellaneous Charges

Applied Music: A student receiving musical instruction under the applied music program is charged a fee of \$180 per credit hour. 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 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 Student Financial Services. 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 Student Financial Services 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 with 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 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. Correspondence should be forwarded to Student Financial Services at the Waterville address and should not be mailed to the Boston lockbox address.

Loan and Payment Plans The College makes available a number of loan and payment plans. Those interested in such plans may contact Student Financial Services at 1-800-723-4033.

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 to Student Financial Services 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 Student Financial Services 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, financial aid, student and parent loans, and College financial policies.

Financial Aid

Colby offers financial aid to admitted students who demonstrate financial eligibility. In order to ensure equal access and opportunity for students from all economic backgrounds, Colby awards approximately \$17 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 821 students in 1996-97 was \$15,875. 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 the Colby financial aid application, 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 Colby 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 an outside payment plan 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 plus an administrative fee 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 Student Financial Services and Career Services offices concerning scholarships offered by non-Colby organizations, including V.A. 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 through 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 Government 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 providing 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; in 1997-98, however, only seniors will be living in the new Mitchell, Schupf, and Anthony residential complex.

Students are expected to live in College housing as assigned by the Office of the Dean of Students. Resident students are required to subscribe to the on-campus board plan.

Students requesting permission to live off campus must seek approval from the Office of the Dean of Students. A small number of students are permitted to live off campus and are generally assigned by a lottery system with priority given to seniors first. The College has charge of the maintenance and security of its buildings.

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 Government 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 must be 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 is required. 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 or higher on the SAT-II Subject Test in a foreign language (a score of 64 or higher will be required for students entering Colby in the fall of 1998 or later), or a score of 4 or 5 in Advanced Placement language or literature. Refer to the section "Placement in Foreign Languages" in this catalogue for information concerning language placement tests at Colby.

(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 successfully 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 successfully 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 obtained from International Student Services in the Dean of Students Office. Testing may be required.

Areas: Students are required to pass 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 pass 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 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. Physical education activities and wellness units do not earn academic credit hours. More 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 changes 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 will be placed on probation by the Committee on Academic Standing. A student who fails to regain a 2.00 major average in the subsequent semester has lost the right to continue with that 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 Sciences
 Economics: Financial Markets
 Geology: Earth Science
 Geology: Environmental Science

Minors In addition to a major, students also may 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 The option of an independent major is available to students whose academic interests do not match existing majors. A student may design an independent major and submit a detailed written proposal, prepared with the aid of one or two advisers who accept responsibility for the program throughout its course. Many such majors are interdisciplinary; in these cases, two advisers, from different departments, are required. The program must include a balance of lower- and upper-level courses totaling from one quarter to one half of the total credit hours required for graduation. Implementation requires the written approval of the Independent Study Committee; this approval must be obtained before the end of a student's sixth semester at Colby. Students pursuing independent majors must keep in touch with the committee, which must be notified about any changes in their program; substantial changes must be approved by the committee. The target date for independent major proposals is the 30th day of each semester. Inquiries about independent majors should be directed to the chair of the Independent Study Committee, Associate Professor Hanna Roisman.

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, environmental studies, French, government, history, international studies, Latin American studies, mathematics, performing arts, philosophy, physics, psychology, religious studies, sociology, Spanish and women's studies. 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 Independent Study Committee and pursued under the guidance of a faculty member. Students applying to the Senior Scholars Program will normally be expected to have a grade point average of at least 3.3 in their major. Students submit a midyear report on the project; their final report is judged by three faculty readers. Upon successful completion of the program with a minimum grade of B+, 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 (unless as a result 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, Professor Russell Cole, chair, includes the departments of Biology, Chemistry, Geology, Mathematics and Computer Science, Physics and Astronomy.

Division of Interdisciplinary Studies, Associate Professor James Fleming, 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, first offered in the spring of 1997, is a pioneering program in liberal arts education designed to explore a brief but momentous era in world civilization from the perspective of three or 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 fall of 1997, two clusters are scheduled: War, Revolution, and the Crisis of Modern Culture, 1919-1945 with faculty in American studies, English, and history; and Enlightenment and Revolution: 1775-1800 with faculty in French, history, mathematics and music. In the spring of 1998, the two clusters scheduled are: The Postwar World: 1945-1970 with faculty in English, history, and philosophy; and Sexualities East and West with faculty in English, history, and religious studies. 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 who transfer credits for full-time study in a non-Colby program are subject to a fee of \$1,000 per semester. Financial aid may be applied, for qualified students, to Colby programs and approved non-Colby programs. 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, history, and art 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 French 125 at Colby or have taken two years of high school French. 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, literature, and history. Participants reside with selected families in and near London.

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 a semester or a full academic year. Students live in university residences. The College maintains 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 Department of Performing Arts.

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. The program is offered for the academic year or the fall semester.

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.

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. Information is available from the East Asian Studies Department.

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. More information is available from the East Asian Studies Department.

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.

Study in Paris (France): Colby is an affiliate of the Hamilton College Junior Year in Paris program, available to qualified students for the full academic year. See the French Department for details.

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 1998-99, the deadline is March 15, 1998. 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 and live for a year in Oxford. 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 in English-speaking countries in Africa.

Study in Non-English-Speaking Countries: 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. Since writing occurs in courses across the curriculum at Colby 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. In addition to using the center from time to time on particular pieces of work, students can enter into extended tutorials and meet regularly with any one of the tutors to work more intensively on their writing. The Writers' Center is not remedial but can help students for whom English is a second language and students with particular difficulties, including learning disabilities. The schedule includes both daytime and evening hours, and a Macintosh is available for students at the center, which is 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 also must 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 A Colby student 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 the 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—adding, dropping, or withdrawing from a course, changing sections within a course, declaring or revoking the satisfactory/unsatisfactory option, augmenting or decreasing credit in courses offered for variable credit—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 also must provide the required health certificate prior to registration (see "Health Records" in the section titled "Admission" in this catalogue).

Adding or Dropping Courses Students in any class year are permitted to add courses to their schedules only during the first eight days following registration (hereafter referred to as the "add period") in either semester. Students who entered Colby College in September 1995 or later may drop courses through mid-semester. Students who entered Colby prior to September 1995 may drop courses during the first eight days following registration. "Dropped" courses will not appear on the student's permanent record or transcript.

Appropriate forms, approved by advisers and instructors, must be filed with the Registrar's Office. Specific dates for each year are published in "Critical Dates and Deadlines." Students may not drop a course simply by absenting themselves from its meetings. They will be considered members of the class until the instructor receives a change-of-course or course-dropped notice from the Registrar's Office. Absence without this formality subjects offenders to an F mark in the course.

Withdrawal from Courses Students who entered Colby in September 1995 or later are not permitted to withdraw from courses after the add period. The exception is that freshmen and students who entered Colby prior to September 1995 may withdraw from courses until the last day of classes and receive the mark of W, provided their instructor's and adviser's consent is recorded on a standard form at the Registrar's Office. If, at the time of withdrawal, the instructor considers the student to be failing, the mark shall be WF. Neither W nor WF is used in calculating the student's grade point average but will appear on the transcript. Permission of the dean of students is required if the withdrawal reduces the remaining program to fewer than 12 credits.

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 add 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 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, 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 authorized, 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. See 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; semester reports are sent to parents upon explicit request of the student. Grade reports may be withheld at the direction of the Business Office for students whose financial obligations to the College have not been met.

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

Courses offered for *January Program credit* only (i.e., which fulfill the January program requirement but carry no credit hours toward graduation) are graded *honors, pass, or fail*.

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. A student with any mark of incomplete (except in the case of illness or critical emergency) is not eligible for Dean's List.

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. A student placed on probation in the major must regain or change that major in the subsequent semester (refer to the section "Major Requirement" in this catalogue).

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 fewer 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 more 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 in writing, 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 from College, 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 from 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 Student Financial Services 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 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.

All 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 receipt of a signed request (mailed or faxed) 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 LEONARD REICH

Professors Randy Nelson¹ and Reich²; Visiting Professor George Miaoulis³; Visiting Associate Professor Elizabeth Turesky⁴; Visiting Assistant Professors William Lee⁵ and Barry Farber⁴, Faculty Fellow Camille Price⁶

¹Joint appointment in administrative science and economics.

²Joint appointment in administrative science and science, technology, and society.

³Part time, first semester only.

⁴Part time.

⁵Part time, second semester only.

⁶Department of mathematics and computer science.

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

[250] Industry, Technology, and Society, 1750-1915 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 250 and as History 242. Enrollment limited. *Three or four credit hours.* H.

251s 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 the issues firms face in obtaining long-term financing and establishing a dividend policy, the effects of capital structure on the cost of capital and the value of the firm, international corporate finance, and 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.* MR. MIAOULIS

336s Business Strategy and Ethics Relationships between the private sector and the changing American political economy. Issues include internal and external environments of organizations, business- and corporate-level strategies, corporate governance, international competition, and the relationship of ethics to effective corporate strategies. *Prerequisite:* Economics 133, 134, Administrative Science 212. *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

371s 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, including management and work, communication, crime prevention, banking and credit, air traffic control, medicine, and national defense. Enrollment limited. *Prerequisite:* Administrative Science 212. *Four credit hours.* MS. PRICE

[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 Jeffrey Anderson (Anthropology), Charles Bassett (English and American Studies), Catherine Besteman (Anthropology), Patrick Brancaccio (English and Performing Arts), Cedric Bryant (English), William Cotter (Government), Henry Gemery (Economics), Gilkes (Sociology and African-American Studies), Constantine Hriskos (Anthropology), Thomas Longstaff (Religious Studies), David Lubin (American Studies and Art), Paul Machlin (Music), Phyllis Mannocchi (English), Margaret McFadden (American Studies), 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 culture 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 343, 355, 356, History 131, 132, and 247; English 426; one course selected from Music 232, 234, or American Studies 282; either History 342 or 442; one course selected from Anthropology 211, 217, Government 319, Religious Studies 356, Sociology 214, 252, 254, 355, 357, or Women's Studies 221; and one course focused on Africa, preferably selected from Anthropology 237 or 298 (when appropriate), 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; either English 343 or 426; History 247; one course selected from Music 232, 234, or American Studies 282; at least one course focused on Africa; and one course selected from Anthropology 217, Government 319, Religious Studies 356; Sociology 214, 252, 254, 355, 357, or Women's Studies 221 (when appropriate). Course substitutions and exchanges may be made in consultation with 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 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 the African-American/American studies major

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

Courses approved for the African-American studies minor

American Studies	276	African-American Culture in the United States
	282	American Popular Culture
Anthropology	213	Human Rights and Indigenous Peoples
	217	Race and Ethnicity: Cross-Cultural Race Perspectives
	237	Ethnographies of Africa
	298	Religions of Africa and the African Diaspora
English	343	African-American Literature
	426	African-American Women Writers at Work
Government	319	Law and Social Change: Women and Minorities
History	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
Music	232	Jazz History
	234	From Doo-Wop to Disco: Rock's First Era: 1945-75
Religious Studies	356	African-American Religious Experience
Sociology	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
	357 Race Relations and Social Change
<i>Women's Studies</i>	221 Gender, Race, and the Politics of Difference

American Studies

Director, PROFESSOR RICHARD MOSS

ADVISORY COMMITTEE: Professors Charles Bassett (*English and American Studies*), 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 Science, Technology, and Society*), John Sweney (*English*), Pamela Thoma (*American Studies and Women's Studies*), Robert Weisbrot (*History*); Adjunct Instructors Linda Goldstein and Kenneth Eisen; Faculty Fellow Andrea Volpe (*Art and American Studies*); and five students majoring in American studies

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

Requirements for the Major in American Studies

The American Studies major requires successful completion of 14 courses. History 131 and 132 and American Studies 271 should be taken during the first and second year. English 355 and 356 are required, as well as two courses in American literature and American history beyond the introductory sequence. In history, one of the courses must be at the 300 level or above. Students are strongly urged to successfully complete a seminar in either American history or literature.

The major also requires three approved courses in a related department. Related departments and programs are African-American Studies, Anthropology, Art, Economics, Government, Music, Philosophy, Religious Studies, Science, Technology, and Society, Sociology, and Women's Studies. Only one of these courses may be at the 100 level. Majors are also required to successfully complete American Studies 393 (Proseminar in American Studies) and American Studies 493 (Senior Seminar). Students are strongly urged to complete American Studies 393, the proseminar, during their junior year. Under certain circumstances, courses taught by the American studies faculty can be substituted for the required American literature and history courses.

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."

135f The Formation of Modern American Culture, 1919-1945 See course description in the "Integrated Semester Studies" section of this catalogue. Enrollment limited. *Four credit hours.* D. MS. MCFADDEN

197j The Image of Women and Men in American Film The ways in which Hollywood films of a particular era reflected and helped determine the vast social and psychological changes that women, men, and the country were experiencing—or were denying experiencing—during tumultuous time periods of United States history. Topics include gender roles, genre, directorial style, historical background, the effects of camera placement, movement and lighting, and the function of narrative; how to "read" a film. Eras covered in particular years include the Postwar Era (1944-1959) and the Sixties (1958-1978). *Three credit hours.* A. MR. EISEN

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

271fs Introduction to American Studies An introduction to methods and themes in American studies, the interdisciplinary examination of past and present United States culture. The course will analyze a wide selection of cultural texts, from all periods of American history, to explore the dynamic and contested nature of American identity. Literary, religious, and philosophical texts, historical documents, material objects, works of art and music, and varied forms of popular culture will be studied, with a focus on what it means, and has meant, to be an American. *Four credit hours.* MS. THOMA AND MS. MCFADDEN

[273] 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.*

275f Gender and Popular Culture In the 20th century, popular culture is a key site for the dissemination of ideas about gender roles, gender relations, and sexuality. The course will explore a variety of recent feminist approaches to the study of popular culture and will use these theories to analyze the ways contemporary films, music, advertising, toys, television, magazines, and popular fiction help to construct us as gendered individuals. Also listed as Women's Studies 275. Enrollment limited. *Four credit hours.* D. MS. MCFADDEN

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

277f 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. Formerly listed as American Studies 397. *Three or four credit hours.* MS. THOMA

[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.*

282s **American Popular Culture** An examination of "popular" culture and its relationship to "folk," "mass," and "high" cultures. Two primary issues 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) the use of theoretical tools of cultural studies 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. Formerly listed as American Studies 298. *Four credit hours.* MS. MCFADDEN

[297j] **Our National Pastime: Baseball and American Society** What could be more natural than to study our national pastime after the great baseball strike? 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*, *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.*

[331] **Brooklyn: Fact and Symbol** Brooklyn is more than one of the five boroughs of New York City. In the 19th century it was a city in its own right, and 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.

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, a multicultural perspective on the American experience is developed 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

393f Proseminar in American Studies Required of all majors. Students are urged to complete this course during their junior year. While topics will vary, all versions of the proseminar will introduce students to various theoretical approaches to American Studies issues. The course will prepare students for advanced work in senior seminars and/or individual or honors projects. One proseminar (not offered in 1997-98) is the course formerly listed as American Studies 251: American Culture in the 1950s, an 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. In fall 1997: American Studies/Cultural Studies: What Is American Studies? Since the American Studies "movement" began shortly after World War II, writers of cultural histories of the U.S. have answered this question in a variety of ways. Students will read and analyze some of the most influential examples of American studies writing to understand the evolution of the interdisciplinary American studies project. Recent works in the relatively new category of "cultural studies" and the ways these texts have changed (for better or worse) our conceptions of the study of American culture. Enrollment limited. *Prerequisite:* Junior standing as American studies major. *Four credit hours.* MS. MCFADDEN

397f American Detective Fiction and Film A study of classic writers of detective fiction in the United States, including Raymond Chandler, Dashiell Hammett, Rex Stout, Patricia Highsmith, George Schulyer, Walter Mosley, and Patricia Cornwell, and viewing of selected films based on their work. *Four credit hours.* L. MR. BRANCACCIO

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: Popular Culture, Theory and Research An advanced, interdisciplinary seminar on popular culture, with special attention to the methods and theories used to analyze popular forms, and the political and scholarly debates over the legitimacy of popular culture and the mass media. Readings in culture and politics juxtaposed with theoretical approaches, including Fiske, Foucault, Hall, Lipsitz, Adorno and Horkheimer, Mulvey, Huyssen, Anderson, Williams, and hooks. Students will write a research paper using popular magazine texts and/or images. *Prerequisite:* Senior standing as American studies major. *Four credit hours.* MS. VOLPE

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. In spring 1998, autobiographical texts (prose, poetry, video, film, painting) by Asian Americans, with consideration of the many issues surrounding life writing, including the politics of literary production and the reception and appropriation of Asian-American autobiography by dominant culture. Using recent autobiographical theory, students consider mediation and authoring, the desire for ethnic authenticity, the will to speak and self-name, and the meaning of identity. The multiple and dynamic nature of identity and the roles of class, ethnicity, gender, nationality, race, and sexuality in identity formation. *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

(Not all courses are offered every year; check curriculum for availability.)

<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	Indigenous Peoples and Cultures of North America
	217	Race and Ethnicity: Cross-Cultural Perspectives
	253	Anthropology of Gender
	313	Investigating Cultural Diversity
<i>Art</i>	277	American Visual Arts I
	278	American Visual Arts II
	353	Contemporary Art, 1914 to the Present
	493	Seminar (when appropriate)
<i>Economics</i>	231	Environmental and Natural Resource Economics
	274	American Economic History
	312	Topics in Law and Economics
<i>Education</i>	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
<i>English</i>	336	American Education: Historical Perspectives on Modern Issues
	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
	398	Early American Women Writers
	413	American Authors
	425	Modern Women's Literature
	426	Tilling the Garden: African-American Women Writers at Work
	493	Seminar in American Literature
<i>Government</i>	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
- 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
- 433 Seminar: Culture in America
- 435 Seminar: Women in the Civil War
- 442 Seminar: African-American Thought and Leadership
- 447 Seminar: The Cold War
- 133 American Music
- 232 Jazz History
- 234 From Doo-Wop to Disco: Rock's First Era
- 236 American Musical Theater in the 20th Century
- 252 American Thought
- 232 Cognitive Psychology
- 237 Psychology of Language
- 253 Social Psychology
- 356 Social Psychology Seminar
- 257 Women in American Religion
- 217 Religion in the U.S.A.
- 318 Seminar: Mary Daly
- 356 African-American Religious Experience
- 216 Aeronautics in America
- 219 The American Home, 1794-1994
- 271 History of Science in America

*History**Music**Philosophy
Psychology**Religious Studies**Science, Technology,
and Society*

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
	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
	357	Race Relations and Social Change
	376	Divorce and Contemporary Society
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; Assistant Professor Jane Whitehead

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 covered. *Three credit hours.* **H.** MR. ROISMAN

197f Cities of the Classical World The course surveys the major cities of the ancient Mediterranean—Athens, Pergamon, Miletus, Marzabotto, Rome, Pompei, and Ostia—to study their archaeological traces in their historical context and their contribution to concepts of city planning. *Three credit hours.* **MS.** WHITEHEAD

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

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

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

[393] War and Society: Classical and Modern Perspectives A seminar on the impact of war on society and the role of technology in shaping military history from antiquity to the present. Topics include causes of war, Greek infantry and morality, Hannibal, army and politics in the late Roman republic, mass production, total war, the rise of the national security state,

and high-tech electronic and biological warfare. An examination of the relationship between classical and modern themes in the history of warfare. Enrollment limited. Preference to classics and to science, technology, and society majors and minors. 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 Mills, Catherine Besteman, and Jeffrey Anderson; Visiting Instructor Constantine Hrisikos

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 and 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

113f 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 communities. *Four credit hours.* D. MR. ANDERSON

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

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 between 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.

215j Visual Anthropology The course will explore the ways in which still photography, film, and museum exhibits shape our understanding of the world's people and cultures. Instruction is designed to broaden the student's visual literacy, making the student use visual imagery as a source of cultural information. Discussions concerning objectivity, ethics, and ethnographic accuracy, in addition to readings, photographs, photography, and other media. Enrollment limited. *Three credit hours.* D. MS. BESTEMAN

[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.

217s 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. *Four 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.

[233] 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.

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.

239s 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. MS. MILLS

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

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

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

298A Anthropology of Power Social life is about power. Everything we do is a reflection of or has implications for power dynamics in our society and world. Students will use anthropological training to explore conceptions of power, locating power in symbols, rituals, ideas, capital, and the ability to dominate. Readings and ethnographic observation provide a basis for learning the ways in which power dynamics develop and structure social interaction, undergird ideological systems, drive the global and local distribution of wealth, and support regimes of terror. Students will study instances of dissension, resistance, and rebellion fueled by power inequalities; readings will lead through analysis of class, gender, and race into the terrain of cognition and the construction of knowledge. *Four credit hours.* D. MS. BESTEMAN

298B Religions of Africa and the African Diaspora An anthropological overview of African religions and their subsequent development and transformation in the Americas under a legacy of slavery and oppression. Examples will be drawn from the United States, Cuba (Santería), Haiti (Vodou), Jamaica, Brazil (Candomblé). Special attention to the interplay of culture, history, and agency. *Four credit hours.* D. MR. HRISKOS

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, 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 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

332s 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.* MS. MILLS

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

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

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

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

African-American Studies	276	African-American Culture in the United States
	318	The Sanctified Imagination in African-American Life and Culture
American Studies	276	African-American Culture in the United States
East Asian Studies	252	Hell on Earth: Chinese Writers on Modern Chinese Society
	271	Women in Japanese Cinema and 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
	351	Principles of Geomorphology
<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
	356	African-American Religious Experience
<i>Sociology</i>	235	Sociology of Religion
	252	Race, Ethnicity, and Society
	273	The Family
	355	African-American Women and Social Change
<i>Spanish</i>	232	Spanish-American Culture

Art

Chair, PROFESSOR MICHAEL MARLAIS

Professors Harriett Matthews, David L. Simon, David Lubin¹, Marlais and C. Abbott Meader¹; Assistant Professors Kenneth Ganza, Bevin Engman, Véronique Plesch, and Gail Spaien; Visiting Assistant Professor Scott Reed²; Adjunct Instructors Samuel Atmore³, Jere DeWaters³, Nancy Meader³, and Ruth (Bonnie) Bishop³; Faculty Fellow Andrea Volpe

¹On leave full year.

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 *Repo Man*, 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
- 197j Art of the Book** To acquaint students with the nature of the book as a means of communication and as an art form. Students will learn several formats, and each individual will design and create an original book incorporating both art and text. Enrollment limited. *Two credit hours.* MS. BISHOP
- [197j] 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.*
- [197j] 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.*
- 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

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

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

277f **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. MS. VOLPE

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

[297f] **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.

298As **Modern European and American Architecture** The course considers the built environment, both architecture and urbanism, from the late 18th century to the 20th century. Themes include architectural design and aesthetics, the influence of technology on design, the function of architecture in an industrial society, and the role of architects. *Three or four credit hours.* A. MR. SIMON AND MR. FEELY

298Bs **From Saint Louis to the Sun King: Five Centuries of French Art** French art from the 13th century through the reign of Louis XIV. 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 literature/French studies majors. *Three credit hours.* A. MS. PLESCH

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

[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.*

313f **Art of the Early Middle Ages** Painting, sculpture, and architecture from A.D. 315 to 1000, from the Christianization of Rome through the development of Byzantine civilization in

the East and through the Ottonian Empire in the West. *Prerequisite:* Art 111. *Three or four credit hours.* MR. SIMON

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

[331] Art of the Renaissance in Northern Europe The art of France, Germany, and the Lowlands in the 15th and 16th centuries, with emphasis on the major painters from Van Eyck to Brueghel. *Prerequisite:* Art 111 or 112, or permission of the instructor. *Three or four credit hours.*

332f 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.* MS. PLESCH

[333] 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.*

[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.* MS. ENGMAN

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

[352] Modern Art, 1880-1914 History of avant-garde movements from Postimpressionism through German Expressionism. *Prerequisite:* Art 112. *Three or four credit hours.*

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

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 situation on the planet, and avoiding the necessity of traditional studio skills, the course will use nontraditional studio projects, readings, films, and discussions 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.* MS. ENGMAN

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

[493] 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 are 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. *Four credit hours.*

[493] 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 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.

493f Seminar in the Arts of Zen Buddhism How the distinctive spiritual and philosophical teachings of the Zen sect (*Chan* in Chinese) of Buddhism were expressed artistically in China and Japan between the 8th and the 18th centuries. The history and the nature of Zen itself is a major focus; students will explore such varied art forms as painting, sculpture, pottery, architecture, gardens, archery, and swordsmanship as they relate to the teachings of Zen. May be taken in fulfillment of the seminar requirement for the East Asian studies major. *Prerequisites:* Art 173 or 273; or East Asian Studies 151 and 152. *Three or four credit hours.* A, D. MR. GANZA

493s Seminar in Devotional Art In the late Middle Ages a revolution took place in art with the development of individual piety and the quest for a direct and personal relationship with God. The forms and functions of works of art meant as devotional tools. Works produced from 1300 to 1600 throughout Europe and in a variety of media—panel painting, sculpture, manuscript illumination, ivory—as well as their relationship with such devotional exercises as prayer and meditation. *Prerequisite:* Permission of the instructor. *Three or four credit hours.* A. MS. PLESCH

497f Seminar in Museum Studies The focus is museum history, philosophy, and practice; students engage in readings, discussions, and analytical projects designed to explore the role of museums in modern society. Topics include a wide variety of professional issues, such as museum design, ethics, and curatorial and registrarial practice. Museum internships will be arranged for students in conjunction with the course. *Four credit hours.* **A.** MR. MARLAIS AND MR. SIMON

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 Use of telescopes for astronomical measurements and analysis of astronomical data. 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 observational astronomy and astrophysics applied to interpretation of observations made by students using the Collins Observatory. 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. Lecture and laboratory. Satisfies the natural science laboratory requirement. *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

Associate Chair, ASSOCIATE PROFESSOR HERBERT WILSON

Professors Arthur Champlin, Russell Cole, David Firmage¹, and Frank Fekete²; Associate Professors Bruce Fowles, Greenwood, and Wilson; Assistant Professors Raymond Phillips³, Barbara Best⁴, Russell Johnson, and Rebecca Johnston; Senior Teaching Associates Elizabeth Champlin and Timothy Christensen; Teaching Associate Lindsey Colby; Teaching Assistants Scott Guay and Anne Lund; Research Scientists Bets Brown and William Lemon; Animal Care Technician Austin Segel

¹Director of the Environmental Studies Program.

