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Colby College Catalogue 1998-1999



Colby College Catalogue

SEPTEMBER 1998-AUGUST 1999

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's Mission and Goals

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. The Colby experience is designed to enable each student to find and fulfill his or her own 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 American 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

The Colby Plan 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 for 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. These 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.

About 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 55 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.

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.

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.

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 and 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). 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, badminton, 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, 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, Lesbian, and Transgendered Society), Colby Emergency Response, Colby Friends (Big Brother, Big Sister), and the Colby Volunteer Center.

Other groups include Amnesty International, Asian Cultural Society, Asian-American Student Association, Best Buddies, Blue Lights, Broadway Musical Revue, Canadians Abroad National Unity Club (CANUC), Chemistry Club, Circle of Hip Hop Culture, Coffeehouse, Colby Board Sports, Colby Comedy Group, Colby Dancers, Colby Democrats, Colbyettes, Colby Eight, Colby Friends, Colby Handbell Ringers, Colby Improv, Colby Martial Art, Colby Mountaineering Club, Colby Outdoor Orientation Trips (COOT), Colby Republicans, Colby Sounds of Gospel, Colby Students for Non-Alcohol Programming (CSNAP), Colbyettes, College Bowl, Debate Team, Environmental Coalition, Fencing, Fly Fishing Club, Four Winds,

French Club, Freshmen Class, Geology Club, German Club, Habitat for Humanity, International Club, Italian Club, Junior Class, Megalomaniacs, Men's Rugby, George E. Murray Parliamentary Debate Society, Musicians Alliance, NCBI, New Moon Rising, Non-Mac Users Club, Off-Campus Society, Outing Club, Photography Club, Pottery Club, Powder and Wig, Quilting Club, Raging Species, Sailing, Senior Class, Society Organized Against Racism (SOAR), Sophomore Class, Student Health on Campus (SHOC), Spanish Club, SGA Films, Student Organization for Black and Hispanic Unity (SOBHU), Ultimate Frisbee, WMHB, and Women's Group, Women's Rugby, Woodsmen Team.

Religious organizations are B'nai B'rith Hillel, Colby Christian Fellowship, Muslim Student Group, and Newman Club. These groups have office space in the Pugh Center.

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 the library's electronic indexes and Internet files are available on library workstations and computers campus-wide. 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 lending of materials among the three institutions. Reference librarians and interlibrary loan staff help researchers identify and obtain resources beyond those in the CBB collections.

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

Special collections of first editions and manuscripts in Miller Library have achieved international recognition. The Edwin Arlington Robinson Memorial Room, named for the famous Pulitzer Prize-winning Maine poet, contains his books, manuscripts, letters, and memorabilia. The Thomas Hardy Collection is one of the most extensive in the country. Other authors represented in the Robinson Room include A.E. Housman, Sarah Orne Jewett, Kenneth Roberts, Henry James, Willa Cather, John Masefield, William Dean Howells, and Thomas Mann.

The John and Catherine Healy Memorial Room contains the James Augustine Healy Collection of Modern Irish Literature, with numerous inscribed copies, manuscripts, and holograph letters of William Butler Yeats, Sean O'Casey, James Joyce, George Bernard Shaw, and many others. The Healy Collection has 7,000 primary and critical sources representing the Irish Literary Renaissance, 1880-1940.

The Alfred King Chapman Room houses the College archives, which hold more than 4,000 manuscript files pertaining to Colby alumni, faculty, and staff dating from 1813 to the present. Also included is an extensive collection of books by Colby graduates and faculty.

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 and network resources, which are recognized as valuable tools for scholars in all disciplines, 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 almost invariably done on computers, students frequently will encounter course assignments that require computer use.

The College has a dual Apple Macintosh and Compaq Windows computer standard strategy, enabling a choice of computing platform within the bounds of what can be supported reasonably and effectively within our highly networked environment. The Macintosh is the most common system in faculty offices, labs, and administrative offices, although there is a trend, with the dual standard in place beginning in 1998, toward more equal distribution. Both Macintosh and Windows NT systems are available in the Lovejoy Cluster (Lovejoy 400). Additional Macs are located in the Olin computer classroom (Olin 323) and the library cluster (Miller 16). Specialized Macintosh and Windows computing facilities dedicated to particular departments are located in Biology, Chemistry, Economics, Geology, Language Resource Center, Mathematics and Computer Science, Music, Physics, and Psychology. Apple and Compaq computers are available for sale at educational discount prices through the bookstore to students, faculty, and staff. About 85 percent of all students own a computer.