²On leave full year.

³Director of information technology services.

⁴On leave fall semester.

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, 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 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) at the 300-level or above or independent study 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, or 252) 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, 381, or 398), and in cell and molecular biology (Biology 232, 238, 279, 297, 315, 367, 374, or 398). Seniors must enroll in Biology 490 in both semesters. In addition, Chemistry 141, 142; Mathematics 121 or 161 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, or 252), and at least one additional course with laboratory in organismal biology (Biology 213, 214, 216, 235, 278, 312, 316, 334, 357, 373, 375, 381, or 398) and in cell and molecular biology (Biology 232, 238, 279, 297, 315, 367, 374, or 378). Seniors must enroll in Biology 490 in both semesters. In addition, Chemistry 141, 142; Mathematics 121 or 161 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, or 252), and at least one additional course with laboratory in organismal biology (Biology 213, 214, 216, 235, 278, 312, 316, 334, 357, 373, 375, 381, or 398) 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 161 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, 297, 315, 374, 378, 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

[133] 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.**

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 INSTRUCTOR

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

[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

213f 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.* MR. FOWLES

214f Plant Physiology The essential mechanisms of plant function. Topics include plant water relations, mineral nutrition, photosynthesis, respiration, nitrogen fixation, and stress physiology. The importance of these physiological processes to plants in agricultural and natural ecosystems also will be considered. 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.*

[238] 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.*

252s Plant Development A study of the mechanisms by which plants increase their size and develop different tissues and organs to carry out specific functions. The influence of hormones as well as light and other environmental factors on plant morphogenesis will be considered. *Prerequisite:* Biology 161, 162, or permission of the instructor. Lecture only: *three credit hours*; lecture and laboratory: *four credit hours.* MR. JOHNSON

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.* MR. WILSON

[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.*

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

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. INSTRUCTOR

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

297f Neurobiology Introduction to the anatomy and physiology of the nervous system from the cellular to the systems level. Topics include the basics of cellular neurophysiology and neuroanatomy, motor and sensory systems, neural networks and mechanisms of patterned neural activity, and mechanisms for learning and memory. Lecture and laboratory. *Prerequisite:* Biology 161, 162, or permission of the instructor. *Four credit hours.* MS. JOHNSTON

[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.*

315f 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. Formerly listed as Biology 277. *Prerequisite:* Biology 161, 162, junior or senior standing, or permission of the instructor. *Four credit hours.* MR. GREENWOOD

[316] 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.*

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

[351] 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: three credit hours; lecture and laboratory: four credit hours.*

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.*

357f 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 a component of the laboratory. *Prerequisite:* Biology 161, 162, 271, or permission of the instructor. *Lecture only: three credit hours.* MR. WILSON

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.* MR. COLE AND MR. GREENWOOD

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, MS. MILLARD, AND INSTRUCTOR

373f 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.* INSTRUCTOR

[374] Topics in Neurobiology Lectures, discussions, and readings on the functional organization of nervous systems and on how nervous information is received, coded, stored, and transmitted by living organisms. *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.*

375s 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*. MS. BEST

[376] Molecular Genetics Studies of the molecular biology of prokaryotic and eukaryotic organisms emphasizing genetics, biochemistry, and physiology. The structure and synthesis of DNA and RNA, protein synthesis, mechanisms of gene expression, and genetic engineering. Also listed as Chemistry 376. Lecture and laboratory. *Prerequisite:* Biology 161, 162, 279, Chemistry 241, 242 (may be taken concurrently), or permission of the instructor. *Four credit hours*.

378s Cell and Molecular Biology An examination of how eukaryotic organisms maintain and express genetic information. Emphasis will be placed on well-characterized model systems in higher plants and animals. Topics will include nuclear and organellar genomes, regulation of gene expression by developmental and environmental stimuli, signal transduction pathways, and production of transgenic organisms. Lecture and laboratory. Formerly offered as Biology 398. *Prerequisite:* Biology 161, 162, Chemistry 141, 142, junior or senior standing, or permission of the instructor. *Four credit hours*. MR. JOHNSON

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

381s 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*. MS. BEST

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*. FACULTY

398s Neural Bases of Behavior Examination of neural mechanisms that generate and coordinate behavior in a variety of model animal systems. Topics will include how modulators such as peptides and hormones modify the patterned activity of neural networks, how visual and auditory information is coded and integrated into neural networks mediating escape and predation behaviors, the uses of computational neural networks in modeling and understanding behavior, and the relationship between the development of neural networks and behavior. Lecture and laboratory. *Prerequisite:* Biology 161, 162, junior or senior standing, or permission of the instructor. *Four credit hours*. MS. JOHNSTON

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.*

Chemistry

Chair, PROFESSOR BRADFORD MUNDY

Associate Chair, PROFESSOR WAYNE SMITH

Professors Smith¹ and Mundy; Associate Professors Thomas Shattuck, Whitney King, and Julie Millard; Assistant Professor Andrea Dorigo; Senior Teaching Associate Jean McIntyre; Teaching Associate Rody Fowles; Teaching Assistant Brenda Fekete

¹On leave second semester.

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. Students with an exceptionally good background in chemistry may elect an accelerated sequence, Chemistry 197 (Honors General Chemistry), which is offered in the fall semester, and Chemistry 217 (Environmental Chemistry) in the spring semester. 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, (or 197, 217), 241, 242, 331, 341, 342, 493, 494; Mathematics 121, 122 or 161, 162; 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, (or 197, 217) 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 161, 162; Physics 141, 142.

Requirements for the Major in Chemistry-Biochemistry

Chemistry 141, 142, (or 197, 217), 241, 242, 341, 367, 368, 493, 494; Mathematics 121, 122 or 161, 162; 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.

The Seminar Program (Chemistry 493, 494) is an opportunity for students to interact with chemists from other schools. All chemistry majors are expected to attend the departmental seminar, 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, (or 197, 217), 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. MUNDY

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 [laboratory not offered in 1997-98]. Lecture only: *three credit hours*; lecture and laboratory (satisfies the laboratory science distribution requirement): *four credit hours*. **N.** INSTRUCTOR

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.** MR. MUNDY AND MS. MILLARD

197f Honors General Chemistry Introductory chemistry for students with strong precollege chemistry preparation. An accelerated course covering similar topics as Chemistry 141 and 142 with an additional focus on modern bonding theory. Lecture, discussion, and laboratory. *Four credit hours*. **N.** MR. KING

217s 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 (or 197). *Three credit hours.* N. MR. KING

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. DORIGO AND MR. MUNDY

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

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. KING

332s 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.* INSTRUCTOR

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 (or 197, 217), Physics 142, and Mathematics 122 or 162; 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.* MS. MILLARD AND MR. GREENWOOD

[376] Molecular Genetics Studies of the molecular biology of prokaryotic and eukaryotic organisms, emphasizing genetics, biochemistry, and physiology. The structure and synthesis of DNA and RNA, protein synthesis, mechanisms of gene expression, and genetic engineering. Also listed as Biology 376. Lecture and laboratory. *Prerequisite:* Biology 279 and Chemistry 242 (may be taken concurrently), or permission of the instructor. *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 Biology 394. *Prerequisite:* junior standing or permission of the instructor. *One credit hour.* 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 142 (or 197) and permission of instructor. Chemistry 342 is recommended. *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 342 or permission of the instructor. *Three credit hours.* MR. DORIGO

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

[434] Symmetry and Spectroscopy Use of principles of symmetry and group theory as an aid in understanding chemical bonding, interpreting molecular vibrational and electronic spectroscopy, and rationalizing symmetry control of reactions. *Prerequisite:* Chemistry 411 or permission of the instructor. *Three credit hours.*

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. *One to three credit hours.* FACULTY

493f, 494s Seminar Seminar Discussion of topics of current interest in all areas of chemistry. The fall semester involves presentations from invited speakers from other colleges, universities, and industries; the spring semester includes outside speakers and presentations of senior research projects. *One credit hour.* MR. DORIGO

Chinese

In the Department of East Asian Studies.

Assistant Professor Kimberly Besio; Visiting Instructor Hong Zhang

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. 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. ZHANG

235s Chinese Conversation Practice using basic sentence patterns in conversational situations. Emphasis on oral/aural practice of patterns and phrases related to such daily situations as going to the post office, talking on the telephone, shopping, ordering in a restaurant, etc. Supplemental vocabulary/phrase lists are supplied. *Prerequisite:* Chinese 127. *One credit hour.* FACULTY

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. ZHANG

421f, 422s Fourth-Year Chinese Advanced Chinese language, focusing on broadcast and newspaper media. *Prerequisite:* Chinese 322 or permission of the instructors. Chinese 421 is prerequisite for 422. *Three or four credit hours.* MS. ZHANG 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 are listed under "Classics," "Greek," and "Latin." Ancient history course offerings are listed under "Ancient History."

Chair, PROFESSOR HANNA ROISMAN

Professors Peter Westervelt¹, Peyton Helm², Hanna Roisman, and Joseph Roisman; Assistant Professor Kerill O'Neill; Visiting Assistant Professor Jane Whitehead

¹On leave full year.

²Vice president for development and alumni relations.

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 for the acquisition 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

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

Three courses numbered 200 or higher in Greek or Latin.

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

(a) Additional courses in either language.

(b) Two courses in Ancient History.

(c) Two courses elected from courses in translation offered by the Classics and other departments: Classics 133, 135, 137, 139, 151, 198j, 232, 236, 238, 240, 242, 258, 298; 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, 238, 240, 242.

(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, 198j, 258, 298; Ancient History 356, 393; Greek 111, 112, 131; Latin 111, 112, 131; Art 311, 312; Government 271; Philosophy 231, 392; 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 a 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, but the minor must include at least one course numbered 200 or higher in either language); 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) One course numbered 200 in translation offered by the Classics Department.

(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, 198j, 232, 236, 238, 240, 242, 298; Ancient History 154, 158; Art 311, 312; Government 271; Philosophy 231, 392; or equivalent courses selected in consultation with the adviser of the minor.

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

Courses Offered in Classics

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

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

[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.*

198j **Greek Sanctuaries** A visit to the major religious centers of the Hellenic world—the Oracle of Apollo at Delphi, the Sanctuary of Zeus at Olympia, of Asclepius at Epidaurus, of Great Gods at Samothrace, among others—exploring both their archaeological remains and their historical significance. *Two credit hours.* MS. WHITEHEAD

[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.

236s **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. MR. O'NEILL

[238] **The Beginnings of Greek Tragedy: Aeschylus** The course examines the origins of Greek drama and discusses Aeschylus as a traditionalist, innovator, and father of Western dramatic theater. Reading the seven extant tragedies of Aeschylus with special emphasis on moral and political dilemmas as portrayed in the *Oresteia* as well as *Prometheus Bound*. *Three credit hours.* L.

240f The Tragic Hero: The Drama of Sophocles Aristotle considered Sophocles as the most sublime of the great Greek tragedians. The Sophoclean heroes are self-destructive by nature, beset by doubts, constrained by fate, and hobbled by an ambiguous code of honor. Their motives reveal human fragility behind the heroic facade. Among other tragedies, readings include *Oedipus the King*, *Antigone*, *Ajax*, and *Electra*. *Three credit hours*. L. MS. ROISMAN

[242] Tragedies of Passion: Euripides Euripides's tragedies show the effects of passion and reason on human actions. His characters are not only ambiguous about their choices but often act contrary to their professed intentions. Reading from a selection of plays, such as *Medea*, *Hippolytus*, *Bacchae*, *Alceste*, *Helen*, *Trojan Women*, *Hecuba*, and *Electra*. *Three credit hours*. L.

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

298s The Archeology of the Roman Religion The religion of ancient Rome combines various components from earlier cultures. The course traces Roman beliefs and rituals described in Roman literature, especially in Ovid's work on Roman calendar and religion and manifested in the archaeological remains of the city of Rome. *Three credit hours*. MS. WHITEHEAD

[332] 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*.

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.

111fj Introductory Greek Learn to explore firsthand the great works of literature, history, philosophy, religion, and the origins of Western civilization, improving English vocabulary and developing analytical skills. *Four credit hours (three in January)*. MS. ROISMAN

112s Intermediate Greek As facility with the ancient Greek grows, students read extracts from the great authors of Ancient Greece including Euripides, Plato, and excerpts from the Bible (Old and New Testament). *Four credit hours*. MS. ROISMAN

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

253f Gods, Violence, and Procreation: Hesiod's *Theogony* and *Works and Days* Hesiod discusses the creation of the world, the battles of the gods, the evolution of humans, and the working social and ethical principles that allow us to live as a society. *Four credit hours*. L. MS. ROISMAN

[251] **Euripides: *Alcestis*** *Four credit hours. L.*

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

354s Monsters and Maidens: Homer's *Odyssey* Translations and analysis of selections from the *Odyssey* focusing on Odysseus's encounter with princess Nausicaa as well as his outwitting of the Cyclops. *Four credit hours. L.* MS. ROISMAN

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 Learn Latin grammar and syntax while reading Roman comedy! Laugh your way through declensions and conjugations, and develop reading skills. *Four credit hours.* MR. O'NEILL

112s Intermediate Latin As you learn more Latin, you read extracts from Roman law courts. If the toga doesn't fit, you must acquit. *Prerequisite:* Latin 111. *Four credit hours.* MR. O'NEILL

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. O'NEILL

255f Forbidden Love: Dido and Aeneas (Virgil, Book 4) Translation and analysis of selections from the *Aeneid* concerning the ill-starred love of Dido and Aeneas. Topics for discussion include duty vs. love, Dido as foreign enchantress, Virgil and Homer, love as a madness/disease, and legitimate couple or illicit lovers? *Four credit hours. L.* MR. O'NEILL

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

[352] **Roman Drama: Seneca, *Phaedra*** *Four credit hours. L.*

341s Sacred Rites and Erotic Magic: Propertius 4 An analysis of the two rival poetic programs of Propertius 4; how "patriotic" poems become erotic manifestos, and how sacred rites are profaned by erotic ritual. *Four credit hours. L.* MR. O'NEILL

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.

Professor Dale Skrien¹; Associate Professor Batya Friedman; Assistant Professor Allen Downey; Instructor Philip Theruvakattil²; Faculty Fellow Camille Price

¹On leave full year.

²Part time.

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 school to do advanced work. They also have used the major as a solid foundation for careers in the computer industry.

Requirements for the Major in Computer Science

Computer Science 115, 231, 232, 333, 352, 355, 375 or 378; Mathematics 121 or 161, 122 or 162, 274; three additional courses chosen from Computer Science 353, 355, 357, 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 courses for the major numbered 200 or higher and who complete an additional, pre-approved program of independent study in the major (Computer Science 484) 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

Six courses, including Computer Science 115, 231, 232; either Mathematics 274 or Philosophy 152; and two additional three- or four-credit courses chosen 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.

[031] 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. Enrollment limited; priority to seniors, then computer science majors, then others. *Prerequisite:* Prior programming experience in another language. *Noncredit.*

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 the high-level language Java. Topics include object-oriented design, algorithm development, control structures, recursion, and data structures and their implementation. A weekly laboratory session provides hands-on computer experience. No previous computer experience required. *Four credit hours.* Q. INSTRUCTOR

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

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

333f 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., Java, Smalltalk, CLOS, C++, Eiffel) programming languages. Languages are compared to see how well they achieve the goal of solving various types of problems in an efficient and readable manner. Programming projects

in some of the languages is an integral part of the course. Offered in alternate years. *Prerequisite:* Computer Science 115, 231. *Four credit hours.* MS. PRICE

[352] 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.*

[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, expert systems, learning, natural language understanding, planning, robotics, search, vision, connectionism. Offered in alternate years. Enrollment limited. *Prerequisite:* Computer Science 231. *Four credit hours.*

355s 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 computer agents, computer-supported cooperative work (CSCW), and virtual reality. Offered in alternate years. *Prerequisite:* Computer Science 231. *Four credit hours.* MS. FRIEDMAN

[357] 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.*

[375] 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.*

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

393f 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

397f Introduction to Computer Graphics A comprehensive introduction to computer graphics modeling and rendering. Topics include graphics hardware, clipping, filling, geometric transformations, an introduction to curves and surfaces, shading, and ray tracing. Assignments in programming projects; a brief introduction to linear algebra included. *Prerequisite:* Computer Science 115 and 231. *Four credit hours.* MR. THERUVAKATTIL

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

484fs 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, 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, play writing, creative nonfiction). 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*.

First priority for admission to English 278 and English 279, the introductory courses in fiction and poetry writing, is given to sophomores. Due to enrollment pressures, students who do not register for English 278 as sophomores may run the risk of being unable to elect the minor.

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 PATRICE FRANKO

Associate Professors Franko (*Economics and International Studies*), Tamae Prindle (*Japanese*), and Nikky Singh (*Religious Studies*); *Assistant Professors* Kenneth Ganza (*Art and East Asian Studies*), Kimberly Besio (*Chinese*), Suisheng Zhao (*Government*), and Robert LaFleur (*History and East Asian Studies*); *Visiting Instructors* Constantine Hrisikos (*Anthropology*), Hong Zhang (*Chinese*), and Hiroko Harada (*Japanese*); *Teaching Assistant* Narumi Kunii (*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 "Colby-Affiliated 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 Studies 151, 152, one course in Chinese or Japanese literature, at least one seminar or independent study devoted to East Asia, and any other course dealing with East Asian studies from the departments of 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 towards 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 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 Introduction to 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. GANZA AND MR. LAFLEUR

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

235s Modern Asian Masterpieces Literary works of India, China, and Japan since the time of their contact with the West; the writers' reflections on their changing societies through their short stories, poetry, and novels. The course will compare and contrast the issues and perspectives offered by the reading materials, keeping the discussions open to more Western viewpoints. Readings in English; knowledge of Asian languages not required. *Four credit hours.* L, D. MS. HARADA

251s 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 not required. *Three or four credit hours.* L, D. MS. BESIO

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

271j Women in Japanese Cinema and Literature The course approaches Japanese culture multidimensionally, examining Japanese women's identity politics in literature and films through the looking glasses of Western and Japanese feminist theories. Films and literature cover the historical periods from the 12th through 20th centuries. No prior knowledge of Japanese language, culture, or feminist ideology required. *Three credit hours.* L, D. MS. PRINDLE

[457] 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.

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
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	252	Early Chinese History and Thought
	355	Reading East Asian Histories (in translation)
	356	Society and Culture in East Asia
	357	The Chinese Almanac and Popular Religion
	378	Comparative Perspectives East and West
	398	Korean Civilization
	450	History and Culture
Japanese		All courses offered
Music	275	Music and Art in Japanese Culture
Religious Studies	212	Religions of China and Japan
	391	Seminar (if topic is appropriate)
	392	Seminar (if topic is appropriate)

Economics

Chair, PROFESSOR RANDY NELSON

Professors Jan Hogendorn, Henry Gemery, James Meehan, Thomas Tietenberg¹, Clifford Reid, and Nelson²; Associate Professors David Findlay, Patrice Franko³, Debra Barbezat, and Michael Donihue; Assistant Professor Kashif Mansori

¹On leave full year.

²Joint appointment in administrative science and economics.

³Joint appointment in economics and international studies.

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 161 or equivalent; either Mathematics 231 or the two-course sequence 381, 382; one of the senior seminars numbered Economics 431 or 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 The Economics of Organization) and either 277 or 338; Administrative Science 221, 311, and 322; Mathematics 121 or 161 or equivalent; either Mathematics 231 or the two-course sequence 381, 382. Two additional elective economics courses, at least one of which must be numbered 300 or above. 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 all courses offered toward the major. 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; one additional elective economics course numbered 300 or above (excluding Economics 493); Mathematics 122 or 162, 253, 381, 382; two additional elective mathematics courses from Mathematics 274, 311, 313, 331, 332, 338, 352, and 372. Students must also demonstrate mathematical sophistication in Economics 391, or Economics 483, 484, or in an appropriate project in conjunction with Economics 431 or 493. 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 numbered 300 or above. 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; three credit hours in January.* 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

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 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. Discussion of the economic basis for health care reform and governmental intervention in the health care sector. *Prerequisite:* Economics 133. *Four credit hours.*

223fs Microeconomic Theory The theory of the pricing, distribution, and allocation of resources in a market economy. Emphasis 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 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

[231] Environmental and Natural Resource Economics An introductory survey course using economic analysis to explain the underlying behavioral causes of environmental and natural resource problems and to evaluate the policy responses to them. Topics 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.*

[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.*

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

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

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

297j Presidential Economics An analysis of key fiscal and monetary policies from the Hoover to the Clinton administrations. Topics include macroeconomic policies of the Great Depression, the gold standard, wage and price controls, the Kennedy tax cuts, and supply-side

economics. The effects of economic events on political outcomes (e.g. Presidential elections) and on the effects of political factors on economic policies (e.g. the political business cycle). *Prerequisite:* Economics 134. *Two credit hours.* MR. FINDLAY

[312] 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.*

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 with reference 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

336f 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 162. *Three or four credit hours.* MR. DONIHUE

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 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 or 382. *Four credit hours.* MR. FINDLAY

355s 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

373s Open-Economy Macroeconomics An examination of price level and income determination in an open economy, the choice of exchange rate regime and its impacts on macroeconomic stability, constraints on the formulation and implementation of monetary and fiscal policy in an open economy, and the debate over the desirability of international coordination of macroeconomic policies. Emphasis on application of theoretical concepts to analyze historical and current events. *Prerequisite:* Economics 224. *Three or four credit hours.* MR. MANSORI

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

431f 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

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 seminar 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 1997-98: Economic Forecasting, The Economics of Organization, and International Trade Policy. Enrollment limited. *Prerequisite:* Senior standing as an economics major or permission of the instructor. *Four credit hours.* MR. DONIHUE, MR. MEEHAN, AND MR. MANSORI

Education and Human Development

Co-Directors, ASSISTANT PROFESSORS LYN BROWN AND MARK TAPPAN

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

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

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

The program provides the opportunity for able and motivated students to prepare for employment in public and private schools. Colby believes that 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.

A **ninth semester program** is also available to qualified students. Students in the program return to Colby after graduation to complete the Senior Student Teaching sequence (Education 433 and 493) by working full-time in a local school. Students admitted into the ninth semester program will not be charged tuition but will pay a small administrative fee. Students will also be responsible for finding their own housing off campus. Students interested in the ninth semester program should apply to the program faculty in the spring of their senior year.

Additional information about the professional certification and ninth semester programs is available from the department. Early consultation with program faculty and careful planning of the student's course of study 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, 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 other than those required for the major may be required for certification. 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. MS. GRANDE AND MR. TAPPAN

235f Multicultural Education and the Difference of Politics Tremendous diversity exists 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 the course 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:* Permission of the instructor. *Four credit hours.* MS. RAAG

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 is also considered. *Prerequisite:* Education 215, Psychology 255, 257, or permission of the instructor. *Four credit hours.* MR. TAPPAN

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

[336] 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.

351fjs 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 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.* MR. TAPPAN

355j Urban/Multicultural Practicum Students 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. MR. TAPPAN

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 are 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 serve as student teachers in a secondary school, helping adolescents to learn and working with the 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 GAELE BRYANT

Associate Chair, ASSOCIATE PROFESSOR JAMES FINNEY BOYLAN

Professors Douglas Archibald, Patrick Brancaccio, John Mizner¹, Charles Bassett², John Sweeney, Susan Kenney², Peter Harris, Ira Sadoff³, W. Arnold Yasinski⁴, Phyllis Mannocchi, and Jean Sanborn²; Associate Professors Robert Gillespie⁵, Patricia Onion², Natalie Harris^{1,2}, Linda Tatelbaum², Bryant, Boylan², Laurie Osborne, David Suchoff, and Debra Spark²; Assistant Professors Elizabeth Sagaser¹, Anindyo Roy, and Elisa Narin van Court; Adjunct Assistant Professor David Mills; Visiting Assistant Professors Michael Burke², Susan Sterling², Katherine Stubbs, and Andrew Dephtereos²

¹On leave full year.

²Part time.

³January and second semester only.

⁴Administrative vice president.

⁵College editor.

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 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 additional 300- or 400-level course offered by the English Department; one senior seminar (493). At least three of these courses above the 271-level must be courses in which the major focus is upon literature written in English before 1800 and at least three upon literature written in English after 1800. All choices of advanced courses should be carefully planned with the major adviser, who 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, concentrators in creative writing must take (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, including play writing (Performing Arts 218) and creative nonfiction. 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. First priority for admission to English 278 and 279, the introductory courses in fiction and poetry writing, is given to sophomores. Due to enrollment pressures, students who do not register for English 278 as sophomores may run the risk of being unable to elect the concentration. 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.* MS. SANBORN

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. SANBORN, 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

135f Literature and Politics Between the Wars, 1919-1945 Formerly listed as English 199. See course description in the "Integrated Semester Studies" section of this catalogue. Enrollment limited. *Four credit hours.* L. MR. BASSETT

136s Literature: Post-War and Cold War Thought, 1945-1970 See course description in the "Integrated Semester Studies" section of this catalogue. Enrollment limited. *Four credit hours.* L. MR. SWENEY

151s Reading and Writing about Literature An introduction to fiction, poetry, and drama, as particularly configured for students whose major is not English. Focusing on the common themes of love, literature, and the imagination, the course emphasizes close reading and careful critical writing. Lectures address different strategies for the structure of dramatic action. Students have the option of writing and developing a short story of their own during the semester. Authors, texts, and films to be examined may include Seuss's *The Cat in the Hat*, *The Wizard of Oz*, Keats's odes, a Harlequin Romance, Baker's *Vox*, Eliot's "The Love Song of J. Alfred Prufrock" and "Burnt Norton," Arnold's "Dover Beach," Gilman's "The Yellow Wallpaper," Shelley's *Frankenstein*, sonnets of Shakespeare, Williams's *A Streetcar Named Desire*, Marvell's "To His Coy Mistress," O'Brien's *Going After Cacciato*, poems by Lucille Clifton, and stories by Salinger, Calvino, and Joyce. *Four credit hours.* L. MR. BOYLAN

172fs Literary Studies "What is literature?" or "When is it literature?" A focus on the students' encounter with the text, the words on the page. Examples of poetry, prose, and drama written in English, from different times and cultures; and work toward developing a basic critical vocabulary for understanding and discussing these different forms of literature. Frequent practice in careful critical writing. Required for English majors; should be taken during the first year. Does not count toward the College-wide literature requirement. *Four credit hours.* FACULTY

178s Love, Literature, and Imagination See course description in the "Integrated Semester Studies" section of this catalogue. Enrollment limited. *Four credit hours.* L. MR. BOYLAN

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

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 Brome; 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

[313] 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.

[315] 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.

[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.

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

324f 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. MR. SUCHOFF

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 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

326s Modern Irish Poetry The origins, contexts, nature, and achievements of Irish poetry after Yeats. Poets selected from among Louis MacNiece, Austin Clarke, Patrick Kavanagh, Thomas Kinsella, John Montague, Eavan Boland, Medbh McGuckian, Seamus Heaney, Derek Mahon, Michael Longley, Paul Muldoon, Tom Paulin, Eamon Grennan. *Four credit hours.* L. MR. ARCHIBALD

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

331s Studies in Pre-Modern Drama: Middleton and Webster A study of two of the greatest Renaissance dramatists, who have been overshadowed by the "upstart crow." The class will concentrate on how both playwrights create and use strong women characters in plays ranging from *The Roaring Girl* to *The Changeling*. *Four credit hours.* L. MS. OSBORNE

332s Studies in Modern Drama: Contemporary Women Playwrights Listed as Performing Arts 332 (q.v.). *Four credit hours.* L. MS. WING

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

[334] Contemporary American Drama Beginning with the experimental theater groups and texts of the mid-'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.

338f 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. MR. BRANCACCIO

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

341f American Realism and Naturalism This course will explore American Realism and Naturalism through some of the major events and issues—the Civil War, World War I, Progressivism, Social Darwinism, the Depression, and Communism—that influenced American literary production from 1860 to 1950. Emphasis will also be given to historicizing Realism

and Naturalism as dialectical “movements” within which authors like Mark Twain, Emily Dickinson, Frank Norris, Ann Petry, Eugene O'Neill, and Ralph Ellison wrote sometimes from the periphery, sometimes from the center. *Four credit hours.* L. MR. BRYANT

342f American Indian Literature The decades since the '60s have seen a vigorous outpouring of literature from American Indian writers, many of whom merge oral tradition with Western literary forms to create a distinctively native voice. An examination of contemporary writers (Silko, Erdrich, Seals, King, Vizenor, Welch, Harjo, Hogan, Alexie, and others) whose work mediates between native and Western values and imaginative forms. A study of the sacred stories and traditions in which their work is grounded, paying attention to issues of translation and ethnopoetics. *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

344s 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. MR. SADOFF

345s Modern American Fiction Major works of American fiction since 1920—by Faulkner, Hemingway, Fitzgerald, Bellow, O'Connor, Alice Walker, and others—will be analyzed, emphasizing the pattern of experience of the protagonist in conflict with the modern world. *Four credit hours.* L. MR. BASSETT

[347] 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, essays, and ideological statements of its partisans and opponents. Poets to be considered in literary, historical, and cultural context will be Robert Frost, T.S. Eliot, Ezra Pound, Langston Hughes, Marianne Moore, Wallace Stevens, William Carlos Williams. *Four credit hours.* L.

348s “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 time, it has also witnessed 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, namely those in the Caribbean, Africa, and the Indian subcontinent. The histories that have shaped these emerging traditions, and the ways in which writers such as Chinua Achebe, Soyinka, Salman Rushdie, Raja Rao, 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

351j Contemporary American Poetry A study of some of the major and emerging figures and poetic movements in American poetry, emphasizing close readings and cultural contexts of work written primarily after 1970. Poets include Elizabeth Bishop, Lucille Clifton, Allen

Ginsburg, Sharon Olds, Adrienne Rich, and Richard Wilbur. *Four credit hours; three credit hours in January.* L. MR. SADOFF

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

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 to American studies majors. *Four credit hours.* L. MR. HARRIS AND MS. STUBBS

[362] Art and Oppression: Lesbian and Gay Literature and Modern Society How does a minority respond artistically to societal oppression that ranges from silencing and invisibility to censorship and persecution? An examination of the literary response/resistance of lesbian and gay people and their process of literary self-definition, in the face of what Adrienne Rich has defined as society's "compulsory heterosexuality." 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.

365f 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. *Four credit hours.* L. MS. MANNOCCI

366s 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 II covers the period from 1660 to the modern age (Woolf). *Four credit hours.* L. MR. ROY

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

379fs Intermediate Poetry Workshop Practice in the writing of poetry, with major emphasis on student manuscripts. 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 279. *Four credit hours.* MR. HARRIS AND MR. SADOFF

397f, 398As Study of Drama Ancient Greeks to modern times. An examination of the historical progression of drama, with attention to close reading of texts, film representations, and issues of intertextuality. *Four credit hours.* L. MR. SWENEY AND MS. ONION

398Bs Early American Women Writers Is there a "female literary tradition" in America? Moving from the colonial era to the early 20th century, the course explores many of the themes central to women's lives while also investigating the literary genres traditionally associated with women's writing, exploring the insights of feminist historians, and assessing the recent critical reclamations of "female" genres such as domestic fiction and the sentimental. Authors include Bradstreet, Foster, Rowson, Jacobs, Fuller, Stowe, Warner, Stoddard, Chopin. *Four credit hours.* L. MS. STUBBS

398Cs Modern Jewish Writing A survey course in modern Jewish culture from the "Haskala" or Jewish Enlightenment forward. The creative social, literary, and political forces that preceded and responded to the "modern Jewish revolution," which began in the 1880s with the advent of renewed pogroms in eastern Europe and, later, the Dreyfus case in France. The class will read European Jewish writers in translation and will consider the origins and achievements of Hassidism, writers of the Jewish Enlightenment, modern Zionism, the rebirth of modern Hebrew, the cultures of Yiddish, Jewish language debates, the achievements of German Jewry, the break-up of shtetl life, and the flourishing of Jewish ideological and literary positions on the eve of World War II. Writers include S.Y. Agnon, Aharon Appelfeld, Martin Buber, Ahad Ha-am, Moses Hess, Franz Kafka, Moses Mendelssohn, I.L. Peretz, Henry Roth, Isaac Bashevis Singer. *Four credit hours.* L, D. MR. SUCHOFF

411f Shakespeare I: Shakespearean Excess The course explores the ways in which Shakespeare stages excess: too much blood, too much lust, too much jealousy, too much drink. How the idea of excess in Early Modern England fit into psychological and medical as well as social concerns with too much. *Four credit hours.* L. MS. OSBORNE

412j Shakespeare II: The Course of True Love A study of both *A Midsummer Night's Dream* and *Romeo and Juliet* in detail as a provocative example of Shakespeare's reworking of his own materials. The course includes films, adaptations, and later revisions of these two plays. *Four credit hours; three credit hours in January.* L. MS. OSBORNE

413As Author Course: William Faulkner Close reading of William Faulkner's major short fiction and novels in context of the modernist struggle for authority and authenticity. The provocative, cross-racial literary discourse between black and white writers during the modernist period will be theoretically situated into a larger cultural context by, for example, the "play" between Harold Bloom's "anxiety of influence," Michael Awkward's counter-argument about "inspiring influences," and Henry Louis Gates Jr.'s trope of the signifyin(g) monkey. The "burden of Southern history," the vanishing wilderness, and the politics of race and gender will help thematize the fiction that transformed Faulkner from an almost-out-of-print regionalist writer in 1945 into the Nobel Prize recipient just five short years later. *Four credit hours.* L. MR. BRYANT

413Bs Author Course: Geoffrey Chaucer An introduction to Chaucer's *Canterbury Tales*, reading closely in the poetry and investigating the historical, social, and material contexts

in which Chaucer's work was written and transmitted. The beginning of the course will be in large part devoted to learning to read the poetry (as performed verse) in its original Middle English form. The *Canterbury Tales* will be approached through a variety of topical and critical issues grounded in the history of late-Medieval literary life and practice. Topics may include the use of the vernacular, poetic one-upmanship, alterity and modernity, indirection and moral evaluation, Chaucer's complex representation of gender relations, and Chaucerian transformations of rhetorical and generic traditions. *Four credit hours.* L. MS. NARIN VAN COURT

[421] The Literature of Existentialism Although 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.

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. MANNOCCI

426s 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. MR. BRYANT

429s 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. MS. MANNOCCI

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.* MS. SPARK

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

493Af Seminar: Jewish American Fiction A course in 20th-century Jewish-American writing, with emphasis on modern fiction and its responses to the political and cultural dilemmas that have shaped Jewish identities in America. Attention to the cultural forces that move Jewish writers toward universalism as well as particularist stances by examining the pressures of assimilation, the claims of Zionism, Yiddish, anti-Semitism, Cold War culture, the New York intellectuals, and Hollywood as influences on Jewish writers, and the general problem of ethnic identity in American culture. Readings in Saul Bellow, Abraham Cahan, Norman Mailer, Bernard Malamud, Cynthia Ozick, Henry Roth, Philip Roth, Delmore Schwartz, I.B. Singer, and others. *Four credit hours.* L. D. MR. SUCHOFF

493Bf Seminar: Class in America From the foundational myth that America is a classless society to current jokes about "white trash," powerful forms of fantasy, anxiety, and denial have long clustered around issues of class. Taking a cultural studies and literary critical approach, the course investigates the stereotypes, codes, and conventions that have been associated with the working classes since industrialization and how the working classes have responded to these depictions. Throughout encounters with essays, photographs, literature, and television shows such as *All in the Family* and *Roseanne*, students will consider how issues of class intersect with issues of gender and race and will seek to uncover the complex mechanisms through which class boundaries are established, maintained, and contested. *Four credit hours.* L. MS. STUBBS

493Cf Seminar: Johnson, Burke, and Foundations of Modern Conservatism The major writings. Topics include the sublime and the beautiful; instability and the rage for order; politics and the imagination; natural law and natural rights; colonial and anti-colonial forces in India, Scotland, and Ireland; "men of property" and the dispossessed; revolutions in America and France. Attempt to determine what Burke and Johnson meant by "conservative" and how and why that differs from what anybody means now. *Four credit hours.* L. MR. ARCHIBALD

493As Seminar: George Eliot One of the central objectives of this seminar is to scrutinize the intersection of female authorship, 19th-century England, and Christianity in order to formulate some ideas concerning the psychologizing character of George Eliot's narratives and the particular redemptive ideology she makes available to both characters and readers. A study of some of the major works (*Adam Bede*, *The Mill on the Floss*, *Silas Marner*, *Middlemarch*, and *Daniel Deronda*) and two lesser known works (*Scenes of Clerical Life* and the exceedingly odd and supernatural *Lifted Veil*). *Four credit hours.* L. MS. NARIN VAN COURT

493Bs Seminar: Italian and American Literary Relations, 1920-1950 Italian novelists and critics "discovered" and translated American writers such as Hemingway, Fitzgerald, Sherwood Anderson, John Dos Passos, Melville, and Whitman during the 1920s. In the 1930s and '40s American novelists promoted the careers of Italian writers such as Ignazio Silone, Elio Vittorini, Cesare Pavese, and others. This seminar will explore the mutual interest and influence in fiction from both sides of the Atlantic. *Four credit hours.* L. MR. BRANCACCIO

Environmental Studies

Director, PROFESSOR DAVID FIRMAGE

ADVISORY COMMITTEE: Professors Elizabeth DeSombre (*Environmental Studies and Government*), Thomas Tietenberg (*Economics*)¹, Russell Cole and Firmage (*Biology*), James Fleming (*Science, Technology, and Society*), Whitney King (*Chemistry*), David Nugent (*Anthropology*), and James Webb (*History*)

¹On leave full year.

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; Mathematics 121 or 161, and 112 or 231.

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. Policy Process

Government 131, Introduction to International Relations, and one course from the following list:

<i>Economics</i>	312 Topics in Law and Economics
	332 Regulated Industries
	351 Public Finance
<i>Government</i>	111 Introduction to American Government
	151 Comparative Politics: An Introduction
	212 The American Congress
	213 United States Senate Simulation
	311 The Judicial Process
	317 The Policy Making Process
	332 International Organizations

IV. Policy

Three courses, including at least one 400-level course, selected from the following group:

<i>Administrative Science</i>	250 Industry, Technology, and Society: 1750-1900
	251 Industry, Technology, and Society: The 20th Century

<i>Anthropology</i>	252	Hunger, Poverty, and Population: The Anthropology of Development
	256	Land, Food, Culture, and Power
<i>Biology</i>	493	Problems in Environmental Science (open only to double majors in biology: environmental science)
<i>Economics</i>	278	International Trade
	293	Economic Development of the Third World
	493	Advanced Topics in Environmental Economics (open only to double majors in economics)
<i>Environmental Studies</i>	493	Environmental Policy Seminar (open only to policy majors)
	494	Honors in Environmental Policy (open only to policy majors)
<i>History</i>	364	Economic Change in 20th-Century Africa
	481	Ecological Change in World History
<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, 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	Economic Development of the Third World
<i>Environmental Studies</i>	235	Sustainable Development
	334	International Environmental Law
<i>Geology</i>	352	Principles of Geomorphology
	353	Groundwater Hydrology
	494	Advanced Environmental Geology
<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.

Honors in Environmental Studies

Majors in environmental studies may apply during the fall semester of their senior year for admission to the honors program. Candidates must submit a proposal by the third week in October for an honors project. The proposal should contain information on both the project to be completed during the senior seminar (which should serve as the foundation for the honors research) and how this project would be expanded and refined in the semester following the

seminar (Environmental Studies 494). On successful completion of the work of the honors project and the major, a student's graduation from the College will be noted as being "With Honors in Environmental Studies."

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 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.

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

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

235f 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 explores 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 Government 235. *Prerequisite:* Permission of the instructor. *Four credit hours.* MS. DESOMBRE

334j 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 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 Government 334. *Prerequisite:* Previous or concurrent enrollment in Government 131 and either Environmental Studies 118, 235, or Economics 231, or permission of the instructor. *Four credit hours; three credit hours in January.* 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 an environmental policy major or environmental studies minor. *One to four credit hours.* FACULTY

493f Environmental Policy Seminar The seminar will focus on a particular set of resource issues for the semester. Readings, discussions, and presentations will emphasize interdisciplinary solutions to environmental problems. 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 permission of the instructor. *Four credit hours.* MS. DESOMBRE

494s Honors in Environmental Policy The honors project will be an outgrowth of research done during the 400-level course taken during the fall of the senior year. A project proposal should be submitted during the fall semester. *Prerequisite:* Senior standing in the environmental policy major and acceptance into the honors program. *Four credit hours.* FACULTY

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 SUELLEN DIACONOFF

Professors Guy Filosof¹, Jonathan Weiss², Jane Moss, and Arthur Greenspan; Associate Professors Diaconoff and Adrianna Paliyenko; Instructor Dace Weiss³; Visiting Instructor Michelle Chilcoat

¹On leave fall semester.

²Associate dean of faculty and director of off-campus study.

³Part time.

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.

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.

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 level and above, four of which must be in literature at the 300 level or above.

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 normally will 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 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 also will be introduced to the cultural contexts of the Francophone world. Use of audio and video taped 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, a placement test 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:* a 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 Africa and the Caribbean. There will be continuing work in improving oral and written skills. *Prerequisite:* French 127 or permission of the department. *Four credit hours.* MR. GREENSPAN AND MS. PALIYENKO

131fs Conversation and Composition A course designed specifically for students wishing to develop oral skills and acquire an extensive modern vocabulary, with additional practice in writing short weekly compositions. Enrollment limited. *Prerequisite:* A score of 60 on the College Board French SAT-II test or its equivalent on the placement test; or French 127, 128 or permission of the department. *Four credit hours.* MS. CHILCOAT AND MR. FILOSOFF

228f 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.* MS. MOSS

231fs 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.* MR. GREENSPAN AND 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 the instructor. *Four credit hours.* MS. DIACONOFF

233s Contemporary France Emphasis on the institutions, events, and culture that shape France today. Special attention 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 Europe 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

234s Intensive Spoken French Weekly practice in oral French, designed for French majors preparing to study abroad, and conducted by the French assistant under the direction of a faculty member. Nongraded. *Prerequisite:* Acceptance in a study-abroad program in a French-speaking country. *One credit hour.* FACULTY

252s Text and Tradition in French Literature 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 significant writing component. Required of the major in French literature. *Prerequisite:* French 128 or appropriate College Board scores. *Four credit hours.* L. MR. FILOSOF

311s Literature of the Ancien Régime: Women's Narratives Literary, historical, and feminist analysis of women's writing from the 15th century through the Revolution. Narratives range from the romance to fairy tales to the essay and the gothic novel and deal with subjects as modern as relations between the sexes, rape, domestic violence, and divorce in conjunction with women's social roles, language, notions of beauty, virtue, and empowerment. Non-French majors may choose to write papers and examinations in English. *Four credit hours.* L, D. MS. DIACONOFF

[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 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.*

[350] 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.

351f 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. MS. MOSS

355s Poetic Scenes and Their Margins A revisionist approach to women's poetic movement in 19th-century France, from Romanticism to Symbolism. Reading women's writing together with the works of their "strong" male counterparts, the course considers the politics of literary reputation. Literary, historical, and feminist analysis of selected texts focuses on current issues of authority, creativity, gender, and identity formation. Non-French majors may elect to write papers and examinations in English. *Four credit hours.* L. MS. PALIYENKO

[358] 19th-Century Narratives Study of the novels or short stories of writers such as Balzac, Stendhal, Flaubert, Maupassant, and Zola and the literary movements of Romanticism, Realism, and Naturalism. Recent 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 Exercises in the translation, both from English to French (thème) and from French to English (version), of literary texts of varying styles. Stylistic analysis of some of the more marked prose styles in French literature. *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 topic in literature or area studies, depending on the student's major in French, and 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 required for senior majors both of French studies and of 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; students will also work independently on individually designed projects (a substantial piece of written work and a formal oral presentation are required). The theme for 1997-1998: *Témoignage et Histoire: mémoire personnelle, mémoire collective.* *Four credit hours.* MR. GREENSPAN

Geology

Chair, PROFESSOR ROBERT E. NELSON

Professors Donald Allen and Nelson; Visiting Assistant Professor John Graham; Visiting Instructor Sonya Skoog; Senior Teaching Associate Bruce Rueger

If one is interested in our planet—how it developed its present characteristics and what may happen to it in the future, where life originated and what supports us on the planet, the physical and hydrologic framework for the environment, and our resources and their use—geology is a central area of study.

The Department of Geology possesses extensive rock, mineral, and fossil collections for study, 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 or Catskill Mountains 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, 356 or 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 or 356), 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 or 356, 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 or 356), 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. GRAHAM

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. GRAHAM

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. NELSON

[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.

171f 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. MS. SKOOG

[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.*

[179j] 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.*

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.* MS. SKOOG

252s Micropaleontology An independent study laboratory course covering one or more of the major microfossil groups. Emphasis on identification, age determination, and environmental interpretation. *Prerequisite:* Geology 251 or permission of the instructor. *Four credit hours.* MS. SKOOG

[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. *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. GRAHAM

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

[353] Groundwater Hydrology A survey of the hydrologic cycle, with specific attention to those components of the cycle related to the sources and occurrence of groundwater resources; the factors that govern the movement of groundwater through aquifers, and the physical and chemical changes that result from passage through the hydrologic cycle. An introduction to techniques used in groundwater quantity and quality investigations. Lecture and laboratory. *Prerequisites:* Geology 141, 142 and Mathematics 121 or 123 or permission of the instructor. *Four credit hours.*

[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.*

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.* MS. SKOOG

[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.*

372s 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. GRAHAM

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 appropriate sections "German" and "Russian."

German

In the Department of German and Russian.

Unless otherwise specified, all courses are conducted in German.

Associate Professors James McIntyre and Ursula Reidel-Schrewe; Visiting Assistant Professor Cornelius Partsch; Language Assistant Christoph Vojc

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*. Majors are expected, and minors are strongly encouraged, to spend at least one semester on an approved program abroad. The German faculty welcomes inquiries from all students regarding the choice and timing of foreign-study options in the German-speaking countries.

Achievement Test: If a student offers a foreign language for entrance credit and wishes to continue it in college, that student must either have taken the College Board 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, 258, 356, History 223, 224, 313, 320, 321, 322, Music 115, Philosophy 359.

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 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.

[119] 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.*

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. *Prerequisite:* German 125 is prerequisite for 126. *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. PARTSCH

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.* INSTRUCTOR

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. One credit hour.* MR. VOJC

[131] 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.*

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.* INSTRUCTOR

135f 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 128 or equivalent. *Three 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. PARTSCH

232s 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. *Four credit hours.* INSTRUCTOR

[234] 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. *Four credit hours.*

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

[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. *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. *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. *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 1998 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.*

Government

Chair, PROFESSOR L. SANDY MAISEL

Professors William Cotter¹, Maisel, and G. Calvin Mackenzie; Associate Professors Kenneth Rodman, Anthony Corrado², and Guilain Denoeux; Assistant Professors Suisheng Zhao, Elizabeth DeSombre, Jennifer Yoder, and Joseph Reisert; Visiting Assistant Professor Timothy Steigenga

¹President of the College.

²On leave full year.

The Department of Government offers a wide range of courses in American government and politics, comparative government and politics, international politics, political theory, and research methods and quantitative analysis. The departmental goals include exposing students to a variety of forms of governments and intergovernmental activities and to the means for studying these governments and their actions.

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.

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. MR. ZHAO, MR. RODMAN, AND MR. STEIGENGA

151fs Comparative Politics: An Introduction to Politics Outside the United States A comparative analysis of politics in liberal democracies, communist and post-communist political systems, and developing countries. Important concepts in the field of comparative politics are introduced. The overriding theme is that of democracy and the challenges of democratization. *Four credit hours.* S, D. MR. DENOEU AND MS. YODER

171fs Introduction to Political Theory A discussion of the basic terms, concepts, and principles of modern political science, with particular focus on modern liberalism and its critics. Topics include sovereignty, individual rights, equality, nationalism, socialism, and revolution. Readings from Hobbes, Locke, Rousseau, Mill, Burke, Marx, and others. *Four credit hours.* S. MR. REISERT

[211] The American Presidency The organization, powers, and actions of the executive branch of the American government examined in historical and contemporary perspective. *Prerequisite:* Government 111 or permission of the instructor. *Four credit hours.*

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. MAISEL

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

[214] 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.*

[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.

[232] 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.*

233f 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.

235f 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. *Four 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.*

237j Justice and War An examination of scholarly controversies surrounding the issue of when war and the means of waging it are considered legitimate. Among the cases covered are the Persian Gulf War, humanitarian intervention in Bosnia, Hiroshima, the ethics of nuclear deterrence, guerrilla war, and terrorism. Issues will be examined both through scholarly texts and films and literature. *Three credit hours.* MR. RODMAN

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 Palestinian 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; 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, the September 1995 Oslo II agreement; and the “peace process” since the election of Benjamin Netanyahu as prime minister of Israel. 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 and political 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. MR. STEIGENGA

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. MR. STEIGENGA

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. The 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 Introduction to the Politics and Government of Eastern Europe 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

261s 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.* MR. ZHAO

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.* MS. YODER

[263j] The Balkan Crisis 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.*

[273] **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.*

276s **Democracy** What does rule by the people require? And is it really desirable? An historical examination into the idea of democracy, beginning with classical critiques of democracy and concluding with contemporary celebrations of it. Topics include legitimacy, freedom, autonomy, virtue, mediocrity, shamelessness, and despotism. Readings from Thucydides, Plato, Aristotle, Rousseau, Tocqueville, Mill, and others. *Prerequisite:* Government 171 or permission of the instructor. *Four credit hours.* MR. REISERT

[281] **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.