Central (time-sharing) computing systems include several Hewlett Packard Unix minicomputer systems for academic use. A Colby account is set up automatically for each student. Each account provides integrated electronic mail and storage of personal Web pages linked to the campus World Wide Web server. Access to these computers is available from computers in all public clusters and from student rooms. The Colby libraries' on-line catalog and links to various academic databases are also available.

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 all classrooms. All residence halls have direct Ethernet access to the network with a port available for each student and additional ports located in many lounges and study areas in the libraries. The College has high-speed (T1) Internet access.

Assistance can be obtained from the student consultants at Student Technology Support Services, located next to the Lovejoy cluster, and from the staff of Information Technology Services. Workshops by students and the ITS staff are scheduled throughout the year to introduce the computer and network systems, Microsoft Office applications, e-mail, and Web use 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 technology resources in classrooms and elsewhere on campus. (About 45 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.

The Information Technology Committee, made up of faculty, staff, and students, advises Information Technology Services and the president. 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 70 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 tennis, soccer, football, basketball, baseball, 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 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 an e-mail newsletter is distributed throughout the campus on a weekly basis, listing current activities and programs as well as career-related opportunities. All job openings are also posted on the Career Services searchable Web site.

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

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

Admission

Colby 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-four and four-tenths percent of the members of the Class of 1998 graduated in four years. The six-year graduation rate of the Class of 1996 was 88.6 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.

March 1: Deadline for filing fall 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 \$300 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 in this manner. 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 5 or better.

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 40 to 45 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 34-35. 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. Chicken pox and meningitis vaccines may be available through a home health care provider.

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 44.

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, who have attended a school in which the medium of instruction is not English, are strongly encouraged to submit the official results of the SAT-II Subject Test in Writing (English) or the Test of English as a Foreign Language (TOEFL). Submission of other SAT-II Subject Test results 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 or ELPT 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 1998-99

	Sem. I	Sem. II	Total
Comprehensive Fee	\$15,210	\$15,210	\$30,420

Calendar of Payments 1998-99

<i>Upon Acceptance for Admission:</i> Admission deposit—new students only (nonrefundable).			\$200
<i>August 1:</i> One half of annual basic charges, less admission deposit if applicable.			\$15,210
<i>August 1:</i> Colby Outdoor Orientation Trip fee—new students only.			\$175
<i>January 1:</i> One half of annual basic charges.			\$15,210

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 \$890 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 1998-99 Colby off-campus programs are as follows:

Semester Charges

Colby in Cork	\$15,210
Colby in Cuernavaca	\$15,210
Colby in Dijon	\$15,210
Colby in London	\$15,210
Colby in Oxford	\$15,210
Colby in St. Petersburg	\$15,210
Colby in Salamanca	\$15,210
Colby in Washington	\$10,500

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 \$30,420 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 \$210 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 784 students in 1997-98 was \$16,500. 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 either the Colby financial aid application or College Scholarship Service profile form, 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 or the CSS profile form 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 Office of Admissions and 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.

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 166 students per building. All class years are housed in each building; in 1998-99, however, only seniors, juniors, and sophomores will be living in the new Anthony, Mitchell, Schupf 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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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 64 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 class, ethnicity, gender, race, and sexual orientation 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
American Studies	Geology-Biology
Anthropology	German
Art	Government
Biology	History
Chemistry	International Studies
Chemistry-A.C.S.	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

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: Biochemistry
 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	Indigenous Peoples of the Americas
Chemistry	Japanese
Chinese	Mathematics
Classical Civilization	Music
Classics	Performing Arts
Computer Science	Philosophy
Creative Writing	Physics
East Asian Studies	Psychology
Economics	Religious Studies
Education	Russian Language and Literature
Education: Professional Certification	Science, Technology, and Society
Environmental Studies	Women's Studies

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

Independent Majors 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.

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.

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, Performing Arts, Philosophy, Religious Studies, Spanish.

Division of Social Sciences, Associate Professor Debra Barbezat, 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; Women's Studies.