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

[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: Federalism** An examination of major themes in American constitutional law, focusing on the period from the founding to the New Deal. Topics include constitutional interpretation and judicial review, the role of an independent judiciary, the structure and powers of the national government, and the rise and fall of substantive due process and economic rights. 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

314s Constitutional Law II: Individual Rights Legal, moral, and political controversies involving the Bill of Rights and the 14th Amendment. Particular attention to the period from the New Deal to the present. Cases examined deal with freedom of speech and press, obscenity, pornography, and "hate speech"; searches and seizures and the rights of the accused; the "right of privacy," and protections for contraception, abortion, and homosexuality; and affirmative action and the status of women and minorities under the law. Readings of major U.S. Supreme Court cases and related works of moral and political philosophy. *Prerequisite:* Government 111 or permission of the instructor. *Four credit hours.* S. MR. REISERT

[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.*

317f 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.* MR. MACKENZIE

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

320s 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.* MR. MACKENZIE

331s 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.* MR. RODMAN

[332] 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.*

[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.*

334j 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 addressing current environmental problems. Under what conditions have states been able to cooperate to improve the global environment? The course also will 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 Studies 118, 235, or Economics 231, or permission of the instructor. *Four credit hours; three credit hours in January.* MS. DESOMBRE

335s 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.* MR. STEIGENGA

336s 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.* MS. DESOMBRE

[339] 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. *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 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. *Prerequisite:* Government 252 or permission of the instructor. *Four credit hours.* S. MR. DENOEU

[352] 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

[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.

355f Transforming the Communist System An examination of the characteristics of communist systems in the 1980s, the rise to power of Gorbachev in the Soviet Union, the collapse of communism in Eastern Europe, and the various reform tasks and choices confronting new regimes in the former communist bloc. An in-depth analysis of the political, economic and socio-cultural changes associated with the transition from communism. *Prerequisite:* Government 258 or permission of the instructor. *Four credit hours.* MS. YODER

[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.*

[359] 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. Ideologies 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.*

[371] 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.*

[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.*

[412] 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.*

413s 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.* MR. MACKENZIE

414f 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

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

432f 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

451s 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, 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

[453] 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.*

[455] Seminar: Democratization Theories and Applications 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.*

[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.*

458s Tutorial on Latin America Readings and discussions of selected topics related to politics and policies in Latin America. *Prerequisite:* Government 151 or permission of the instructor. *Four credit hours.* MR. STEIGENGA

[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 Richard Moss and Robert Weisbrot; Associate Professor Webb; Assistant Professors Elizabeth Leonard¹, Julie Kay Mueller, Larissa Taylor, Raffael Scheck², Mariano Plotkin², and Robert LaFleur; Visiting Assistant Professors Marc Stein and Elizabeth Hutchison

¹ On leave first semester.

² On leave full year.

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, 300-level seminars, and senior 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 each of the following three areas: United States, European, and non-Western history; and 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. Up to four of the 12 semester courses in history may be transferred from courses taken in history departments at other colleges and universities at home and abroad. Students may petition in advance to count up to a maximum of two courses in allied fields at Colby toward the 12-course requirement for the major. The combined number of courses both transferred from other colleges and universities and counted from allied fields at Colby is restricted to four.

All majors must take a designated senior research seminar (which may also count toward fulfilling an area requirement) in which they write a major research paper. In exceptional cases,

history majors may make application to enroll in History 494 Independent Research (in either semester) in order to write a major research paper. History majors granted admission to the campus-wide Senior Scholars Program are exempt from this 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

Senior majors in history who write exceptionally strong research papers in a history senior research seminar during the first semester of their senior year and who wish to continue their research in an honors program may make application to a history professor who, at his or her discretion, may agree to act as honors adviser and to enroll the student as an honors candidate in History 484. Alternately, exceptionally strong students may make application at the end of the spring semester of their junior year and, at the discretion of a history professor who agrees to act as honors adviser, may be admitted in the first semester of the senior year to History 483, the first semester of a year-long honors program. Upon successful completion of History 483, the student, at the discretion of the honors adviser, would be admitted to History 484. Upon the successful completion of History 484 and the requirements for the major, the honors student's 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.* MS. TAYLOR

112s A Survey of Modern Europe An introduction to the great political, socioeconomic, 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. *Four credit hours.* MS. MUELLER

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

135f Integrated Semester: The Crisis of Liberal Democracy, 1919-1945 Described in the "Integrated Semester Studies" section of this catalogue. Formerly listed as History 199. *Four credit hours.* MR. WEISBROT

- 136s Integrated Semester: The American Superpower, 1945-1970** Described in the "Integrated Semester Studies" section of this catalogue. *Four credit hours.* MR. WEISBROT
- 151f, 152s Introduction to East Asia** Listed as East Asian Studies 151, 152 (q.v.). *Four credit hours.* D. MR. LAFLEUR 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
- 177f Integrated Semester: Enlightenment and Revolution, 1775-1800** Described in the "Integrated Semester Studies" section of this catalogue. *Four credit hours.* MS. TAYLOR
- 178s Integrated Semester: Introduction to the History of Sexuality in the United States** Described in the "Integrated Semester Studies" section of this catalogue. *Four credit hours.* MR. STEIN
- 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
- 208f Romans and Jews: History, Religion, Archaeology** Listed as Ancient History 258 (q.v.) *Two credit hours.* MR. ROISMAN
- [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.*

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

[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; Glorious Revolution; witchcraft and popular culture; women, family, and society; 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 Habsburg influence in the 18th century and ending with the civil war of the 1990s. *Three credit hours.*

[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.*

[224] 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.*

[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" at 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, socioeconomic, 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.* MS. MUELLER

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.*

235j American Women, American Wars A combination lecture and discussion course which examines the roles played by American women in four American wars—the Revolution, the Civil War, World War I, and World War II—and the effects of those wars on shaping the experience of American women at critical points in American history. *Two credit hours.* MS. LEONARD

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

238f Religion in America Listed as Religious Studies 217 (q.v.). *Four credit hours.* S. MS. CAMPBELL

239s 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? If so, what kind of watershed, and for whom? *Four credit hours.* MS. LEONARD

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

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

243s 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 lesbian, gay, and straight life; birth control, abortion, reproduction, and fertility; prostitution; venereal disease; and inter-racial and inter-ethnic sexuality. *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

252s Early Chinese History and Thought A course to introduce students to the history and philosophy of early China, emphasizing the Eastern Zhou, Qin, and Former Han dynasties, roughly 700 B.C.E. to the beginning of the common era. Course work will center on careful reading, discussion, and writing about the rich historical and philosophical texts from this period—works which continue to inspire the imaginations of readers in China and beyond. *Four credit hours.* D. MR. LAFLEUR

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

271f Introduction to Latin American Studies An intensive introduction to the field of Latin American studies through selected debates on identity, culture, politics, and development. The course integrates materials from disparate fields and media in order to examine key topics such as Mexican national identity, Brazilian urbanization, military rule in Chile, ethnic conflict in Guatemala, and Latinos in the United States. Students will read key Latin American works in translation, consult Latin American news sources, and use films, music, and dance in this interdisciplinary course. 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. *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] Manhood in Greek Society and Literature Listed as Classics 332s (q.v.). *Four credit hours.*

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

[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.*

[326] The Social History of Russia, 1917-1938 A junior-level seminar devoted to exploring the lives of ordinary men and women during two decades of extraordinary political and economic transformation. To what extent and how did revolution, civil war, and radical dictatorship affect rural and urban life, sexuality, gender relations, youth culture, religion, and social mobility? *Four credit hours.*

329f Stalin and Stalinism A junior-level seminar on 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

333f American Cultural History, 1600-1865 American life from the founding to the Civil War as seen from a social and intellectual perspective. Emphasis on the growth of a unique American mind and its relationship to New World social and political development. *Four credit hours.* MR. MOSS

[334] United States Cultural History, 1860-1974 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.*

336s America: The New World, 1607-1783 The American colonies from their earliest settlement to the Revolution; the emergence of a unique American society and mind from the Puritans to George Washington. *Four credit hours.* MR. MOSS

338s 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 anti-federalism 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.* MS. LEONARD

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

[342] Crisis and Reform: American Society and Politics in the 1960s The Utopian hopes for government during the Kennedy and Johnson years, both in solving social problems and in containing communism around the world. Readings focus on the shaping of federal policies, their domestic and global impact, and the cultural and political legacy of this era. Enrollment limited. *Four credit hours.*

344s 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:* Permission of the instructor. *Four credit hours.* MR. WEISBROT

346f 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 between movements. *Four credit hours.* MR. STEIN

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

[348] 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.*

[355] 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.

[356] 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.

357f The Chinese Almanac and Popular Religion An intensive examination of a Chinese folk classic and the popular Daoist, Buddhist, and Confucian religious traditions that are central to an understanding of Chinese social life during the past millennium. *Four credit hours.* D. MR. LAFLEUR

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

364f Economic Change in 20th-Century Africa A seminar on the evolution of African economies in the 20th century; topics include the commercial revolution, colonial and post-colonial policy, urbanization, food crisis, and international aid. Designed to provide a solid historical foundation for understanding contemporary problems. *Four credit hours.* D. MR. WEBB

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.

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

391f, 392s **Independent Study** *Prerequisite:* Permission of the instructor. *One to four credit hours.* FACULTY

[398] **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.*

412f **Research Seminar: 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. *Prerequisite:* Permission of the instructor. *Four credit hours.* D. MS. TAYLOR

[414] **Research 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.*

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

[421] **Research 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. *Four credit hours.*

[426] **Research Seminar: 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 on a topic of their own choosing. 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.*

433f **Research Seminar: 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] Research Seminar: Women in the Civil War An in-depth study of women's involvement in the war both as active participants and as observers on the home front. Themes include women's enthusiasm for the war; the significance of their willingness to maintain the home front; relations between women and men in military hospitals; the impact of class and race on women's wartime opportunities; and the consequences for prewar gender systems of women's active war participation. *Prerequisite:* Permission of the instructor. *Four credit hours.* D.

[442] Research 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 Jr., and Malcolm X, among others. *Prerequisite:* Permission of the instructor. *Four credit hours.* D.

[447] Research 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.*

450f Research Seminar: History and Culture The concept of culture and its uses for historical study. Weekly discussions of a general set of readings about cultural practice and inquiry prior to discussions of students' original research projects. All research will center on the cultural history of an area with which the student has already become familiar through prior course work. *Four credit hours.* D. MR. LAFLEUR

481f Research Seminar: 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

494fs History Independent Research *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 three or four different disciplines. The integrated semester provides an opportunity for students 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. The program was inaugurated in the spring of 1997, with faculty in history, literature, music, and physics providing an examination of the years from 1919 to 1945, from the end of World War I through World War II.

Students who elect to take one of the integrated semesters will enroll in all courses listed in a cluster and will receive credit toward the appropriate area requirements. 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 in each cluster is limited to 20 students; first-year students have priority.

Two clusters are offered in each semester in 1997-1998.

Clusters scheduled for fall 1997:

I. War, Revolution, and the Crisis of Modern Culture, 1919-1945

AM 135f The Formation of Modern American Culture, 1919-45 An examination of the social and cultural developments that contributed to the evolution of a "modern" American culture in the years between the two world wars. The ways that large-scale events like immigration, internal migration, urbanization, the Great Depression, and World War II contributed to the evolution of new understandings of racial and gender order, ethnicity, sexuality, political organization, and labor relations. The rise of a mass, consumer culture and the technological advances that enabled it. Texts include works of contemporary sociology, psychology, literature, and history; silent and sound films; radio programs; music (blues, jazz, folk, art musics); and photography. Also listed under American Studies. *Four credit hours.* D. MS. MCFADDEN

EN 135f Literature 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. Formerly offered as English 199. Also listed under English Department. *Four credit hours.* L. MR. BASSETT

HI 135f 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. Formerly offered as History 199. Also listed under History Department. *Four credit hours.* H. MR. WEISBROT

II. Enlightenment and Revolution: 1775-1800

FR 177f Enlightenment and Revolution, 1775-1800 An examination of how artistic works challenge, resist, and promote ideas, through study of selected written narratives from 18th-century France, including novels, essays, and memoirs written from prison. The focus is to understand how creative texts can engage with major issues of Enlightenment thinking and how, through sex and satire, irony and imagination, such texts invite a variety of critical readings. Also listed under French Department. Does not meet the College's language requirement. *Four credit hours.* L. MS. DIACONOFF

HI 177f Enlightenment and Revolution, 1775-1800 The French Revolution was one of the fundamental events that marked the transition to the modern world. Examination first of

Enlightenment thought in France, enlightened despotism, and the rise of scientific and philosophical academies, and then of the political and social course of the Revolution in France with attention to gender and family, uses of news and propaganda, mass culture and violence, and art in the service of revolution. Also listed under History Department. *Four credit hours.*
H. MS. TAYLOR

MA 177f Change, Probability, and Numbers: Topics in 18th-Century Mathematics In the 18th century, mathematicians lived under the shadow of the monumental achievement of Newton and Leibniz. One of the major themes was applying the calculus to all sorts of real-world problems, including those involving probability. Another theme was trying to understand what the calculus was actually all about. Toward the end of the century, a whole new field of inquiry seemed to open up: the properties of whole numbers. A survey of these broad themes, with a special focus on the last quarter of the century. Also listed under Mathematics Department. *Four credit hours.* Q. MR. GOUVÊA

MU 177f Music in the Age of Enlightenment and Revolution How music—which at first seems abstract and self-referential—can reflect and even articulate Enlightenment ideals. Developing strategies for listening critically to the music of the so-called classical era; works of Rameau, Haydn, Mozart, and Beethoven used to explore 18th-century theories of harmony, notions of wit and of the sublime in Haydn's instrumental music, and sexual politics in Mozart's operas. Ability to read music is not necessary. Also listed under Music Department. *Four credit hours.* A. MR. SAUNDERS

Clusters scheduled for spring 1998:

I. The Post-War World: 1945-1970

EN 136s Post-War and Cold War Thought A study of literature from the post-war era. Selected authors may include Hersey, Kerouac, Ellison, Baldwin, Greene, and Plath. Also listed under English Department. *Four credit hours.* L. MR. SWENEY

HI 136s The American Superpower, 1945-1970 An exploration of American politics, society, and culture from the emergence of the United States as a superpower at the end of World War II through the turbulent events of the '60s. Why did America forge a consensus for liberal reform at home and containment of communism abroad? How did this consensus find expression in civil-rights campaigns, a war on poverty, confrontations with the Soviet Union, and involvement in Vietnam? How did this consensus shatter amid anti-war activism, racial turmoil, and a rising "counter culture"? Also listed under History Department. *Four credit hours.*
H. MR. WEISBROT

PL 136s Themes in Post-War Philosophy Between 1946 and 1970, philosophers in Europe, Britain, and the United States focused on issues of language and meaning. Especially in Britain and the United States, this began as a narrow attempt to redefine the traditional problems of philosophy as "mere" problems of language. In Europe, the existentialists looked at meaning from a broader perspective, especially focusing on the meaning of human life. Later, meaning in the broader sense became intertwined with culture, knowledge, values, and the possibility of objective information. By the end of the period, philosophers were also writing on social issues such as civil disobedience and the possibility of a just war. Readings include works by Sartre, Ayer, Wittgenstein, and Martin Luther King Jr. Also listed under Philosophy Department. *Four credit hours.* S. MR. MCARTHUR

II. Sexualities East and West

EN 178s Love, Literature, and Imagination An introduction to fiction, poetry, and drama, as particularly configured for students whose major is not English. Focusing on the common themes of love, literature, and the imagination, the course emphasizes close reading and careful critical writing. Lectures address different strategies for the structure of dramatic action.

Students have the option of writing and developing a short story of their own during the semester. Authors, texts, and films to be examined may include Seuss's *The Cat in the Hat*, *The Wizard of Oz*, Keats's odes, a Harlequin Romance, Baker's *Vox*, Eliot's "The Love Song of J. Alfred Prufrock" and "Burnt Norton," Arnold's "Dover Beach," Gilman's "The Yellow Wallpaper," Shelley's *Frankenstein*, sonnets of Shakespeare, Williams's *A Streetcar Named Desire*, Marvell's "To His Coy Mistress," O'Brien's *Going After Cacciato*, poems by Lucille Clifton, and stories by Salinger, Calvino, and Joyce. Also listed as English 151. *Four credit hours.* L. MR. BOYLAN

HI 178s The History of Sexuality in the United States An introduction to the history of sexuality in the United States, including such topics as abortion, birth control, fertility, and reproduction; intra- and inter-ethnic marriage; venereal disease; prostitution; and lesbian, gay, and straight cultures. Also listed under History Department. *Four credit hours.* H. MR. STEIN

RE 178s Religion and the Sexual Imagination in Asia An examination of the sexual imagination in Asia, where there is an integral relationship between the physical and metaphysical dimensions of life, where religion and sexuality are not split apart. With a focus on Hinduism, a study of ancient and modern writings from the major religious traditions of Asia, their visual arts and film; the ways in which the Cartesian mind-body dualism is avoided in the religions, philosophies, and arts of Asia. Also listed under Religious Studies Department. *Four credit hours.* D. MS. SINGH

International Studies

Director, ASSOCIATE PROFESSOR PATRICE FRANKO

ADVISORY COMMITTEE: Professors Catherine Besteman (Anthropology), Guilain Denoeux (Government), Priscilla Doel (Spanish), Michael Donihue (Economics), Franko (Economics and International Studies), Mary Beth Mills (Anthropology), Jane Moss (French), Julie Kay Mueller (History), David Nugent (Anthropology), Ursula Reidel-Schrewe (German), Kenneth Rodman (Government), Raffael Scheck (History), James Webb (History), Jennifer Yoder (International Studies and Government), and Suisheng Zhao (Government)

Requirements for the Major in International Studies

A total of 14 courses, including five courses from the core curriculum; three courses in area studies; three courses from policy studies; one senior seminar or appropriate independent study (International Studies 494). Majors must also satisfy a language requirement: the equivalent of two courses beyond the 127 level in a modern foreign language. 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. For those interested in foreign service, Government 151 Introduction to Comparative Government and the study of a second language are suggested. A student must receive a grade of C- or better for a 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 either must 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 either must 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:

Anthropology	235	Latin American Culture and Society
Economics	214	Economic Policy and Performance in Contemporary Latin America
Government	253	Latin American Political Systems
	254	Latin American Politics in Film
	335	United States-Latin American Relations
	352	Race, Religion, and Gender in Latin America
History	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
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
	493	Modern Spanish Culture 1975-1995

Europe and Russia:

Economics	239	Seminar in Economic History: 20th-Century Western Europe
French	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
German	232	Survey of German Culture
	331	Business German
	353	18th-Century German Literature
	355	19th-Century German Literature
	358	20th-Century German Literature
Government	257	Introduction to Politics and Government of Western Europe
	258	Introduction to Politics and Government of Eastern Europe
	262	German Unification: Process and Outcomes
	263	The Balkan Crisis
	355	Transforming the Communist System
	356	Comparative Political Parties and Party Systems
History	112	A Survey of Modern Europe
	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
	329	Stalin and Stalinism
	421	Seminar: Debating the Nazi Past
	426	Seminar: Absolutism and Dissent in Russia
<i>Russian</i>	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
<i>Spanish</i>	255	19th-Century Spanish Literature
	256	The Generation of 1898
	271	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)
<i>Africa:</i>		
<i>Anthropology</i>	237	Ethnographies of Africa
	298	Religions of Africa and the African Diaspora
<i>History</i>	360	The Western Sahel
	361	African Voices/African History
	363	Debating the African Past
	364	Economic Change in 20th-Century Africa
<i>The Middle East:</i>		
<i>Government</i>	251	Israelis and Palestinians: Conflict and Accommodation
	252	Politics of the Middle East
	351	United States Policy Toward the Middle East
	354	The Comparative Politics of North Africa
<i>Religious Studies</i>	254	Islam and the Middle East
<i>Asia:</i>		
<i>Anthropology</i>	233	Anthropology of a Region: China
	239	Southeast Asian Cultures and Societies
<i>East Asian Studies</i>	151	Introduction to East Asia
	152	Introduction to 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 on Modern Chinese Society
	271	Women in Japanese Cinema and Literature
	457	Seminar on Japanese Culture: Literature and Society
<i>Government</i>	233	International Relations in East Asia
	255	Introduction to Chinese Politics
	256	The Pacific Challenge
	261	Introduction to Japanese Politics
	452	Seminar: Chinese Foreign Policy
<i>History</i>	255	America and Asia: Attitudes and Relationships

- 355 Reading East Asian Histories (in Translation)
- 356 Society and Culture in East Asia, 1500-1800
- 357 Chinese Almanac and Popular Religion
- 398 Korean Civilization
- Philosophy 256 Indian Philosophy
- 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
- 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 and 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
- 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
- 237 Justice and War
- 251 Israelis and Palestinians: Conflict and Accommodation
- 258 Introduction to Politics and Government of Eastern Europe
- 262 German Unification: Process and Outcomes
- 331 Business and American Foreign Policy
- 332 International Organization
- 334 International Environmental Law
- 335 United States-Latin American Relations
- 339 Ethics and Realpolitik: Dilemmas of Justice and Power in International Relations
- 351 United States Policy Toward the Middle East
- 359 Political Ideologies
- 432 Seminar: United States Foreign Policy
- 451 Seminar: Political Violence, Revolutions, and Ethnic Conflict
- 452 Seminar: Chinese Foreign Policy
- History 221 Europe in Conflict, 1914-1945
- 229 Shaping Minds: Persuasion and Propaganda in the 20th Century
- 255 America and Asia: Attitudes and Relationships
- 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 Seminar: 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:

**Note:* the student must submit a copy of the title page of the seminar paper signed by the instructor to demonstrate appropriateness.

<i>East Asian Studies</i>	457	Seminar on Japanese Culture: Literature and Society
<i>Economics</i>	493	Senior Seminar (if topic is appropriate*)
<i>Environmental Studies</i>	493	Environmental Policy Seminar (if topic is appropriate*)
<i>Government</i>	432	Seminar: United States Foreign Policy
	451	Seminar: Political Violence, Revolutions, and Ethnic Conflict
	452	Seminar: Chinese Foreign Policy
	455	Seminar: Liberalism and Democratization Theories and Applications
	458	Seminar: Latin America
<i>History</i>	421	Seminar: Debating the Nazi Past
	426	Seminar: Absolutism and Dissent in Russia
	447	Seminar: The Cold War
	481	Ecological Change in World History

Languages

Senior-level 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:

- 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 a relevant senior seminar (or senior paper) and take four of the courses listed below, two of which should be 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 in 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 Seminar: United States Foreign Policy
	452 Seminar: Chinese Foreign Policy
<i>History</i>	221 Europe in Conflict, 1914-1945
	255 America and Asia: Attitudes and Relationships
	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 a relevant senior seminar (or senior paper) and 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
	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
<i>History</i>	364 Economic Change in 20th-Century Africa

Development Studies:

Students must take a relevant senior seminar (or senior paper) and take four of the 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):

<i>Anthropology</i>	213 Human Rights and Indigenous Peoples
	252 Hunger, Poverty, and Population
	253 Anthropology of Gender
	256 Land, Food, Culture, and Power
<i>Economics</i>	214 Economic Policy and Performance in Contemporary Latin America
	277 International Finance
	278 International Trade
	293 Economic Development of the Third World
<i>Government</i>	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
<i>History</i>	276 Major Trends in World History
	364 Economic Change in 20th-Century Africa
	372 Gender and Social Transformation in Latin America
	481 Seminar: Ecological Change in World History

Environment and Technology Policy:

Students must take a relevant senior seminar (or senior paper) and Economics 231* Environment and Natural Resource Economics, Environmental Studies 118 Environment and Society, and two other courses selected from the following list.

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

Social and Cultural Diversity:

Students must take a relevant senior seminar (or senior paper) and take four of the courses 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.

<i>Anthropology</i>	213 Human Rights and 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
<i>Art</i>	273* The Arts of China
	274* The Arts of Japan
	352 Modern Art, 1880-1914
	353* Contemporary Art, 1914 to the Present
<i>East Asian Studies</i>	251 Imaging Chinese Women: Ideas and Ideals in China
	271 Women in Japanese Cinema and Literature
<i>Government</i>	352 Race, Religion, and Gender in Latin America

History	451	Seminar: Political Violence, Revolutions, and Ethnic Conflict
	255	America and Asia: Attitudes and Relationships
	273	Religion and Society in Latin America
	361	African Voices/African History
	372	Gender and Social Transformation in Latin America
Music	412*	Seminar: Body and Soul: Early Modern Europe
	414*	Seminar: Deviance in Medieval/Early Modern History
	252	Introduction to World Music
Religious Studies	275	Music and Art in Japanese Culture
	117	Passage to India: India and the Western Imagination
	211	Religions of India
	212	Religions of China and Japan
	215*	Christianity: An Introduction
Russian	254	Islam and the Middle East
	259*	Catholics
	312	South Asian Women at the Crossroads: Tradition and Modernity
	317	Sikhism: Scripture, Sacred Music, and Art
	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

137j Multidisciplinary Approaches to HIV/AIDS Since its first appearance in 1981, AIDS has become perhaps the most serious public health problem of the 20th century. As scientists continue to study its epidemiology, scholars from virtually every discipline have begun to address the psychological, sociological, spiritual, economic, and ethical implications of this disease, and scholars in literature, music, and art depict these implications in a variety of media. Accordingly, the goal of the course is to explore AIDS from the perspective of several academic disciplines. *Two credit hours.* MR. KLEIN

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, 322, 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. Japanese 125 is prerequisite for 126. *Five credit hours; three credit hours in January.* MS. HARADA

135f, 136s Conversational Japanese Students practice speaking in a small-group setting. Must be taken concurrently with Japanese 125-126 or with permission of the instructor. *One credit hour.* INSTRUCTOR

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. IIJIMA

235f, 236s Conversational Japanese Students practice speaking in a small-group setting. Must be taken concurrently with Japanese 127-128 or with permission of the instructor. *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. IIJIMA

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. HARADA

435f, 436s Conversational Japanese In a small group setting, students practice speaking. Must be taken concurrently with Japanese 421-422 or with permission of the instructor. *One credit hour.* INSTRUCTOR

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 to 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 Professor Mariano Plotkin (History); Visiting Assistant Professors Elizabeth Hutchison (History) and Timothy Steigenga (Government)

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 3.3 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. It 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."

271f Introduction to Latin American Studies An intensive introduction to the field of Latin American studies through selected debates on identity, culture, politics, and development. The course integrates materials from disparate fields and media in order to examine key topics such as Mexican national identity, Brazilian urbanization, military rule in Chile, ethnic conflict in Guatemala, and Latinos in the United States. Students will read key Latin American works in translation, consult Latin American news sources, and use films, music, and dance in this interdisciplinary course. Also 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 3.3 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>	217	Race and Ethnicity: Cross-Cultural Perspectives
	235	Latin American Culture and Society
	252	Hunger, Poverty, and Population: The Anthropology of Development
<i>Economics</i>	213	The Brazilian Economy: An Economic Laboratory Experience
	214	Economic Policy and Performance in Contemporary Latin America

Government	253 Latin American Political Systems
	335 United States-Latin American Relations
	458 Special Topics in Latin America
History	171 Colonial Latin America
	172 Modern Latin America
	273 Religion and Society in Latin America
	372 Gender and Social Transformation in Latin America
Spanish	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 1997-98:

Government	458 Special Topics in Latin America
Spanish	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 1997-98:

Anthropology	252 Hunger, Poverty, and Population: The Anthropology of Development
Economics	214 Economic Policy and Performance in Contemporary Latin America
History	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. Literature courses in translation scheduled for 1997-98 include the following:

Classics	236 Roman Legends and Literature
	240 The Tragic Hero: The Drama of Sophocles
East Asian Studies	231 The Chinese Novel: Vignettes of Life in Imperial China
	235 Modern Asian Masterpieces
	251 Imaging Chinese Women: Ideas and Ideals in China
	271 Women in Japanese Cinema and Literature
Russian	231 Topics in Russian Literature
	237 19th-Century Russian Literature

Mathematics and Computer Science

Courses offered by the department are listed separately under "Computer Science" and "Mathematics."

Chair, ASSOCIATE PROFESSOR FERNANDO GOUVÊA

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.

The department offers five programs: majors in mathematics, mathematics-mathematical sciences, and computer science; and minors in mathematics and in computer science. Requirements for each are listed under "Computer Science" or "Mathematics" as appropriate.

The mathematics-mathematical sciences major may not be combined with a computer science minor.

Majors in mathematics, mathematics-mathematical sciences, and computer science 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.

Mathematics

In the Department of Mathematics and Computer Science.

Professors Homer Hayslett¹, Thomas Berger and Dale Skrien²; Visiting Professor William Berlinghoff; Associate Professors Fernando Gouvêa and Benjamin Mathes; Assistant Professors Leo Livshits, Jan Holly, Weiwu Miao, and George Welch³; Visiting Assistant Professor Janis White; Faculty Fellow Kenneth Price

¹Resident director, Colby in Cork Program.

²On leave full year.

³Part time.

Mathematics offerings include courses in pure and applied mathematics and in statistics.

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 selected 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 selected from Mathematics 262, 331, 333, 338, 352, 357; one course selected from Mathematics 311, 336, 373, 381, Physics 311; one course selected from Mathematics 332, 372, Computer Science 232, 333, 352, 357, 375; two additional three- or four-credit mathematics courses numbered 300 or above.

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

The point scale for retention of the majors and minor applies to all courses in the majors/minors. No requirement for the majors or minor 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. *Three 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. *Three 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. BERLINGHOFF

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. FACULTY

121fs Single-Variable Calculus 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 Series and Multi-Variable Calculus 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 102, 121, 131, or 161. *Four credit hours.* Q. FACULTY

131f Complements to Calculus Intended for students with some prior exposure to calculus who do not feel prepared to enter Mathematics 122 or 161, the course will reinforce and complement calculus concepts by relating calculus with other areas of mathematics, such as discrete mathematics, linear algebra, and complex variables. For students with no prior exposure

to calculus, this course may be taken concurrently with Mathematics 121. *Prerequisite:* previous exposure to calculus. *Four credit hours.* Q. MR. MATHES

161f 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. Formerly listed as Mathematics 123. *Four credit hours.* Q. MR. MATHES

162s Honors Calculus II A continuation of Mathematics 161. Integral calculus of one and several variables; infinite series. May not be taken for credit if the student has earned credit for Mathematics 122. Formerly listed as Mathematics 124. *Prerequisite:* Mathematics 161. *Four credit hours.* MR. MATHES

177f Change, Probability, and Numbers: Topics in 18th-Century Mathematics See course description in the "Integrated Semester Studies" section of this catalogue. Enrollment limited. *Four credit hours.* Q. MR. GOUVÊA

[193] Mathematics Seminar I An introduction to some of the basic ideas of mathematics (conjectures, refutations, proofs, etc.); discussions of issues of current interest to mathematicians. Topics vary, but the intention is to cover material not in any of the regular mathematics courses. Recent mathematical discoveries may be discussed. May be repeated for additional credit. *Prerequisite:* Permission of the instructor. Nongraded. *One credit hour.*

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. WELCH AND MR. BERGER

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 161. *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 162. *Four credit hours.* MR. LIVSHITS AND MR. GOUVÊA

262s Vector 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 162 or permission of the instructor. *Four credit hours.* MS. HOLLY

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 162, and 253. *Four credit hours.* MS. HOLLY

[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 162, and 274. *Four credit hours.*

333f Abstract Algebra Introduction to algebraic structures, such as groups, rings, integral domains, and fields. *Prerequisite:* Mathematics 122 or 162, and 274, or permission of the instructor. *Four credit hours.* MR. BERGER

336f Mathematical Economics Listed as Economics 336 (q.v.). *Prerequisite:* Economics 223, 224, and Mathematics 122 or 162. *Three or four credit hours.* MR. DONIHUE

338s Real Analysis An introduction to real analysis. *Prerequisite:* Mathematics 122 or 162, and 274. *Four credit hours.* MR. LIVSHITS

352f 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 162, and 274. *Four credit hours.* MR. MATHES

357s 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 162. *Four credit hours.* MR. GOUVÊA

[372] Discrete Mathematics Selected topics in modern mathematics and operations research that have applications in current societal problems. The content will vary from year to year, but topics such as graph theory, combinatorics, game theory, linear programming, optimization techniques, and Markov chains may be considered. *Prerequisite:* Mathematics 122 or 162, 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.*

[376] History of Mathematics A survey of the major historical events of mathematical history, from the dawn of civilization to the 20th century. Babylonian, Egyptian, Greek, and Arabic mathematical contributions examined in the context of their cultures. Modern mathematics viewed in the light of various trends that emerged after the beginnings of calculus. *Prerequisite:* Mathematics 122 or 162 or permission of the instructor. *Four credit hours.* H.

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

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 162. *Four credit hours.* MS. MIAO

[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.* MS. HOLLY

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

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. *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

Acting Chair, ASSOCIATE PROFESSOR STEVEN SAUNDERS

Professor Paul Machlin; Associate Professors Jonathan Hallstrom, Eva Linfield,¹ and Saunders; Assistant Professor Steven Nuss; Adjunct Assistant Professor Cheryl Tschanz; Visiting Instructor Todd Borgerding; Adjunct Instructor Patricia Helm²

¹On leave full year.

²Part 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 Davis Art and Music 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; one semester of music history chosen from Music 241, 242, 341; two four-credit music courses at the 200 level or higher (or one 200-level course and Music 184); 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

132s Topics in Music History: Music, Ritual, and Religion in Early Modern Europe The connections between music and religious thought and practice during the period 1500-1700; the function of music in ritual, the theological content of texts set to music, and how music worked to project specific religious ideas. Topics include Luther, the Council of Trent, and the Counter Reformation; English Catholicism, New World Evangelism, and 17th-century Germany. Listening, selected readings, and writing projects; knowledge of musical notation useful but not necessary. *Four credit hours.* MR. BORGERDING

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

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

177f Music in the Age of Enlightenment and Revolution See course description in the "Integrated Semester Studies" section of this catalogue. *Four credit hours.* MR. SAUNDERS

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. NUSS

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), 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. Its core consists of a vocal group of about 18 singers to which instruments will be added as needed. Students with experience in recorder, classical guitar, and harpsichord are encouraged to enroll with permission of the instructor. Enrollment for singers is through auditions early in the fall semester. MR. BORGERDING

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

213s Introduction to Computer Music An introduction to computer music materials and techniques, with emphasis on the role computers are currently playing in the redefinition of musical thought. Topics include the basics of MIDI (the Musical Instrument Digital Interface), various synthesis techniques, sampling, software systems for music generation, etc. Students will create small etudes designed to bring them into practical contact with the new musical horizons made possible by computer technology. Enrollment limited. *Four credit hours.* Q. MR. HALLSTROM

232s 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. MR. MACHLIN

[234] From Doo-Wop to Disco; Rock's First Era (1945-1975) A history of the music of rock and roll, with emphasis on an examination of (1) the music itself—its structure and clichés, (2) vocal techniques, (3) instrumentation, and (4) the lyrics. Although this examination

focuses on analyses of the music of specific songs, other issues may be considered, including the development of certain genres (soul, Motown, protest rock, folk rock, acid rock); the role of women in rock; racism in rock; and the relationship between the music and the dances it inspired (e.g., the lindy, the twist, and the hustle). The work of certain composers/performers whose careers are central to the development of the music of this period (e.g., Ray Charles, Elvis Presley, the Beach Boys, the Beatles, Carole King, Stevie Wonder, Aretha Franklin) will be studied in some detail. *Prerequisite:* Music 111 or 133 or 153 or 181. *Four credit hours.* 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. *Four credit hours.*

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. *Four credit hours.* MR. BORGERDING

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. *Four credit hours.* 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

[255] 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.

275f Music and Art in Japanese Culture Despite its high profile in the world, much about Japan remains largely misunderstood in the West. A study of the materials, forms, and social roles of four major genres of Japanese traditional music are used to posit an overall Japanese aesthetic and world view. The musically based interpretation of Japan and its people will subsequently be used as a means of developing an interdisciplinary "lens" through which to

explore elements of Japanese literature, visual art, social customs, history, religious beliefs, and language in both its spoken and written forms. *Four credit hours.* D. MR. NUSS

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: The Musical Avant garde The years since the conclusion of World War II have provided especially fertile ground for composers who have wished to break away from traditional approaches and explore new creative horizons. The course will examine a wide range of composers, their diverse (and often quirky) compositional approaches, and their relationship to the musical mainstream. Where possible, connections also will be made with parallel efforts underway in other arts. *Prerequisite:* Music 182 and permission of the instructor. *Four credit hours.* MR. HALLSTROM

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), Ann Ross (Modern Dance), and Charlotte Yetman (Costume Design)

The primary mission of the Performing Arts Program at Colby is to promote the historical, theoretical, and experiential study of performing arts as a viable and important area of inquiry for all liberal arts students. It is an interdisciplinary program that offers a major and minor in theater and dance. The program is founded on two premises: first, that performance is essential to a full understanding of the art form; second, that all the arts share significant modes of thought and expression and that a knowledge of one art form will contribute to an understanding of all the arts. In addition to traditional lecture/discussion courses, the program includes frequent opportunities for practical experience in the theater. It also seeks to educate the larger community

through its rigorous production schedule of plays, concerts, touring artists, and residency workshops with guest artists.

The major in performing arts is a liberal arts, not a pre-professional, major. It is, however, a major that will adequately prepare particularly interested and talented students for graduate study and further involvement with performing groups. It is a structured major, 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. Non-majors interested in performance also can benefit from this 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*. MS. WING

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, lights, costumes, props, 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

[151] Ballet I: Technique For intermediate or advanced students who have had experience in classical ballet. Training will include exercises at the barre, in the center, and allegro. *Three credit hours*. A.

[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.**

171fs **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. *Four credit hours.* **A.** MS. ROSS 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

212s **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.** MR. SEWELL

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

[218] **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. *Four credit hours; three credit hours in January.* **A.**

231f **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.** MR. THURSTON

[232] **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.**

233f **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. *Four credit hours.* **A.** MS. YETMAN

[234] 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.**

[252] 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.**

253s Character Dance A course for everyone who loves to dance and who has had experience in any kind of dance. Includes barre exercises, to prepare the body to move, and folk dance from different cultures (Spanish, Italian, Russian, Gypsy, etc.) *Three credit hours.* **A.** MR. BOSSOV

255s Advanced Dance: Moving Through Human Anatomy An overview of the major systems of the body (skeletal, 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. ROSS

256 Voice and Movement in Acting Offered in Colby in London. *Four 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. ROSS

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

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 1997: (274Af) *The Last Days of Don Juan*, an adaptation of Tirso de Molina's Spanish Renaissance drama in which the depravity of Don Juan reaches new depths with each seduction he plans, until he reaches his just reward in the horrifying final scenes (auditions held during fall registration and first week of classes; performs in November); (274Bf) *The Phantom Lady*, the premiere of an adaptation of Calderon de la Barca's Spanish Renaissance drama with a wry view of excessive ideals of honor; brothers conceal a widowed sister since they must be hospitable to a handsome guest who believes he has met a charming ghost in their house (auditions held during fall registration and first week of classes); (274s) *Yeats's Plays*: Irish nationalist W.B. Yeats's cycle of dramas about the folk hero Cuchulain—in which he sought to combine poetry, music, and dance; theater pieces modeled in part on Japanese Noh theater (auditions held during 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 Production of *Cabaret*, a major musical directed by Professor Sewell, conducted by Professor Machlin (music), set designed by Professor Thurston, costumes designed by visiting guest artist Charlotte Yetman, and choreographed by visiting guest artist Ann Ross. Bohemians in Germany seize the day just before the Nazis seize power (auditions during January registration week; daily rehearsals.) *Three credit hours.* **A.** FACULTY

275 Techniques of Performing in the British Theater II Offered in Colby in London. *Four 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 Department chair. *One credit hour.* **FACULTY**

297fA Topics in Stage Make-Up Design Analyzing facial structure, color, genetics, health, age, and fashion in the development of character and corrective make-up; the practical application and technique of make-up design. *Three credit hours.* **A.** MS. YETMAN

297fB, 298s Topics in Historical Dance A course for everyone interested in dance, even those who have never danced before. Lessons include learning high society dances from ancient times to contemporary (from Sarabande and Minuet to Mazurka and Valse.) *Three credit hours.* **A.** MR. BOSSOV

[312] 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.**

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 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

332s Studies in Modern Drama: Contemporary Women Playwrights 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.** MS. WING

[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. *Four credit hours.* A. MS. ROSS

[371] Acting III: Character Process Provides a method of work for the actor's private study in developing a character; study of a series of exercises to be performed both pre-rehearsal and during the rehearsal process that help 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 the isolated activity of the actor in space. *Four credit hours.* A.

[394] Topics in the History of Theater and Dance Advanced study of selected aspects of the theory and practice of staging. Topics will vary from semester to semester and will include such subjects as costume and custom, the development of dance as an art form, the history of stage design, and problems of staging in selected periods. May be repeated for additional credit. *Prerequisite:* Performing Arts 171 or permission of the instructor. *Four credit hours.* A.

483f, 484s Honors Thesis An independent, substantial project approved by the department 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 COHEN

Professors Yeager Hudson and Robert McArthur¹; Associate Professors Cohen, Cheshire Calhoun, and Jill Gordon

¹Vice president for academic affairs and dean 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 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 161; 122 or 162; 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

[118] Central Philosophical Issues: Philosophy of Law An introduction to philosophy by a consideration of the interrelations between law, philosophy, and logic. Topics 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.

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.* MR. COHEN

152fs Logic The techniques of formal reasoning in a symbolic context and their application to argumentation in natural language. *Three credit hours.* Q. MR. COHEN

- [155j] **Feminist Philosophies** A survey of feminist philosophies with special attention to the political theory and practice of liberal, socialist, psychoanalytic, and radical feminisms. *Three credit hours.* S, D.
- 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
- 234s Philosophy of Sport** A survey of several philosophical issues in sport: the nature of competition and friendship, peak experiences, sport as art, race and sports, and ethical issues in sports. Areas of philosophy covered include mind-body dualism, social theory, aesthetics, ethical theory, and Eastern philosophy. Formerly listed as Philosophy 134. *Three credit hours.* S, D. MS. GORDON
- [236] **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.
- [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
- 256s 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
- [258] **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.*

[272] **Applied Ethics** An examination of the moral and political dimensions of contemporary issues, such as affirmative action, euthanasia, homophobia, care of the environment, abortion, warfare, and capital punishment. *Three credit hours.* S, D.

[311] **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.*

312s **Philosophical Topics in Feminist Theory** An in-depth investigation of feminist philosophers' critiques and reconstructions of contemporary themes in ethics, political theory, and theory of knowledge. *Prerequisite:* Six credit hours in philosophy and/or women's studies. *Four credit hours.* D. MS. CALHOUN

[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.*

[338] **Philosophy of Language** Philosophy has taken a linguistic turn in the 20th century: philosophers have come to suppose that reflection on the nature of language and the linguistic representation can help solve long-standing philosophical problems. The development of the philosophy of language and its success, with special attention to the role of metaphor. *Prerequisite:* Philosophy 152 or permission of the instructor. *Three credit hours.*

[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

373s **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, the metaphysics of universals, and the sources and possibilities of human knowledge. *Prerequisite:* Philosophy 231 or permission of the instructor. *Three or four credit hours.* H. MR. COHEN

374f **Existentialism** An examination of such issues as absurdity and meaning, the individual, the nature of being, and choice and responsibility. Readings from Kierkegaard, Nietzsche, Heidegger, Camus, Sartre, de Beauvoir, Buber, and black existential philosophy. *Prerequisite:* One course in philosophy or permission of the instructor. *Four credit hours.* L. MS. GORDON

[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 marked 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.*

453f 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

Adjunct Professor Whitmore; Associate Director Marcella Zalot; Adjunct Associate Professors Tom Austin, James Wescott, and Deborah Aitken; Adjunct Assistant Professors Edward Mestieri, James Tortorella, Thomas Dexter, Heidi Godomsky, Jennifer Holsten, and Patricia O'Brien; Adjunct Instructor Sura DuBow; Staff Coaches Fred Brussel, Erica Silbersher, Mark Davis, Kevin Whitmore, David Zazzaro, Mark Godomsky, Marti Kane, Candice Parent, Mark Parent, Peter Steenstra, Brendan Whittet, David Horn, Jay Hartshorn, Al Holcomb, Kevin Bourgoin, and Chris Kempton

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 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 wellness program 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 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. Four units are required and may be earned in any of the following ways:

Wellness Seminar Series—A series of five one-hour wellness lectures is offered each 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; it is possible to accumulate credits from one semester to the next, but credit will not be carried over to another year. 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—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.

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, Bluhm, and Charles Conover; Assistant Professors Duncan Tate and Shelby Nelson; Teaching Assistant Michael Ramstrom

¹Joint appointment in science, technology, and society.

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 (or 131 or 161), 122 (or 162), 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 (or 131 or 161), 122 (or 162). The major also can 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 or 334, 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 (or 131 or 161), 122 (or 162), 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 (or 131 or 161), 122 (or 162).

[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 nonscience majors. The physical theories of Galileo, Newton, and Einstein, including their revolutionary impact on our understanding of the universe, are examined. The focus is on the concepts of motion, space, time, matter, and energy. A working knowledge of high school algebra is required. Lecture only. *Three credit hours.* N.

113f 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 nonscience majors. Lecture and discussion. *Three credit hours.* N. MR. TATE

115s The Shadow of the Bomb More than 50 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 worlds since that time. Topics include 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, 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. MR. CONOVER

141f, 142s Foundations of Physics A calculus-based survey of mechanics of solids, 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 161. Physics 141 or 143 is prerequisite for 142. *Four credit hours.* N. MS. NELSON 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. *Prerequisite:* Permission of the instructor. *Four credit hours.* N. MR. BLUHM

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 Schrodinger equation. Lecture and laboratory. *Prerequisite:* Physics 142 and Mathematics 122 or 162. *Four credit hours.* MR. CONOVER

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

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.* MR. CONOVER

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

311f 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.* MR. TATE

332s 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 162 or permission of the instructor. *Four credit hours.* MR. CAMPBELL

[333] Experimental Condensed Matter Physics Investigations of topics in condensed matter physics using modern experimental techniques and equipment. Topics include semiconductor physics and processing, scanning tunneling microscopy, and superconductivity. *Prerequisite:* Physics 242, 254, or permission of the instructor. Physics 336 is strongly recommended but not required. *Three credit hours.*

334s Experimental Atomic Physics Laboratory projects in modern atomic, molecular, and optical physics. Projects include diode laser spectroscopy, the Zeeman effect in mercury, and absorption spectroscopy of molecular iodine. Laboratory and tutorial. *Prerequisite:* Physics 242, 254, or permission of the instructor. *Three credit hours.* MR. TATE

336s 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. *Three credit hours.* MS. NELSON

[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.*

431s Quantum Physics Nonrelativistic quantum mechanics, including Schrodinger theory, operator algebra, angular momentum, and applications to simple atomic systems. Lecture and discussion. *Prerequisite:* Physics 242 and Mathematics 253 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 321 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.* FACULTY

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. 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, 315, 477; at least one course from 251, 253, 254, 255; at least one course from 229, 236, 239, 252, 256, 274, 374; at least one course from 233, 272; at least one course from 232, 234, 237; two additional psychology courses, one of which must be a seminar 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, 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 in psychological research is required. *Four credit hours.* S. MR. YETERIAN, MR. ROHRMAN, AND MS. WINN

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 in psychological research is required. *Prerequisite:* Psychology 121. *Four credit hours.* MR. HENRY, MR. KLEIN, AND MS. RAAG

[171j] Psychology of Fascism With a focus on Nazi Germany, the 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

[229] Antisocial Behavior A survey of psychological research on antisocial behavior from childhood to adulthood. Topics will likely include the definition and measurement of antisocial behavior; epidemiology and etiology; 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.*

[232] Cognitive Psychology The human information-processing system: how stimulus information is transformed, stored, retrieved, and used. Lecture and laboratory. Enrollment limited. *Prerequisite:* Psychology 121. *Four credit hours.*

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.*

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. Enrollment limited. *Prerequisite:* Concurrent or prior enrollment in Psychology 233 and permission of the instructor. *One credit hour.* MR. YETERIAN

236s Drugs, Brain, and Behavior A consideration of the relationships among drugs, the nervous system, conscious experience, 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. *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. Enrollment limited. *Prerequisite:* Psychology 121, 122 or permission of the instructor. *Four credit hours.* MS. WINN

274f Applied Psychology A survey of nonclinical applications of psychology, possibly including such content areas as consumer behavior, advertising, the impact of mass media on behavior, and forensic, environmental, and medical psychology. *Prerequisite:* Psychology 121, 122. *Four credit hours.* MR. ROHRMAN

[315] Psychological Research Each student will conduct a research project on a question about human or animal behavior or mental processes. The question will be addressed by analyzing and synthesizing scientific literature. This investigation may include data collection. The project will integrate the knowledge and skills acquired in Psychology 214 and one or more content areas of the discipline. *Prerequisite:* Psychology 214, content area courses relevant to the research topic and junior or senior standing in the major. *Two credit hours.*

[331] Interpersonal Perception Seminar How we judge and explain our own and others' behavior. Discussion topics include stereotypes, first impressions, self-fulfilling prophecies, detection of deception, and social perception motives. Focus also on people's self-evaluations, 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. Enrollment limited. *Prerequisite:* Psychology 214 and 253. *Four credit hours.*

[332] 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. Enrollment limited. *Prerequisite:* Psychology 214 and 253. *Four credit hours.*

[335] 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. Enrollment limited. *Prerequisite:* Psychology 255 and permission of the instructor. *Four credit hours.*

355f Psychopathology Seminar 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

356s Social Psychology Seminar Critical examination of various areas of research in social psychology, with an emphasis on current issues. Discussion topics may include attitude structure and change, cognitive dissonance, group dynamics, health beliefs and behavior, justice, reasoning, self-presentation, social cognition, and stereotypes. Enrollment limited. *Prerequisite:* Psychology 214, 253, and permission of the instructor. *Four credit hours.* MR. KLEIN

[358] Personality Seminar: Current Issues in Personality An examination of primary literature focusing on empirical, conceptual, and methodological issues and controversies in the field of personality psychology. Issues 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.*

372s 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. Enrollment limited. *Prerequisite:* Psychology 233. *Four credit hours.* MR. YETERIAN

[374] Human Neuropsychology The neural bases of abnormal human behavior and cognition, with integration of data from clinical neuropsychology and behavioral neurology. Topics include brain imaging technologies; neuropsychological evaluation; brain dysfunction and mental illness; neurotransmitters and behavior; developmental disorders; 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.*

[376] 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. Enrollment limited. *Prerequisite:* Psychology 232 or 237, or permission of the instructor. *Four credit hours.*

378s Transpersonal Psychology Seminar A survey of human experiences that transcend the personal—i.e., trance states in which consciousness seems to dissociate from ordinary reality and extend beyond the self and the limitations of time and/or space. Likely topics include various transpersonal experiences facilitated by hypnosis (e.g., past incarnation and fetal experiences), the shamanic journey, mediumistic trance (or channeling), out-of-body experiences, spiritual visions and encounters, and archetypal or mythological experiences. Enrollment limited. *Prerequisite:* Permission of the instructor; Psychology 239 strongly recommended. *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 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 but may include works by Elie Wiesel, Mary Gordon, Carl Jung, Laurel Thatcher Ulrich, and others. *Four credit hours.*

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*,

Salam Bombay, Siddhartha, The Razor's Edge, Gora, Cracking India, Mississippi Masala, and Four Quartets. Four credit hours. L, D. MS. SINGH

118f 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, as well as the tools and technology that contribute to successful excavation. Reference to both classical (especially biblical) and new world archaeology will be made. Enrollment for four credits is limited and will involve excavation at a Colby site or other exercises designed to allow students to develop archaeological skills. *Three or four credit hours. MR. LONGSTAFF*

151f 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. MR. LONGSTAFF*

178s Religion and the Sexual Imagination in Asia See course description in the "Integrated Semester Studies" section of this catalogue. Enrollment limited. *Four credit hours. D. MS. SINGH*

198j Religion and the Internet: New Technologies and Timeless Phenomena A course to explore and analyze the multiple ways in which individuals and institutions are making use of new communications technologies for religious purposes. Although the course will focus on religion and the Internet, broader questions, related to many other areas of inquiry, will be considered. How does one make efficient and effective use of new information technologies? How does one evaluate the quality of the increasingly vast quantity of information that is available? No prior familiarity with the Internet is required. *Three credit hours. MR. LONGSTAFF*

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, and 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, examining its evolution over the past two millenia. 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

217f Religion in the U.S.A. A historical approach to religion in the United States from the colonial period to the present. The course will trace the evolution of the dominant Christian tradition, paying close attention to indigenous traditions, American Judaism, utopian movements, and 20th-century "new" religions. It explores the relationship between American culture, including popular culture, and religious life and thought. Formerly listed as Religious Studies 319. *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

[235] **Sociology of Religion** Listed as Sociology 235 (q.v.). *Prerequisite:* Sociology 131 or permission of the instructor. *Four credit hours.* S.

[254] **Islam and the Middle East** An introduction to Islam, beginning with Muhammad and the Qur'an and exploring the major beliefs, practices, and institutions of this religion. Consideration 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.

[257] **Women in American Religion** The changing role of women in American religious movements from the 17th century to the present, focusing on the experiences of "famous" women, e.g., 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.

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

259s Catholics An examination of the history and culture of the Catholic Church during the past century with special emphasis upon the recent past: Vatican II, the emergence of Third World liberation theologies, and the evolution of Catholic teachings on sexuality, nuclear weapons, economic affairs, technological change, and the role of women in the church. *Four credit hours.* MS. CAMPBELL

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 all of 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. MS. PUKKILA

298s Religion in Film and Fiction An examination of selected works in American literature, with an emphasis upon the manner in which the authors treat biblical and religious themes, characters, and narratives. With reference to these works (and films based upon them), students will pursue related questions about the place of myth, symbol, and imagery in American thought and culture. *Four credit hours.* L. MS. CAMPBELL AND MR. LONGSTAFF

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

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

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

[332] Western Spirituality In contrast to theology (formal discourse about God and divine-human relations), the field of spirituality focuses upon the specific efforts of individuals to achieve communion (or even union) with God. 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.*

[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.*

[355] The Goddess: A Hermeneutics in Theology An exploration of some Eastern and Western visions of divinity through feminine imagery and symbolism. The hermeneutic process entails a discovering and reimagining of the Goddess's multi-dimensionality in art and literature. The objective is to appreciate the variety and complexity of the sacred in figures such as Sarasvati, Durga, Inanna, Athena, Aphrodite, Mary, Kuan Yin, Amaterasu. What powers do these goddesses manifest individually? How do creative, nurturing, and destroying elements combine in them? What validations do they offer society? What new dimensions of feminine life do they release? How does theology differ from thealogy? *Prerequisite:* Religious Studies 211 or 212 or permission of the instructor. *Four credit hours.* S, D.

356s The 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 upon 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. Formerly listed as Sociology 356. *Prerequisite:* An introductory sociology or anthropology course, or American Studies 276 or permission of the instructor. *Four credit hours.* D. MS. GILKES

[358] Jesus of Nazareth: Entering the Third Millenium According to the calculations of most scholars, 1996 marked the 2000 year 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.*

372s Philosophy of Religion Listed as Philosophy 372 (q.v.). *Four credit hours.* S. MR. HUDSON

[391, 392] Departmental Seminars *Four credit hours.*

[393] Seminar: Judaism, Ancient and Modern Using the widely acclaimed film series *Heritage: Civilization and the Jews* together with other readings and discussions, the course will explore the origin and development of Jewish beliefs and practices from the biblical period to the 20th century, concluding with an assessment of the issues that Judaism faces in the late 20th century. *Four credit hours.*

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 major 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 required for senior religious studies majors and minors. *One credit hour.* FACULTY

Russian

In the Department of German and Russian.

Associate Professor Sheila McCarthy; Assistant Professor Julie de Sherbinin¹; Visiting Instructor Andrei Strukov; Teaching Assistant Daniel Lurie

¹On leave full year.

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 secondary 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 329, 426).

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, 229, 329, 426, 447, and in the Government Department, such as Government 131, 151, 257, 258, 272, 332, 355, 432.

[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.* D.

125fj, 126s Elementary Russian Students 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.* MR. STRUKOV AND MS. MCCARTHY

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.* MS. MCCARTHY AND MR. STRUKOV

[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.*

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 1998: 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. *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, D.

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

[238] 20th-Century Russian Literature Close readings of works by such major writers as Sologub, Bely, Mayakovsky, Gorky, Babel, Bulgakov, Zamiatin, Olesha, Pasternak, and Solzhenitsyn. Readings and discussion in English, no knowledge of Russian required. *Four credit hours.* L.

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.* 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

[346] 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.*

371j January in St. Petersburg *Prerequisite:* Russian 128. *Three credit hours.* FACULTY

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. MR. STRUKOV

[426] 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.

[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 Environmental Studies), Frank Fekete (Biology), James Fleming (Science, Technology, and Society), Batya Friedman (Computer Science), Henry Gemery (Economics), Jonathan Hallstrom (Music), Homer 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

Seven 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. Students with advanced standing may substitute a science, technology, and society elective for Science, Technology, and Society 112.

Required Science, Technology, and Society courses

- 112 Science, Technology, and Society
- 483 Senior Research Seminar
- 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
- 397 On Wings and Wheels

Additional electives (choose up to two)

- | | |
|-------------------------------|---|
| <i>Administrative Science</i> | 371 Organizational Computing |
| <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 |
| <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 |
| <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

115s The Shadow of the Bomb Listed as Physics 115 (q.v.). *Four credit hours.* N. MR. CONOVER

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

129j Sailing Explores the many aspects of sailing as a human experience: sailing as 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.* MR. REICH

212s 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. 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. MR. FLEMING

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

[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.* H.

251s 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.* H. MR. REICH

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

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.**

397f On Wheels and Wings An examination of the history of mechanized transportation: its technical and industrial development as well as its social, economic, and geographic consequences. Transportation technologies to be considered include steamboats, canals, railroads, trolley cars and subways, automobiles, trucks, snowmobiles, airplanes, and space vehicles. Enrollment limited. *Four credit hours.* **H.** MR. REICH

483f Senior Research Seminar Readings and seminar discussions to prepare students for independent research. Students will identify a research topic, conduct a literature review, and write a formal project proposal for a final integrative project in science, technology and society. *Prerequisite:* Science, Technology, and Society 112. *Three credit hours.* MR. FLEMING

484s Senior Research Project The second part of a year-long "capstone" experience in science, technology and society. Students will complete a final integrative project and present a public seminar. *Prerequisite:* Science, Technology, and Society 483. *Three credit hours.* MR. FLEMING

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, PROFESSOR TOM MORRIONE

Professor Morrione; Associate Professors Cheryl Gilkes and Terry Arendell¹; Assistant Professor Christine Bowditch; Visiting Assistant Professor Pamela Blake

¹On leave full year.

The sociology curriculum 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 of various major social institutions, including education, the economy, polity, family, health and 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 in sociology provides students with a critical and humanistic perspective. For those considering graduate or professional school, it offers a comprehensive background in theory, methods, statistics, and various substantive subject areas in the discipline.

Requirements for the Major in Sociology for the Classes of 1998 and 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. All core courses must be completed at Colby.

Requirements for the Major in Sociology for the Class of 2000 and beyond:

Sociology 131, 215, 271, 272, 318, 493. Four additional sociology courses, totaling at least 15 hours (one course in anthropology at the 200 level or above may be substituted). Sociology 215, 271, and 272 are to be taken during the sophomore year and 318 during the third year. All four courses—215, 271, 272, and 318—are to be completed before the senior year; exceptions must be sought through petition to the department and will be discouraged. Typically Sociology 215 and 271 will be offered in fall semesters; Sociology 272 and 318 will be offered in spring semesters. The thematic senior seminar, Sociology 493, will be offered in fall semesters and 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.

Study Abroad

The department policy is that students majoring in sociology will generally study abroad only one semester, preferably fall semester of their junior year, and will receive credit toward the major for only one course per semester if that course is approved in advance by the department. To be approved, a course must be one that might be (or is) offered in the Colby Sociology Department; that is, no course focusing on another country or culture or without specified theoretical content will be granted elective credit toward the major. No core course requirements can be met by course work taken elsewhere. Students majoring in sociology are urged to seek approval for a range of courses, in advance, to be prepared for possible cancellation of an approved course in any non-Colby-sponsored program abroad.

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 a research paper of between 50 and 70 pages and of superior quality.

Requirements for the Minor in Sociology for the Classes of 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.

[116] 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.*

[117] 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.

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. Fall: MR. MORRIONE AND MS. BOWDITCH; Spring: MS. BOWDITCH AND INSTRUCTOR

[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. MORRIONE

231f 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. MS. GILKES

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

[235] Sociology of Religion A survey and overview of religion as a social phenomenon and an object of sociological analysis. Topics include theoretical perspectives, research strategies, the problem of meaning and moral order, and religion as a group phenomenon involving social conflict, social organization, social class, race-ethnicity, gender relations, politics, popular culture, and public problems such as pluralism, innovation, secularization, and religious economy. *Prerequisite:* Sociology 131 or permission of the instructor. *Four credit hours.*

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

252f 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

[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.* INSTRUCTOR

272s Advanced Study of Research Methods Use of quantitative methods of data collection and analysis; manipulation of quantitative data using the computer, basic statistical analysis, interpretation of statistical result, and integration of empirical findings into sociological theory. *Prerequisite:* Sociology 131, 271, or permission of the instructor. *Four credit hours.* INSTRUCTOR

[273] 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.*

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. INSTRUCTOR

276s 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. BLAKE

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.*

318s Contemporary Sociological Theory An exploration and analysis of the contemporary state of sociology as a discipline. Special attention to critical theory, phenomenology, ethnomethodology, symbolic interactionism, and existential sociology. *Prerequisite:* Sociology 131 or permission of the instructor. *Four credit hours.* MR. MORRIONE

[334] 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.*

353s 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

355f 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 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

[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.

[375] Social Situations in Everyday Life An introduction to issues, problems, and strategies relating to the observation and analysis of human interaction in natural social settings both on and off campus. A social-psychological perspective is developed through discussion of firsthand field experience and participant observation in a variety of settings. *Prerequisite:* Sociology 131 and 271. *Four credit hours.*

[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.*

[391] Gender and Public Policy How images of gender, gender difference, and the social positions of women and men affect public policies concerning divorce, provisions for child care for families with working parents, poverty, and discrimination in employment. Enrollment limited. *Prerequisite:* Sociology 131, Sociology 273 or 276, or permission of the instructor. *Four credit hours.*

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

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: Building Sociological Perspectives By examining a variety of classical and contemporary theories and methodologies, and by completing a significant research paper, senior majors are offered an opportunity in this seminar to articulate a sociological perspective of their own. Writing and research projects throughout the semester address the vital question of how sociologists view social phenomena and gather data. Discussions and investigations may focus on classically defined areas such as social change, contemporary culture, deviance, race relations, social movements, family, law, war, art, medicine, religion, politics, recreation, and education and are likely to include more specific phenomena such as cloning, women in the military, and the Internet. *Prerequisite:* Senior standing, Sociology 131, 215, 271. *Four credit hours.* MR. MORRIONE

Spanish

Chair, PROFESSOR JORGE OLIVARES

Professors Priscilla Doel and Olivares; Visiting Professor Yvonne Sanavitis¹; Assistant Professors Betty Sasaki² and Barbara Nelson¹; Visiting Assistant Professors Karen Zetrouer and Aitor Bikandi-Mejías; Visiting Instructors Meriwynn Grothe, John Beusterien, and Patricia Heid

¹Part time.

²On leave full year.

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 Spanish. 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.

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."

Note: Spanish 135 or permission of the instructor is required for all courses numbered 200 or higher.

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, Mexico. *Twelve credit hours.* FACULTY

125f, 126fs Elementary Spanish I, II An introductory course in Spanish that emphasizes an interactive approach to the study of grammar in order to acquire communication skills and cultural awareness. Spanish 125 is prerequisite for 126. *Four credit hours.* FACULTY

127fs Intermediate Spanish I A grammar review at the intermediate level with continued emphasis on interactive communication and cultural awareness. *Prerequisite:* Spanish 126 or appropriate score on the College Board Spanish SAT-II test. *Four credit hours.* FACULTY

128fs Intermediate Spanish II Continued development of the skills acquired in Spanish 125-127 with particular emphasis on reading and discussion. *Prerequisite:* Spanish 127. *Three credit hours.* MR. BEUSTERIEN AND MS. SANAVITIS

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.* MRS. DOEL AND MS. HEID

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. BEUSTERIEN AND MR. BIKANDI-MEJÍAS

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.

261f Spanish-American Literature I Spanish-American literature from the colonial period to 1888. *Four credit hours.* L. MRS. DOEL

262s Spanish-American Literature II Spanish-American literature from 1888 to the present. *Four credit hours.* L. MR. OLIVARES

[271] 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. Formerly listed as Spanish 297. *Four credit hours.*

[273] Contemporary Spanish-American Short Story A study of the contemporary Spanish-American short story through close readings of representative texts by authors such as Borges, Cortázar, Donoso, Ferré, García Márquez, Quiroga, and Rulfo. *Four credit hours.* L.

[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.

334s Women in Hispanic Texts Works by both male and female Hispanic authors are included in a study of the portrayal of women in Hispanic poetry and fiction. Selections from the Middle Ages through modern times reflect both traditional and nontraditional portrayals of women in what has been a particularly male-oriented culture. *Four credit hours.* L, D. MRS. DOEL

351s El Siglo de Oro Prose, poetry, and theater of Spain in the 16th and 17th centuries, including authors such as Cervantes, Lope de Vega, Calderon, Tirso de Molina, Ruiz de Alarcón, Garciloso, Fray Luis de León, and Quevedo. *Four credit hours.* L. MS. HEID

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

[353] Ideology and Ethics in Spanish Golden Age Literature An examination of specific literary works as responses to Spain's changing political climate during the 16th and 17th centuries. How the literary work reinforces or questions, creates or undermines, an official discourse that, in both Reformation and Counter-Reformation Spain, seeks to define national identity in ethical and ideological terms. *Four credit hours.* L.

358f The Contemporary Spanish Novel The Spanish novel after the Spanish Civil War (1936-39). Readings include representative texts by authors such as Carmen Martín Gaité, Miguel Delibes, Adelaida García Morales, Javier Marías, and Juan Marsé. *Four credit hours.* L. MR. BIKANDI-MEJÍAS

[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 include representative texts by authors such as Colnt, Cortés, Fernández de Oviedo, Pané, Las Casas, and Cabeza de Vaca. *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 for both his political views and his sexual orientation. His literary production will be studied in the context of Cuba's official attitude towards homosexuality, which has evolved from the oppressive policies of the 1960s and the 1970s to the somewhat less intolerant views of the 1990s. Materials include, in addition to works by Arenas, texts by other gay writers, popular songs, the documentaries *Improper Conduct* and *Gay Cuba*, and the highly acclaimed feature film *Strawberry and Chocolate*. *Four credit hours.* L, D. MR. OLIVARES

Women's Studies

Director, ASSOCIATE PROFESSOR CHESHIRE CALHOUN

APPOINTMENTS IN WOMEN'S STUDIES: Assistant Professors Lyn Brown and Pamela Thoma; Visiting Assistant Professor Pamela Blake

PROGRAM FACULTY FOR WOMEN'S STUDIES: Terry Arendell (Sociology), Debra Barbezat (Economics), Kim Besio (East Asian Studies), Betsy Brown (Development and Biology), Lyn Brown (Education), Cedric Bryant (English), Cheshire Calhoun (Philosophy), Debra Campbell (Religious Studies), William Cotter (Government), Julie de Sherbinin (Russian), Suellen Diaconoff (French), Priscilla Doel (Spanish), Cheryl Gilkes (Sociology and African-American Studies), Linda Goldstein (Development and American Studies), Jill Gordon (Philosophy), Elizabeth Hutchison (History), Elizabeth Leonard (History), Eva Linfield (Music), Phyllis Mannocchi (English), Michael Marlais (Art), Margaret McFadden (American Studies), Mary Beth Mills (Anthropology), Jane Moss (French), Elisa Narin van Court (English), Laurie Osborne (English), Tamae Prindle (East Asian Studies), Marilyn Pukkila (Library), Tarja Raag (Psychology), Elizabeth Sagaser (English), Jean Sanborn (English), Nikky Singh (Religious Studies), Marc Stein (History), Katherine Stubbs (English), Larissa Taylor (History), Pamela Thoma (American Studies and Women's Studies), and Joylynn Wing (Performing Arts)

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 among 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 113 or 221 or 275 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. 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. Majors may also petition the director to have a non-listed course counted toward the major. Students may count toward fulfillment of the major requirements a maximum of one independent study (Women's Studies 491, 492), or two semesters of honors work (Women's Studies 483, 484), or Senior Scholars work up to the equivalent of two courses (if approved by women's studies). A maximum of one three- or four-credit hour internship may be counted toward the major.

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.

Honors in Women's Studies

Seniors majoring in women's studies may apply for the honors program by April 15 of their junior year. A 3.5 major average at the end of the senior year is a condition of successful completion of this program.

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 113 or 221 or 275 or 276); 311; 493, and at least two additional courses at the 300 or 400 level. Students may count toward fulfillment of the minor requirements a maximum of one three- or four-credit hour internship or one independent study (Women's Studies 491 or 492), or Senior Scholars work up to the equivalent of two courses (if approved by women's studies).

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. *Four 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.

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

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. *Four credit hours.* D. MS. THOMA

275f Gender and Popular Culture Listed as American Studies 275 (q.v.). *Four credit hours.* D. MS. MCFADDEN

276s Sociology of Gender Listed as Sociology 276 (q.v.). *Four credit hours.* MS. BLAKE

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

483f, 484s Senior Honors Project An independent research project on an approved topic, conducted in close consultation with a faculty tutor and culminating in a substantial written thesis. Students are responsible for selecting their faculty tutor and submitting their proposal by April 15 of their junior year. A 3.5 major average at the end of the senior year is a condition of successful completion of the program. *Prerequisite:* Senior standing, a 3.5 major average at the end of the junior year, and permission of the program. *Three or four credit hours.* FACULTY

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. The instructor must be one of the program faculty members in women's studies. *Prerequisite:* Women's studies major or minor, permission of the instructor, and approval of the Women's Studies Program. *Three or 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. Students should have formulated their research topic prior to beginning the course. *Four credit hours.* D. MS. BROWN

Courses Cross-listed with Women's Studies:

American Studies	213	Medicine in 19th- and 20th-Century America: Women As Pioneer Healers
	275	Gender and Popular Culture
Anthropology	253	Anthropology of Gender
Biology	115	Biology of Women
East Asian Studies	251	Imaging Chinese Women: Ideas and Ideals in China

<i>Economics</i>	271 Women in Japanese Cinema and Literature
<i>Education</i>	254 The Economics of Women, Men, and Work
<i>English</i>	332 Women, Girls, and the Culture of Education
	331 Studies in Pre-Modern Drama
	332 Studies in Modern Drama: Contemporary Women Playwrights
	343 African-American Literature
	362 Art and Oppression: Lesbian and Gay Literature and Modern Society
	398 Early American Women Writers
	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
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SCOTT DOW '83, *Student Affairs Committee vice chair*

LISA HALLEE '81, *Alumni Fund chair*

DIANA P. HERRMANN '80, *National Clubs co-ordinator*

ANNE E. HUSSEY '80, *Alumni on Campus Committee chair*

STEPHEN LANGLOIS '85, *Career Services Committee chair*

LOU RICHARDSON MCGINITY '67, *Admissions Committee chair*

SUSAN JACOBSON NESTER '88, *Nominating Committee chair*

M. JANE POWERS '86, *Student Affairs Committee chair*

DAVID A. WHITE '75, *Awards Committee chair*

JOHNSTON DEF. WHITMAN '59, *Financial Affairs Committee chair*

Faculty 1996-98

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

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

ERMANNO FRANCIS COMPARETTI¹, 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

HUBERT CHRISTIAN KUETER, Ph.D., 1965-1997

Associate Professor of German, 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

E. JANET MARCHANT², 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

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

HAROLD RICHARD PESTANA, M.A. '85, Ph.D., 1959-1997
Professor of Geology, 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 January 26, 1997.

²Deceased February 27, 1997.

Named Chairs, Their Donors, and Current Chairholders

The Allen Family Chair in Latin American Literature (1993) by Leon and Karen Allen P '86.
 Jorge Olivares, Spanish.

The Leslie Brainerd Arey Chair of Biosciences (1993) by Mary E. Arey in memory of her husband, Colby Class of 1912. Arthur K. Champlin, biology.

The Arnold Bernhard Professorship in Arts and Humanities (1997) by A. Van H. Bernhard '57 in memory of his father. Paul S. Machlin, music.

The Carter Professorship in Mathematics and Computer Science (1985) by Clark H. Carter '40, Colby trustee, and William C. Carter '38 to recognize their family's 85-year relationship with the College. Thomas R. Berger, mathematics.

The Whipple-Coddington Chair (1994) by Jane Whipple Coddington '55, Colby trustee, and F. Chandler Coddington Jr. Unfilled.

The Crawford Family Chair in Religion (1994) by James B. Crawford '64 and Linda Johnson Crawford '64 in memory of Colby Professor Gustave H. Todrank. Thomas R.W. Longstaff, religious studies.

The Charles A. Dana Professorship Fund (1966) by the Charles A. Dana Foundation of New York City. The chairholders are Homer T. Hayslett Jr., mathematics, Yeager Hudson, philosophy, Susan Kenney, English, John S. Mizner, English, Thomas J. Morrione, sociology, and Ira Sadoff, English.

The Robert E. Diamond Professorship in Humanities (1993) by Robert E. Diamond Jr. '73, Colby trustee, in memory of his father. Jane M. Moss, French.

The Distinguished Presidential Professorship of American Government (1991) by an anonymous alumnus. G. Calvin Mackenzie, government.

The Dr. Gerald and Myra Dorros Chair in Life Sciences (1996) by Gerald and Myra Dorros P '93, '96, '98, '01. Unfilled.

The Douglas Chair in Investment and/or Finance (1994) by an anonymous alumnus. Randy A. Nelson, administrative science and economics.

A Friend's Chair for the Director of the Museum of Art (1992) by an anonymous donor who has been involved with the museum since its inception. Hugh J. Gourley III.

The John J. Gibson and Cornelia V. Gibson Chair in History (1996) by John V. Gibson '59 in honor of his parents. Richard J. Moss, history.

The James M. Gillespie Chair of Art and American Studies (1990) through a bequest from Professor Emeritus James M. Gillespie. David M. Lubin, art and American studies.

The Grossman Professorship of Economics (1976) by Nissie Grossman '32 in honor of his parents, Reuben and Lizzie Grossman. Jan S. Hogendorn, economics.

The Ellerton and Edith Jetté Professorship in Art (1993) through a bequest from Edith M. Jetté H '62. Mrs. Jetté and her husband, Ellerton M. Jetté H '55, were long-time friends of the College and supporters of the Colby Museum of Art. David L. Simon, art.

The Christian A. Johnson Distinguished Teaching Professorship (1990) by the Christian A. Johnson Endeavor Foundation. Robert S. Weisbrot, history.

The Christian A. Johnson Professorship for Integrative Liberal Learning (1996) by the Christian A. Johnson Endeavor Foundation to launch a pioneer program in liberal arts education designed to explore a brief but momentous era in world civilization from the perspective of different disciplines. Unfilled.

The Audrey Wade Hittinger Katz and Sheldon Toby Katz Professorship for Distinguished Teaching (1994) by Audrey Hittinger Katz '57, Colby trustee, and Sheldon T. Katz. Edward H. Yeterian, psychology.

The William R. Kenan Jr. Professorship Fund (1979) by the William R. Kenan Jr. Charitable Trust. L. Sandy Maisel, government.

The Lee Family Chair in English (1993) by Robert S. Lee '51, Colby trustee, and his wife, Jean. Charles W. Bassett, English.

The Clare Booth Luce Professorships (1988) through a bequest from Clare Boothe Luce. Jan Holly, mathematics, Rebecca M. Johnston, biology, and Shelby F. Nelson, physics.

The John D. and Catherine T. MacArthur Foundation Professorship (1981) by the John D. and Catherine T. MacArthur Foundation. Cheryl Townsend Gilkes, sociology.

The J. Warren Merrill Professorship of Chemistry and Natural History (1865) by J. Warren Merrill, Colby trustee. Murray F. Campbell, physics.

The Dr. Frank and Theodora Miselis Chair in Chemistry (1991) by Frank J. '43 and Theodora Miselis. Bradford P. Mundy, chemistry.

The Mitchell Family Professorship in Economics (1993) by Edson V. Mitchell '75, Colby trustee. Thomas H. Tietenberg, economics.

The NEH/Class of 1940 Distinguished Professorship in Humanities (1990) by the National Endowment for the Humanities and alumni from the Class of 1940. John R. Sweney, English.

The Oak Chair in Biological Sciences (1993) by The Oak Foundation, the family foundation of the parents of a Colby student. F. Russell Cole, biology.

The Clara C. Piper Professorship (1990) by Wilson C. Piper '39, Colby trustee, and Mary Piper in memory of Wilson Piper's mother, Clara Collins Piper '14. David H. Firmage, biology.

The Pugh Family Professorship in Economics (1992) by Lawrence R. Pugh '56, chair of the Colby Board of Trustees, and Jean Van Curan Pugh '55. Henry A. Gemery, economics.

The Pulver Family Chair in Jewish Studies (1996) by David Pulver '63, Colby trustee, and Carol Pulver. Unfilled.

The Arthur Jeremiah Roberts Professorship of English Literature (1928) by the Board of Trustees as an expression of their regard for the late President Roberts, Colby's 13th president, who had taught English literature at Colby. Douglas N. Archibald, English.

The Julian D. Taylor Assistant Professorship of Classics (1956) by a bequest from Professor Julian D. Taylor, who taught Latin and Greek at Colby from 1868 to 1931. Kerill O'Neill, classics.

The Herbert E. Wadsworth 1892 Professorship of Economics (1940) by Herbert E. Wadsworth, Colby trustee. James W. Meehan Jr., economics.

The John and Caroline Zacamy Chair in English (1993) by Caroline and John R. Zacamy Jr. '71, Colby trustee. Patrick Brancaccio, English.

The Ziskind Professorship of East Asian Studies (1963) by the Jacob Ziskind Trust. Unfilled.

Faculty

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

JORGE A. ACERO, M.A. (Arizona at Tucson, New York University), 1997-
Director of Colby in Cuernavaca

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.¹ (United States International, California at Berkeley), 1994-
Associate Professor of Sociology

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

RAYMOND BACH, Ph.D. (Stanford), 1997-
Director of Colby in Dijon

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

CHARLES WALKER BASSETT, M.A. '80, Ph.D.⁴ (South Dakota, Kansas), 1969-
Lee Family Professor of American Studies and English

ELLEN K. BAUM, M.A. (Antioch, Yale), February 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.² (Florida, Johns Hopkins, Duke), 1993-
Assistant Professor of Biology

CATHERINE LOWE BESTEMAN, Ph.D. (Amherst, Arizona), 1993-
Assistant Professor of Anthropology

JOHN BEUSTERIAN, M.A. (Michigan at Ann Arbor, Wisconsin at Madison), 1997-
Visiting Assistant Professor of Spanish

PARKER JOY BEVERAGE, M.A. (Dartmouth, Stanford), 1985-
Faculty Member without Rank: Dean of Admissions and Financial Aid

AITOR BIKANDI-MEJÍAS, Ph.D. (Universidad de Deusto [Spain], Cincinnati), 1996-
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

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), 1988-97
Associate Professor of Chemistry

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

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

BRADFORD O. BRATTON, Ph.D. (Oakland University, Northeastern, Universität Regensburg, West Germany), 1997-
Visiting Assistant Professor of Biology

LYN MIKEL BROWN, Ed.D.⁵ (Ottawa, Harvard), 1991-
Assistant Professor of Education and Human Development and Women's Studies

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), 1993-97
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

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-
Associate Professor of Physics

ANTHONY JOSEPH CORRADO JR., Ph.D.¹ (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

GUILAIN PIERRE DENOEU, Ph.D. (Grenoble [France], Georgetown, Princeton), 1990-
Associate Professor of Government

ANDREW JOHN DEPTHEREOS, M.F.A.⁴ (St. Lawrence, Colorado State), 1997-
Visiting Assistant Professor of English

JULIE WELLWOOD DE SHERBININ, Ph.D.¹ (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. (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

ANDREA ENNIO DORIGO, Ph.D. (Rome [Italy], California at Los Angeles), 1997-
Assistant Professor of Chemistry

PAUL KENNETH DOSS, Ph.D. (Indiana, Northern Illinois), 1991-97
Assistant Professor of Geology

ALLEN B. DOWNEY, Ph.D. (Massachusetts Institute of Technology, California at Berkeley), 1997-
Assistant Professor of Computer Science

SURA A. DUBOW '92 (Colby), 1995-
Adjunct Instructor in Physical Education

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.¹ (California at Berkeley, Chicago, Wisconsin), 1976-
Professor of History and East Asian Studies

FRANK ALEXANDER FEKETE, M.A. '96, Ph.D.¹ (Rhode Island at Kingston, Rutgers), 1983-
Professor of Biology

GUY THEOPHILE FILOSOOF, M.A. '81, Ph.D.² (Rollins, Middlebury, Rochester), 1969-
Professor of French

DAVID WARREN FINDLAY, Ph.D. (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

BRUCE EDWARD FOWLES, Ph.D. (Brown, California at Berkeley), 1967-
Associate Professor of Biology

PATRICE FRANKO, Ph.D. (Bucknell, Notre Dame), 1986-
Associate Professor of Economics and International Studies

BATYA FRIEDMAN, Ph.D. (California at Berkeley), 1991-
Associate Professor of Computer Science

KENNETH STANLEY GANZA, Ph.D. (Wabash, Indiana), 1989-
Chiang Ching-Kuo Foundation Assistant Professor of Art

HENRY ALBERT GEMERY, M.A. '77, Ph.D. (Southern Connecticut, Harvard, Pennsylvania), 1961-
Pugh Family Professor of Economics

CHERYL TOWNSEND GILKES, Ph.D. (Northeastern), 1987-

John D. MacArthur Associate Professor of Sociology and 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

JILL PAULETTE GORDON, Ph.D. (Claremont McKenna, Brown, Texas at Austin), 1991-

Associate 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

JOHN P. GRAHAM, Ph.D. (Iowa State, Drake, University of Iowa, Colorado State), 1997-

Visiting Assistant Professor of Geology

SANDY GRANDE, M.A., Ph.D.³ (Syracuse, Kent State), 1995-

Assistant Professor of 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), 1989-96

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-

Visiting Instructor in Japanese

NATALIE BETH HARRIS, Ph.D. (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-

Dana Professor of Mathematics; Resident Director of Colby in Cork Program, 1997-98

PATRICIA A. HEID, Ph.D. (Northwestern, California at Berkeley), 1997-

Visiting Assistant Professor of Spanish

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. (Puerto Rico, Brown), 1993-97
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), 1993-96
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 Instructor in Anthropology

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

ELIZABETH QUAY HUTCHISON, Ph.D. (Harvard, California at Berkeley), 1996-
Visiting Assistant Professor of History

YUKA IJIMA, M.A. (International Christian University [Japan], Victoria University of Wellington
[New Zealand], Ohio), 1997-
Visiting Instructor in Japanese

RUSSELL R. JOHNSON, Ph.D. (Colorado College, Washington State), 1996-
Assistant Professor of Biology

REBECCA M. JOHNSTON, Ph.D. (Colorado at Boulder), 1997-
Clare Boothe Luce 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. (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.²⁴ (Northwestern, Cornell), 1968-
Dana Professor of Creative Writing

DERMOT KEOGH, M.A., Ph.D. (University College Dublin, University College Cork [Ireland]), 1997-
Visiting Professor of History

D. WHITNEY KING, Ph.D. (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), 1965-1997
Associate Professor of German

KAREN KUSIAK '75, M.Ed.⁴ (Colby, Lesley), 1990-
Visiting Assistant Professor of Education and Human Development

JAY BRIAN LABOV, Ph.D. (Miami [Florida], Rhode Island), 1979-97
Associate Professor of Biology

ROBERT ANDRÉ LAFLEUR, Ph.D.⁴ (Carleton, Chicago), 1994-
Visiting Assistant Professor of History; Associate Dean of Students, 1996-97

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

WILLIAM A. LEE, J.D.⁴ (Florida), February 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.¹ (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.¹ (Ohio State, Yale), 1983-
James M. Gillespie Professor of Art and American Studies

PAUL STUART MACHLIN, M.A. '87, Ph.D. (Yale, California at Berkeley), 1974-
Arnold Bernhard 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. (University of Ulster [Northern Ireland], Wisconsin at Madison), 1992-1997
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

KASHIF S. MANSORI, Ph.D. (Wesleyan, Princeton), 1997-
Assistant Professor of Economics

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. (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

MARGARET T. MCFADDEN, M.Phil., Ph.D. (Wells, Duke, Yale), 1996-
Assistant Professor of American Studies

RICHARD JOHN MCGEE, M.A. '86, M.S. (Maine), 1967-97
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.^{1,4} (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 Associate Professor of Physical Education

WEIWEN MIAO, Ph.D. (Beijing University [China], Tufts), 1997-
Assistant Professor of Mathematics and Statistics

GEORGE MIAOULIS JR., Ph.D.⁴ (New York University), February 1995-
Visiting Professor of Administrative Science

JULIE TAMSEN MILLARD, Ph.D. (Amherst, Brown), 1991-
Associate Professor of Biochemistry

DAVID HORTON MILLS '57, M.A. (Colby, Illinois, Harvard), 1980-81, 1984-
Adjunct Assistant Professor of English for Speech and Debate

MARY ELIZABETH MILLS, Ph.D. (Western Ontario, California at Berkeley), 1992-
Assistant Professor of Anthropology

GARRY MITCHELL, M.F.A. (Hawaii at Honolulu, Pratt Institute), 1996-
Visiting Assistant Professor of Art

JOHN S. MIZNER, M.A. '80, Ph.D.¹ (Antioch, Pennsylvania), 1963-
Dana Professor of English

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. (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), 1992-97
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 1996-
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

KERILL NEIL O'NEILL, Ph.D. (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

CORNELIUS PARTSCH, Ph.D. (Oberlin, Brown), 1997-
Visiting Assistant Professor of German

HAROLD RICHARD PESTANA, M.A. '85, Ph.D. (California, Iowa), 1959-1997
Professor of Geology

RAYMOND B. PHILLIPS, Ph.D. (Pomona, California at Berkeley), 1984-
Assistant Professor of Biology; Director of Information Technology Services

VÉRONIQUE BRIGIDA PLESCH, Ph.D. (Swiss Maturité fédérale, University of Geneva [Switzerland], Princeton), 1994-
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.¹ (SUNY at Binghamton, Washington State, Cornell), 1985-
Professor of Japanese

MARILYN RUTH PUKKILA, M.A., M.S.L.S.² (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

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), 1996-
Assistant Professor of Government

PAUL V. ROCKWELL, Ph.D. (Wisconsin at Madison), 1996-
Director of Colby in Dijon

KENNETH AARON RODMAN, Ph.D. (Brandeis, Massachusetts Institute of Technology), 1989-
Associate Professor of Government and International Studies

NICHOLAS LEROY ROHRMAN, M.A. '77, Ph.D.³ (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

ANN ROSS, M.A. (Maine at Orono, Wesleyan), 1997-
Visiting Adjunct Instructor in Performing Arts

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.¹ (Brown, Brandeis), 1994-
Assistant Professor of English

YVONNE SANAVITIS, Ph.D. (Puerto Rico, New York, Puerto Rico), September 1996-
Visiting Professor of Spanish

JEAN MARIE SANBORN, Ph.D.³ (Mount Holyoke, Harvard, Union for Experimenting Colleges and Universities), 1976-

Professor of English; Director of the Writers' Center, 1984-

BETTY GAIL SASAKI, Ph.D.¹ (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.¹ (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, Smith), 1996-

Adjunct Assistant Professor of Physical Education

DAVID LAWRENCE SIMON, M.A. '88, Ph.D. (Boston, London), 1981-

Jetté Professor of Art

NIKKY-GUNINDER KAUR SINGH, Ph.D. (Wellesley, Pennsylvania, Temple), 1986-

Associate Professor of Religion

SONYA YVONNE SKOOG, M.A. (Kutztown, Indiana University of Pennsylvania, Wisconsin at Madison), 1997-

Visiting Instructor in Geology

DALE JOHN SKRIEN, Ph.D.¹ (Saint Olaf, Washington), 1980-

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.³ (Hartwick, Pennsylvania State), 1967-

Professor of Chemistry

GAIL ELLEN SPAIEN, M.F.A.⁴ (Southern Maine, San Francisco Art Institute), 1997-

Assistant Professor of Art

DEBRA ALISON SPARK, M.F.A.⁴ (Yale, Iowa), February 1995-

Associate Professor of Creative Writing

TIMOTHY J. STEIGENGA, Ph.D. (Calvin, North Carolina at Chapel Hill), 1997-

Visiting Assistant Professor of Government

MARC ROBERT STEIN, Ph.D. (Wesleyan, Pennsylvania), 1996-

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-

ANDREI VLADIMIROVICH STRUKOV, B.S.⁴ (Komi State Pedagogical Institute [Russia]), 1992-
Visiting Instructor in Russian

KATHERINE MARIE STUBBS, Ph.D. (Swarthmore, Duke), 1996-
Visiting Assistant Professor of English

DAVID BRUCE SUCHOFF, Ph.D. (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

JOHN M. TALBOT, Ph.D., (Bucknell, Michigan at Ann Arbor, California at Berkeley), 1997-98
Visiting Assistant Professor of Sociology

MARK BENNETT TAPPAN, Ed.D.⁵ (Oberlin, Ohio State, Harvard), 1991-
Assistant Professor of Education

DUNCAN ALASDAIR TATE, D.Phil. (Oxford [England]), 1992-
Assistant Professor of Physics

LINDA TATELBAUM, Ph.D.⁴ (Cornell), 1982-
Associate Professor of English

LARISSA JULIET TAYLOR, Ph.D. (Harvard, Brown), 1994-
Assistant Professor of History

PHILIP C. THERUVAKATTIL, Ph.D. (Indian Institute of Technology [India], Iowa State), 1997-
Visiting Assistant Professor of Mathematics

PAMELA S. THOMA, M.A. (Ohio State, Colorado State), 1996-
Instructor in American Studies and Women's Studies

SARANNA THORNTON '81, Ph.D. (Colby, Texas, Carnegie-Mellon), 1989-96
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.¹ (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

CHERYL TSCHANZ (Peabody Conservatory, Indiana University, New York at Stony Brook), 1991-
Adjunct Assistant Professor of Music

ELIZABETH A.F. TURESKY, Ph.D.⁴ (Wheaton, Colorado, Case Western Reserve), 1990-
Visiting Associate Professor of Administrative Science

TIMOTHY PETER VACHON, M.A. (Maine at Orono, Washington at Seattle), 1996-
Visiting Instructor in Classics

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

ADAM MURRAY WEISBERGER, Ph.D. (Haverford, Pennsylvania), 1989-97
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

CHRISTINE M. WENTZEL, M.A. '94, M.A. (Massachusetts, Michigan), 1973-
Adjunct Professor of Performing Arts (Dance); Resident Director of Colby in London Program, 1997-98

JAMES BENJAMIN WESCOTT, M.S. (Plymouth State, Indiana), 1978-
Adjunct Associate Professor of Physical Education

PETER WESTERVELT, M.A. '78, Ph.D.⁶ (Harvard), 1961-
Professor of Classics

JANIS ELAINE WHITE, Ph.D. (St. John's, New Mexico), 1997-
Visiting Assistant Professor of Mathematics and Statistics

JANE K. WHITEHEAD, Ph.D.⁴ (Wellesley, Trinity, Yale), 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-

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

CHARLOTTE M. YETMAN, M.F.A. (Pennsylvania State, New York University), 1997-
Visiting Artist in Performing Arts

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 Lecturer in Chinese

SUSHENG ZHAO, Ph.D. (Peking [China], Missouri at Kansas City, California at San Diego), 1993-
Assistant Professor of East Asian Politics

¹On leave full year 1997-98.

²On leave first semester 1997-98.

³On leave second semester 1997-98.

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-
Bass Guitar

JOHN BODEN, (Northwestern, Missouri at Kansas City Conservatory), 1997-
French Horn

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, 1995-97
String Bass

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 1996-97
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 1996-97
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

JUAN FRANCISCO ESTEBAN LORENTE, 1996-
Research Associate in Art

BETSY BROWN, Ph.D., 1990-
Research Scientist in Biology

SHARON CONOVER, A.B., 1991-97
Research Technical Associate in Biology

JAY LABOV, Ph.D., 1997-
Research Scientist 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

ANDREA L. VOLPE, B.A., 1997-
Faculty Fellow in Art and American Studies

WILLIAM C. LEMON, Ph.D. 1997-
Faculty Fellow in Biology

ANNE E. LUND, M.S., 1996-
Teaching Assistant in Biology

ELIZABETH S. CHAMPLIN '65, M.S., 1971-
Senior Teaching Associate in Biology

TIMOTHY CHRISTENSEN, B.S., 1985-
Senior 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 Associate in Chemistry

JEAN MCINTYRE, B.A., 1976-
Senior Teaching Associate in Chemistry

BRENDA L. FEKETE, B.S., 1996-
Teaching Assistant in Chemistry

MOHAMMAD A. OMARY, Ph.D., 1997-
Faculty Fellow in Chemistry

WAN-LING HUNG, 1997-98
Language Assistant, Chinese

CAMILLE COOK PRICE, Ph.D., 1997-
Faculty Fellow in Computer Science

BLANDINE BRICKA, 1997-
Language Assistant, French

BRUCE RUEGER, Ph.D., 1984-
Senior Teaching Associate in Geology

CHRISTOPH VOJC, 1997-
Language Assistant, German

NARUMI KUNII, 1997-
Language Assistant, Japanese

KENNETH H. PRICE, Ph.D., 1997-
Faculty Fellow in Mathematics

TODD MICHAEL BORGERDING, M.A., 1997-
Faculty Fellow in Music

MICHAEL RAMSTROM, B.A., 1995-
Teaching Assistant in Physics and Astronomy

COLLEEN BURNHAM, 1992-
Teaching Assistant in Psychology

DANIEL LOURIE, 1997-
Language Assistant, Russian

ANTONIA CASTAÑEDA GARRIDO, 1997-98
Language Assistant, Spanish

KAREN L. ROSE '95, 1995-97
Assistant Director, Writers' Center

MATTHEW A. KUCHAR '97, 1997-
Writers' Center Assistant

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 1997-98

President, WILLIAM R. COTTER, M.A. '79, L.H.D., J.D., 1979-

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-

Assistant to the Vice President for Academic Affairs and Dean of Faculty, LILLIAN LEVESQUE, 1978-

Associate Dean of Faculty and Director of Off-Campus Study, JONATHAN M. WEISS, M.A. '86, Ph.D., 1972-

Director of Colby in Cork, HOMER T. HAYSLETT, Ph.D., 1962-

Director of Colby in Cuernavaca, JORGE A. ACERO, M.A., 1996-

Director of Colby in Dijon, RAYMOND BACH, Ph.D., 1997-

Director of Colby in London, CHRISTINE M. WENTZEL, M.A. '94, 1973-

Director of Colby in Salamanca, JAVIER GONZALEZ-ALONSO, Ph.D., 1985-

Associate Director of Off-Campus Study, LINDA K. COTTER, M.Ed., 1982-

Associate Director of Off-Campus Study, 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 and Reserve Supervisor, EILEEN M. FREDETTE, 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-

Assistant to the Administrative Vice President, 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, SCOTT D. SMITH '88, M.B.A., 1993-

Associate Director of Student Financial Services, CYNTHIA W. WELLS '83, 1983-

Associate Director of Student Financial Services, LUDGER H. DUPLESSIS, B.A., 1990-

Student Financial Services Assistant, THERESA HUNNEWELL, A.S., 1976-

Student Financial Services Assistant, LISA M. FAIRBANKS, 1990-

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-

Acting Assistant Director of Security, PETER S. CHENEVERT, 1997-

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, WILLIAM J. DENNEN, M.A., 1994-
 Personal Computer Consultant, RURIK SPENCE, 1988-
 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-
 Macintosh Language Instruction Specialist, ERICA A. ANDREE, M.A., 1996-
 Macintosh Language Instruction Specialist, GREGORY C. STRUVE, 1996-
 Director of Administrative Information Technology Services, CATHERINE L. LANGLAIS, B.A., 1996-
 Senior Systems Analyst, ELIZABETH S. HALLSTROM, M.F.A., 1987-
 Director of Technical Services, DAVID W. COOLEY, M.Div., 1978-
 Senior UNIX Systems Administrator, JEFF A. EARICKSON, Ph.D., 1995-
 Client/Server Technician 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, LLOYD J. COMEAU, M.S., 1996-
 Associate Director of Dining Services, WILLIAM BAYLE, A.A.S., 1989-
 Manager, Johnson/Chaplin Commons, DANIEL ROY, 1992-
 Production Manager, Johnson/Chaplin Commons, WILLIAM ROBERTSON, B.A., 1996-
 Manager, Lovejoy Commons, ERIC LADD, 1997-
 Production Manager, Lovejoy Commons, JAMES GAGNON, 1993-
 Manager, Mary Low Commons, LORI FITZPATRICK, B.A., 1993-
 Manager, Spa, SCOTT MUNGEON, B.A., B.S., 1993-
 Catering Manager, LISA M. PELLERIN, A.A.S., 1997-
 Director of Special Programs/Director of Women's Services, JOAN SANZENBACHER, M.S.Ed., 1978
 Assistant Director of Special Programs, KRISTIN C. JORGENSEN, 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-

- Stewardship Coordinator, ELLEN M. COREY, 1982-
 Assistant Vice President for Development and Alumni Relations/Director of Corporate and Foundation Relations, LINDA L. GOLDSTEIN, Ph.D., 1990-
 Associate Director of Corporate and Foundation Relations, BETSY BROWN, Ph.D., 1993-
 Director of Information Services for Development and Alumni Relations, JOSEPH M. MEDINA, B.A., 1987-

- Associate Director of Information Services for Development and Alumni Relations,
PATRICIA AYERS-MILLER, B.A., 1988-
Natural Programmer/Analyst, ANNA L. BACHMAN, B.S., 1995-
Natural Programmer/Analyst, R. NEAL PATTERSON, B.A., 1995-
Natural Programmer, MARTIN D. GARBE, A.A.T., 1995-
Director of Alumni Relations, MARGARET VIENS '77, 1994-
Director of Annual Giving, NINA M. TILANDER, B.A., 1990-
Associate Director of Annual Giving, REBECCA L. BIRRELL '92, 1995-
Director of Campaign Marketing, CAROLE J. FULLER, M.A., 1993-
Director of Major Gifts, JANET KOLKEBECK, M.A., M.B.A., 1995-
Administrative Assistant to the Director of Major Gifts, DEBORAH J. OUELLETTE, B.S., 1988-
Major Gifts Officer/Director of Regional Campaigns, ALLYSON L. GOODWIN '87, 1995-
Major Gifts Officer, AVRUM R. VINICK, B.A., 1997-
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-
Associate Director of Planned Giving, SUSAN F. COOK '75, 1981-
- 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 and Financial Aid, JUDITH L. BRODY '58, 1979-
Associate Dean of Admissions and Financial Aid, RONALD G. WHITTLE, M.A., 1986-
Associate Dean of Admissions and Financial Aid, NANCY MORRIONE '65, M.Ed., 1982-
Associate Dean of Admissions and Financial Aid, DAVID S. JONES, B.A., 1987-
Associate Director of Admissions and Financial Aid/Coordinator of Multicultural Enrollment,
KEVIN R. TURNER, B.A., 1994-
Assistant Director of Admissions and Financial Aid, BARBARA SWENEY, B.A., 1982-
Admissions and Financial Aid Counselor, MOLLY A. BRACKEN '97, 1997-
Admissions and Financial Aid Counselor, NATALIE C. COLLINS '97, 1997-
Admissions and Financial Aid Counselor, MICHAEL F. MONTGOMERY '96, 1997-
Admissions and Financial Aid Counselor, MATTHEW B. RUSS '96, 1997-
Admissions Counselor, KATHERINE JOLY DEVINE, B.A., 1986-
Director of Financial Aid, LUCIA W. WHITTELSEY '73, 1986-
- 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-
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-
Associate Dean of Students for Residential Life, RONALD B. HAMMOND, Ph.D., 1997-
Assistant Director of Residential Life, PAMELA J. TINTO PILLAY, B.S., 1997-

- Assistant Dean of Students, SUSAN M. LAFLEUR, B.A., 1996-
 Assistant Dean of Students/Director of Student Activities, BENJAMIN D.S. JORGENSEN '92, 1992-
 Assistant Director of Student Activities, ALEXANDER B. CHIN '96, 1997-
 Director of Communications, SALLY A. BAKER, B.A., 1989-
 Administrative Assistant to the Director of Communications, JOANNE A. LAFRENIERE, 1969-
 Communications Assistant for Museum Publicity, WILLIAM C. JEFFERSON, B.A., 1997-
 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-
 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 1996-97.

	Men	Women	Total				
All Areas	865	948	1813	Vermont	22	21	43
Alabama	1	2	3	Virgin Islands	1	-	1
Alaska	1	1	2	Virginia	12	9	21
Arizona	1	2	3	Washington	13	21	34
California	34	52	86	West Virginia	-	1	1
Colorado	10	11	21	Wisconsin	3	7	10
Connecticut	85	106	191	Wyoming	1	-	1
Delaware	1	2	3				
District of Columbia	4	3	7	Foreign Countries	34	30	64
Florida	12	10	22	Austria	-	1	1
Georgia	9	2	11	Bangladesh	1	-	1
Hawaii	1	2	3	Bermuda	1	-	1
Idaho	-	3	3	Botswana	-	1	1
Illinois	20	16	36	Brazil	-	1	1
Indiana	-	2	2	Bulgaria	-	2	2
Iowa	-	1	1	Canada	11	5	16
Kansas	3	-	3	Cyprus	1	-	1
Kentucky	2	3	5	Ecuador	-	1	1
Louisiana	-	2	2	Egypt	-	1	1
Maine	82	131	213	England	2	2	4
Maryland	19	10	29	France	1	1	2
Massachusetts	199	213	412	Greece	3	-	3
Michigan	5	7	12	Hong Kong	-	2	2
Minnesota	14	13	27	Hungary	-	1	1
Mississippi	1	-	1	Indonesia	-	1	1
Missouri	4	4	8	Jamaica	1	-	1
Montana	3	3	6	Japan	1	3	4
New Hampshire	59	53	112	Kenya	2	-	2
New Jersey	43	38	81	Malaysia	-	1	1
New Mexico	2	2	4	Netherlands Antilles	1	-	1
New York	80	85	165	Norway	1	-	1
North Carolina	4	4	8	Pakistan	1	-	1
Ohio	15	13	28	Philippines	1	-	1
Oklahoma	-	1	1	Poland	1	-	1
Oregon	4	7	11	Russia	1	-	1
Pennsylvania	26	20	46	Saudi Arabia	1	1	2
Puerto Rico	-	1	1	Scotland	-	1	1
Rhode Island	22	18	40	South Korea	1	-	1
South Carolina	1	-	1	Taiwan	-	2	2
South Dakota	-	1	1	Trinidad	-	1	1
Tennessee	2	4	6	Turkey	2	-	2
Texas	8	8	16	Ukraine	-	2	2
Utah	2	3	5				

Degrees Awarded at Commencement Sunday, May 25, 1997

Bachelor of Arts

As of the Class of 1994

John Warner Field III, Rye, N.Y.

As of the Class of 1995

Laura J. Finn, Los Angeles, Calif.

Mark Adam Porter, York, Maine

As of the Class of 1996

Sally Katherine Dixon, Bath, Maine

The Class of 1997

Thomas Alden Abbey, Richmond, Va.

Jennifer Elizabeth Adams, Englewood, Colo.

Mark Stephen Adelman, Barrington, R.I.

Nizar Nabil Al-Bassam, Dhahran, Saudi Arabia

Alexander William Ammerman, Athens, Greece

Elliott James Anderson, Falmouth, Maine

Timothy Ewing Andreae, Overall, Va.

DeWitt Hobart Antik, Edgartown, Mass.

April Beth Armstrong, Guilford, Conn.

Robyn Erica Art, Lincoln, Mass.

Jennifer Margaret Atwood, Damariscotta, Maine

Katy L. Bakeman, Bucksport, Maine

Elizabeth Mary Baker, Dummerston, Vt.

Kayla Beth Baker, Madawaska, Maine

Alison Mandy Ball, New Castle, N.H.

John E. Baptiste, Mendon, Mass.

Andréa Inger Barbalunga, Pittsfield, Mass.

Michael Stewart Barber, Northbrook, Ill.

Tamara Barnett, Belchertown, Mass.

David Douglas Barr, Shaker Heights, Ohio

Lauren Catherine Bayersdorfer, Greensboro, N.C.

Michael Aaron Bean, Long Lake, Minn.

Robert David McAdoo Becher, Canton, Mass.

Thomas Charles Beedy, Livermore, Maine

Heather Elizabeth Bend, St. Paul, Minn.

Lawrence Sander Benesh, Barrington, Ill.

Amy Leigh Bennett, Conway, N.H.

Kimberly Ann Berget, Chicago, Ill.

Anthony John Bertaccini, Mendham, N.J.

Cindy Bissoon, Corona, N.Y.

Andrew Austin Black, Lincoln, Mass.

David Scudder Blackall, Farmington, Conn.

Stephanie Taylor Blackman, Thetford Center, Vt.

Karen Frances Blaisdell, Portland, Maine

Darren Thomas Blauert, Cloquet, Minn.

Heather Krishna Blier, Hermon, Maine

Amanda Bligh, Meriden, Conn.

Seth E. Blumenthal, Newton, Mass.

Craig Edward Borowski, Sanbornville, N.H.

Staunton St. Clair Melsop Bowen, Toronto, Ont.

Molly Anne Bracken, Sparta, N.J.

Amy Elizabeth Brackett, Sanford, Maine

Megan Ellen Brennan, Chicopee, Mass.

Erin Simpson Brenner, Vancouver, B.C.

Rebecca Ferris Briber, Mequon, Wis.

Austen Elizabeth Briggs, San Francisco, Calif.

Deirdre Elizabeth Brochu, Middleboro, Mass.

Christine Lynn Brown, Cumberland, Maine

Katrina Sarah Brown, Hyde Park, N.Y.

Wendy Adele Brown, Ellsworth, Maine

Sarah Elisabeth Brownstein, Bethesda, Md.

David P. Bruinooge, Allendale, N.J.

Todd Stephen Brylinsky, Norfolk, Mass.

Eugene Keith Buono, Brooklyn, N.Y.

Matthew Morrison Burgener, Santa Ana, Calif.

Amy Louise Campbell, Belfast, Maine

Chad William Card, Fryeburg, Maine

Margaret Anne Carlan, Freeport, N.Y.

Andrea Jeanne Carnevale, Beverly, Mass.

Bryan Hobbs Carr, Hudson, Ohio

Galen Laurence Carr, Walpole, N.H.

Dana Hawley Cease, Concord, Mass.

June Chan, Old Bridge, N.J.

Scott Marshall Chandler, Ann Arbor, Mich.

Rosa Hei-Ryun Chang, Edmonds, Wash.

Katherine Regina Charbonnier, Marblehead, Mass.

Brett David Chardavoyne, Trumbull, Conn.

Cary Esther Charlebois, Potsdam, N.Y.

Zahid Rafiq Chaudhary, Manchester, Conn.

Michael Peter Child, Freeport, Maine

Michael Merrill Choate, Gardiner, Maine

Sarah Jeanne Christie, Mechanicsville, Va.

Jake Norman Churchill, Easton, Mass.

Christopher Albert Cintavey, North Olmsted, Ohio

Adrienne Beth Clay, Hillsborough, Calif.

Linsay Remsen Cochran, Ossining, N.Y.

Natalie C. Collins, Los Angeles, Calif.

John Nathan Coombs, Bowdoin, Maine

Timothy O'Leary Corkery, Hingham, Mass.

Alexandra Gately Cornell, Lakewood, Ohio

- Joseph William Corrigan, *Oakland, Maine*
 Kelly Ray Cueman, *Manchester Village, Vt.*
 Erin Frances Curren, *New York, N.Y.*
 Alison Rae Curry, *Bangor, Maine*
 LaWaun Jamil Curry, *Roxbury, Mass.*
 Hristina Ivanova Dantcheva, *Sofia, Bulgaria*
 Amy Catherine Darling, *Tacoma, Wash.*
 Julie Cassell Davidson, *Arlington, Mass.*
 Carter Braxton Davis, *Bethesda, Md.*
 Colin David de Bakker, *Hudson, Mass.*
 Thomas Arthur DeCoff, *Danvers, Mass.*
 Andrea Leigh DeHaan, *Cincinnati, Ohio*
 Daniel Aaron Deitch, *Atlanta, Ga.*
 Rico Emilio Del Sesto, *South Attleboro, Mass.*
 Kristina Denzel, *Flourtown, Pa.*
 Heather Hubert Derby, *Plymouth, Mass.*
 Jerrod Wakefield Deshaw, *Burlington, Vt.*
 Steven Michael DiLella, *Clinton, Conn.*
 Sarah Caroline Hatfield DiMare, *Concord, Mass.*
 Robert Thomas Doak, *Wayzata, Minn.*
 Elisabeth Eir Weems Dodds, *Wellesley, Mass.*
 Cassin Britten Donn, *New York, N.Y.*
 Michael C. Doogue, *Braintree, Mass.*
 Christina Leigh Downing, *Exeter, Maine*
 Patrick Ellis Doyle, *Alexandria, Va.*
 Diana Joyce Dresser, *Andover, Mass.*
 Stephen Edward Drunsic, *Manchester Center, Vt.*
 Kerri Elizabeth Duffell, *Lincoln, R.I.*
 Erin Morya Duggan, *Chappaqua, N.Y.*
 Sean H. Dunphy, *Paris, France*
 Rebecca Alice Durham, *Glastonbury, Conn.*
 Yawa Helen Duse-Anthony, *Molepolole, Botswana*
 Matthew William Eberle, *San Jose, Calif.*
 Marnie Anne Eckelman, *Goldens Bridge, N.Y.*
 Jody William Eidt, *Mitchell, Ont.*
 Betsy Marie Eisen, *Hollis, N.H.*
 Jessica Jane Eklund, *Denver, Colo.*
 Adam Daniel Elboim, *Needham, Mass.*
 Jonathan Thaddeus Eldredge, *Chatham, Mass.*
 Douglas Raymond Ellinger, *Cohasset, Mass.*
 Brian Chad Emme, *Evergreen, Colo.*
 Heather Anne Engman, *St. Cloud, Minn.*
 Eirah Hope Estrella Escueta, *Los Angeles, Calif.*
 Abby Kara Eskin, *Boston, Mass.*
 Nancy Tay Evans, *Wayland, Mass.*
 Elizabeth Anne Fagan, *Middletown, Conn.*
 Everett Marcus Fairbrother II, *Dover-Foxcroft, Maine*
 Lincoln Maccoun Farr, *Baltimore, Md.*
 Javier Enrique Fernández, *Miami, Fla.*
 Morgan Filler, *North Potomac, Md.*
 Meghan Marie Finnerty, *Quincy, Mass.*
 Jami Natalie Fisher, *Belmont Hills, Pa.*
 Jenny Anne Floyd, *East Parsonsfield and Raymond, Maine*
 Megan Ames Flynn, *Bangor, Maine*
 Susan Prentice Foley, *Waterville, Maine*
 Kristen Anne Follweiler, *Coatesville, Pa.*
 Glenn Jefferson Forger, *Canton, Mass.*
 Gregg Jonathan Forger, *Canton, Mass.*
 Christopher Samuel Frangione, *East Windsor, N.J.*
 Cherie Kay Galyean, *Orland, Maine*
 Melissa Denise Geathers, *Bridgeport, Conn.*
 Robert Laurence Gee, *North Haven, Conn.*
 Todd A. Geetter, *Doylestown, Pa.*
 Brian Michael Gemme, *Cape Elizabeth, Maine*
 Cary Thayer Gibson, *Middleton, Wis.*
 Robert William Gimpel, *Bowie, Md.*
 John Eckhart Ginn, *Lincoln, Mass.*
 Heide Murphy Girardin, *Jay, Maine*
 Andrew Bishop Glos, *New York, N.Y.*
 Katherine Ann Gluck, *Concord, Mass.*
 Amanda Faith Goddard, *Woburn, Mass.*
 Erwin Antonio Godoy, *Palatine, Ill.*
 Brian Scott Golden, *Hillsdale, N.J.*
 Barbara Kristen Gordon, *Glendale, Calif.*
 Reshma Amalie Gosine, *St. Augustine, Trinidad and Tobago*
 Lauren Kristen Graham, *Southport, Maine*
 Harold Freeman Graves III, *Newport, R.I.*
 Kurtis Neil Gray, *Concord, Mass.*
 Cryselle Marcia Greenaway, *Dorchester, Mass.*
 Emily Sarah Greenstein, *Framingham, Mass.*
 Christopher Graham Griffith, *Wellesley, Mass.*
 Caroline Michelle Guy, *North Reading, Mass.*
 Mika Samuelle Hadani, *New York, N.Y.*
 Kelly Elizabeth Hagan, *Shrewsbury, Mass.*
 David Shawn Hall, *Plainfield, N.H.*
 Randall Lester Hall, *Gorham, Maine*
 Richard Steadman Hambleton III, *Ventura, Calif.*
 Anna N. Hamlen, *Darien, Conn.*
 David Seth Hanauer, *Ocean Township, N.J.*
 Sean M. Handler, *Huntingdon Valley, Pa.*
 Eric Morgan Hansen, *Seattle, Wash.*
 Joshua Padraig Hardy, *Washington, D.C.*
 James Brian Harris, *South Hamilton, Mass.*
 Robert Johnson Hart, *Weston, Mass.*
 Stephanie Jill Healy, *Old Lyme, Conn.*
 John H. Hebert II, *Van Buren, Maine*
 Marc Hébert, *Madawaska, Maine*
 Drew Allyn Heffner, *Chesterfield, Mo.*
 Emily Gretchen Heiss, *Concord, Mass.*
 Paul Dennis Hennigan Jr., *Eaton, N.H.*
 Stephanie Joy Hequembourg, *Charlton, Mass.*
 Pamela Herd, *Collinsville, Conn.*
 Danielle Lee Herget, *Braintree, Mass.*
 Antonio Hernandez, *Sacramento, Calif.*
 Susan E. Hesselbach, *South Hampton, N.H.*
 Chad William Higgins, *Sabattus, Maine*
 Jennifer Ann Higgins, *Cape Elizabeth, Maine*

- Margot Natalie Higgins, *New Canaan, Conn.*
 Suzanne Carey Higley, *Cambridge, Mass.*
 Mary Catherine Hofmann, *Dobbs Ferry, N.Y.*
 Sarah Elliott Holmes, *Bloomfield Hills, Mich.*
 Rebecca Archer Hoogs, *Great Barrington, Mass.*
 Karen Jean Hoppe, *Cumberland, Maine*
 Mark Stone House, *Acton, Mass.*
 Jason Robert Imfeld, *Mt. Pleasant, S.C.*
 Tanya M. Jankot, *Glastonbury, Conn.*
 David Anthony Javier, *Jamaica Plain, Mass.*
 Meghan Elizabeth Jeans, *Concord, Mass.*
 Linda Mae Jenkins, *North Hampton, N.H.*
 Jennifer Elizabeth Johns, *Powell, Ohio*
 Stacy Lahm Joslin, *Warwick, R.I.*
 Larisa Jovanovic, *Santa Barbara, Calif.*
 Hyun Jung, *Westwood, Mass.*
 Anne Hyde Jurgeleit, *Bangor, Maine*
 Hillary Ellen Kane, *Concord, Mass.*
 Simone Linnea Kaplan, *Sudbury, Mass.*
 Zoe Kaplan, *The Sea Ranch, Calif.*
 Joshua Scott Keith, *South Hamilton, Mass.*
 George Patrick Kennedy III, *New City, N.Y.*
 Patricia Lynn Kenoyer, *Whitefield, Maine*
 Edward Howison Kerkam, *Concord, Mass.*
 Caroline Jane Ketcham, *Prather, Calif.*
 Edward Allan Keysor, *Setauket, N.Y.*
 Stephen James Kidd, *West Newbury, Mass.*
 Karin Elizabeth Kidder, *Santa Barbara, Calif.*
 Christen Meredith Killheffer, *Exeter, N.H.*
 Thomas Upton Killilea, *Wilmington, Mass.*
 Melissa M. Kim, *Yardley, Pa.*
 Jason Andrew Klein, *Armonk, N.Y.*
 Jenna Michelle Klein, *Wayzata, Minn.*
 Kathleen Eiko Kohatsu, *Lexington, Mass.*
 Meghan Suzanne Kolodziej, *Palos Park, Ill.*
 Andrew Russell Kruppa, *Bowling Green, Ohio*
 Matthew Alexander Kuchar, *Robesonia, Pa.*
 Nicole Marina LaBrecque, *Wallingford, Conn.*
 A. Welling LaGrone III, *Franklin, Tenn.*
 Nicholas James Lamia Jr., *St. Louis, Mo.*
 Summer Lynn LaPlante, *Solon, Maine*
 Emily Barton Lappen, *Manchester, Conn.*
 Daniel Thomas Lavergne, *Bellingham, Mass.*
 Katherine Elizabeth Lawn, *Doylestown, Pa.*
 Jennifer MacKinnon Lawrence, *Piedmont, Calif.*
 Christian Heath Laycock, *Atlanta, Ga.*
 Tara Frances Lenich, *Wilton, Conn.*
 Amy Carolyn Letizia, *Cortlandt Manor, N.Y.*
 Jonathan Samuel Levin, *Needham, Mass.*
 Scott Arthur Lilley, *Mahopac, N.Y.*
 Michelle Mei-Sheng Lin, *Taipei, Taiwan*
 Edward Peter Lionberger, *Glastonbury, Conn.*
 Joshua D. Lippmann, *Hastings-on-Hudson, N.Y.*
 Henry Lo, *Los Angeles, Calif.*
 Matthew Robert Logan, *Washington, D.C.*
 Julie Lynn Lovell, *Columbia, Md.*
 Sandra Hall Lund, *Rye, N.H.*
 Craig Andrew Lundsten, *East Greenwich, R.I.*
 Julie Kaitlyn Lynch, *Milton, Mass.*
 Douglas Osborne Lyons, *Framingham, Mass.*
 Melanie Caroline Macbeth, *Westford, Mass.*
 Heather Marie MacDougall, *Marion, Mass.*
 David William MacLeay, *East Montpelier, Vt.*
 Graham Gordon Macmillan III,
 Harding Township, N.J.
 Carolyn Marie Macuga, *Dudley, Mass.*
 Alvaro Javier Madrid, *Framingham, Mass.*
 Daniel J. Madru, *Montgomery, Mass.*
 Amanda Bane Magary, *Litchfield, Conn.*
 Denise Edith Mailloux, *Wayland, Mass.*
 Jennifer Mailloux Webb, *Bristol, Pa.*
 Stephanie Eden Mann, *Randolph, Mass.*
 Kara Anne Marchant, *Lakeville, Conn.*
 Marcos Domenico Martinez, *Albuquerque, N.M.*
 Jennifer Lynn Mason, *Vail, Colo.*
 Stephanie Ann Massaro, *West Haven, Conn.*
 Peter John Matson, *Westborough, Mass.*
 Alison Laura Mayhew, *Wakefield, R.I.*
 Ryan Arthur Mayhugh, *Shaker Heights, Ohio*
 Asaunta Maureen Maynard, *St. Thomas,*
 United States Virgin Islands
 Patrick John McBride, *Woonsocket, R.I.*
 Katherine Reilly McGovern, *Walnut Creek, Calif.*
 Todd Patrick McGovern, *Toms River, N.J.*
 Mark James McInnis, *Winslow, Maine*
 Jason Robert McIntosh, *North Reading, Mass.*
 David Adam McLaughlin, *Brockton, Mass.*
 Molly Elizabeth McLellan, *Pembroke, Mass.*
 Kevin Michael McNulty, *Stoneham, Mass.*
 Heather Archer McVicar, *Fairfield, Conn.*
 Gregory James Merriman, *Wilmington, Mass.*
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 Junko Yamanaka, *Chiba, Japan*
 Darrin Alexander Ylisto, *Leicester, N.Y.*
 Andrew Jonathan Zuffoletti, *Niskayuna, N.Y.*

Degree Awarded in October

As of the Class of 1996

James B. Loveland, *Whitehouse, N.J.*

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Eavan Boland
Doctor of Letters

James A. Johnson
Doctor of Laws

Alan S. Taylor
Doctor of Humane Letters

Honors

Senior Marshal

Heide Murphy Girardin

Bachelor's Degrees with Honors

Summa Cum Laude

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 Stephanie Taylor Blackman
 Karen Frances Blaisdell
 Christine Lynn Brown
 Zahid Rafiq Chaudhary
 Adrienne Beth Clay
 Alison Rae Curry
 Hristina Ivanova Dantcheva
 Steven Michael DiLella
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 Lawrence Sander Benesh
 Amy Leigh Bennett
 Heather Krishna Blier
 Wendy Adele Brown
 Amy Louise Campbell
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 Craig Edward Borowski
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 Katrina Sarah Brown
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 Matthew Morrison Burgener
 Chad William Card
 Andrea Jeanne Carnevale
 Bryan Hobbs Carr
 Christopher Albert Cintavey
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 Alexandra Gately Cornell
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 Rico Emilio Del Sesto
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 Stephen Edward Drunisc
 Matthew William Eberle
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 Adam Daniel Elboim
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 Meghan Marie Finnerty
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 Cherie Kay Galyean
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 Mika Samuelle Hadani
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 Paul Dennis Hennigan, Jr
 Susan E. Hesselbach
 Margot Natalie Higgins
 Sarah Elliott Holmes
 Rebecca Archer Hoogs
 Hyun Jung
 Simone Linnea Kaplan
 Stephen James Kidd
 Jenna Michelle Klein
 Kathleen Eiko Kohatsu
 A. Welling LaGrone III
 Christian Heath Laycock
 Amy Carolyn Letizia
 Jonathan Samuel Levin
 Scott Arthur Lilley
 Michelle Mei-Sheng Lin
 Sandra Hall Lund
 Craig Andrew Lundsten
 Julie Kaitlyn Lynch
 Melanie Caroline Macbeth

Stephanie Eden Mann
 Kara Anne Marchant
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 Ryan Arthur Mayhugh
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 Sarah Frances Molly
 Gregory David Moody
 Erika Lynn Moore
 Sarah Burnett Muzzy
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 Anna Mary O'Connell
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 Chong Im Pak
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 Eric L. Rinn
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 Timothy Joseph Sullivan
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 Jennifer Merchant Vogt
 Andrew Adam Weber
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Honors Programs

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Honors in Anthropology

Morgan von Prella Pecelli

Honors in Chemistry

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 Bridget Anne Neville
 Joshua Carl Oeltjen
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 Craig Michael Pochini

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 Hyun Jung

Honors in Economics

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 Danielle Lee Herget
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 Jennifer Elizabeth Johns
 Jenna Michelle Klein
 Nicole Marina LaBrecque
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International Studies

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Scott Arthur Lilley

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 Douglas Osborne Lyons

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Cary Esther Charlebois
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Heather Anne Engman
Heather Marie MacDougall
Kara Jean Patterson
Amanda Kae Randolph

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*Ethel Ray Nance: A Quiet Heroine Who Fought
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Pamela Herd
*"Course It's Not Like Being at Home": Aging in
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Jennifer Ann Higgins
*The Medical Treatment and Care of Hospitalized
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Larisa Jovanovic
*Reversible Phosphorylation of Proteins in Volvox
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Hillary Ellen Kane
A Painting Meditation on the Human Form

Susanna Cordero di Montezemolo
*Saint or Sinner: The Construction of the Hillary
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Woodrow Heath Pollack
*Just Which Reality Do You Mean? Users'
Experiences of Virtual Spaces*

Amanda Johanna Sprang
Beyond the Threshold: Life in the New Russia

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 Adam Gregory Wolk

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Cindy Bissoon
 Chad William Card
 June Chan
 Zahid Rafiq Chaudhary
 Adrienne Beth Clay
 Natalie C. Collins
 Javier Enrique Fernández
 Erwin Antonio Godoy
 Kathleen Eiko Kohatsu
 Chong Im Pak

L.L. Bean Scholars

Kayla Beth Baker
 Michael Peter Child
 Karen Jean Hoppe
 Richard Cornelius Unruh III

Julius Seelye Bixler Scholars

Christine Lynn Brown
 Michael C. Doogue
 Heidi Murphy Girardin
 Jennifer Ann Higgins
 Hillary Ellen Kane
 Melissa Anne O'Donnell

Charles A. Dana Scholars

Hristina Ivanova Dantcheva
 Noah Todd Owen-Ashley
 Lauren Cristina Vitrano
 Lisa Diane Tinanoff

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College Calendar 1997-98

First Semester

Sunday, August 31
 Monday, September 1, through Thursday, September 4
 Friday, September 5, and Saturday, September 6
 Saturday, September 6
 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

Class of '01 arrives for COOT
 COOT
 Orientation on campus
 Dorms open; upper classes return
 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

Friday, January 2
 Saturday, January 3, through Sunday, January 4
 Monday, January 5, through Thursday, January 29

New (February) students arrive
 COOT for new students
 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
 Friday, June 5, through Sunday, June 7

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
 Reunion Weekend

College Calendar 1998-99

First Semester

Saturday, September 5
 Tuesday, September 8
 Tuesday, September 8
 Wednesday, September 9
 Monday and Tuesday, October 19, 20
 Wednesday, November 25, through Sunday, November 29
 Friday, December 11
 Saturday, December 12
 Wednesday, December 16, through Monday, December 21
 Tuesday, December 22

Dorms open; upper classes arrive
 Registration
 Seminars meet
 First classes
 Fall break (no classes)
 Thanksgiving recess
 Last classes of first semester
 Last day for scheduled events
 Semester examinations
 Make-up examinations; residence
 halls close for winter recess

January Term

Sunday, January 3
 Monday, January 4, through Thursday, January 28
 Friday, January 8, through Sunday, January 10

New (February) students arrive
 January Program
 COOT for new students

Second Semester

Tuesday, February 2
 Tuesday, February 2
 Wednesday, February 3
 Saturday, March 20, through Sunday, March 28
 Friday, May 7
 Saturday, May 8
 Wednesday, May 12, through Monday, May 17
 Tuesday, May 18
 Saturday, May 22
 Sunday, May 23

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.

Notes