Integrated Studies Integrated Studies, first offered in the spring of 1997, is a pioneering program in liberal arts education, designed to explore an era or aspect of world civilization from the perspective of several disciplines. The Integrated Studies 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. Structured around clusters of courses, the program is open to all classes. The program and the individual courses are described under "Integrated 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 1999-2000, the deadline is March 15, 1999. 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.

The Farnham Writers' Center The Farnham 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. A Macintosh is available for students at the center, which is located in Miller Library, 9C.

Academic Procedures

Student's Responsibility Each student must be aware constantly of progress in meeting requirements for graduation. If there is any question about an individual record, the Registrar's Office should be consulted. Each student must also be aware of deadlines set within each academic year that pertain to academic actions; these are distributed at each registration as "Critical Dates and Deadlines."

Student's Program A Colby student normally takes from 12 to 18 credit hours in each semester and one offering during the January term. Full-time standing during a semester requires a minimum of 12 credit hours. A student may carry fewer than 12 credit hours only with the explicit approval of the dean of students.

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.

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 a semester.

It is important that students understand the distinction between payment of fees and registration. Prior to registration, each student must complete payment of fees as specified by the treasurer, who is not authorized to defer such payment.

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

Adding 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.

Dropping Courses Students may drop courses through mid-semester (exception: students who entered Colby prior to September 1995 have only eight days to drop a course). "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 are considered to be enrolled in 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 First-year students 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*. Appropriate forms, approved by advisers and instructors, must be filed with 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* or *WF* is used in calculating the student's grade point average but will appear on the transcript.

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 F may result.

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

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

Students whose conscientious religious observance requires their absence on days other

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

Academic Honesty Plagiarism, cheating, and other forms of academic dishonesty are serious offenses. For the first offense, the instructor may dismiss the offender from the course with a mark of *F* (which is a permanent entry on the student's academic record) and will report the case to the department chair and the dean of students, who may impose other or additional penalties including suspension or expulsion. This report becomes part of the student's confidential file and is destroyed upon graduation. A second offense automatically leads to suspension or expulsion. Students may not withdraw passing from a course in which they have been found guilty of academic dishonesty. A student is entitled to appeal charges of academic dishonesty to the Appeals Board. The decision of the board shall be final and binding unless overruled by the president of the College, who has final authority and responsibility.

Without the explicit, written approval of the instructors involved, registration for two or more courses scheduled to meet concurrently is a form of academic dishonesty.

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

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

In nongraded courses: For semester courses, *Cr* indicates credit is earned; *NC* is recorded if

credit is not earned. For January courses, *Cr* indicates credit for program; *F* is recorded if no credit is earned.

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.

Absent and Incomplete Grades: A mark of *ABS* indicates that a student was absent from the final examination. A mark of *INC* indicates a course not finished for some reason other than failure to take the final examination. *INC* is not appropriate unless the student has made prior arrangements with the instructor. Work to make up grades of *ABS* or *INC* must be submitted within limits set by the instructor, but not later than 15 January for first semester, the Tuesday following spring break for January credit courses, or 1 July for the second semester. After these dates any remaining marks of *ABS* or *INC* will be changed to *F*. The dean of students may give limited extensions for the completion of work without penalty but only for excuses similar to those acceptable for missing a final examination. A student with any mark of *INC* (except in the case of illness or critical emergency) is not eligible for Dean's List.

Changes in Grades: An instructor who wishes to change a semester grade (except *ABS* and/or *INC*) after reporting it to the registrar must secure approval of such change from the dean of faculty. Any change must be demonstrated to be necessitated by discovery of an error in recording or reporting or must result from a bona fide medical problem as verified by the dean of students.

Marks of *W* and *WF* indicate withdrawal from a course and represent the student's standing at the time of withdrawal. *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 64 in an SAT-II Subject Test in a foreign language or for attaining a score of 64 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 of the dean of students. Students who withdraw for medical reasons must have the permission of the College physician in order to apply for readmission. Eligibility for initial or continued financial assistance from the College will be subject to review and action by the College's Student Financial Services.

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

Students who leave to participate in College-approved student programs elsewhere, or who leave at the end of a semester for a specified period, may take a leave of absence and are not required to obtain special permission in order to return.

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

Courses of Study

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

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

- 000: noncredit January programs; priority to first-year students unless otherwise noted
- 100: priority to first-year students
- 200: ordinarily open to sophomores and classes above
- 300: ordinarily open only to juniors and seniors
- 400: ordinarily restricted to seniors

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

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

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

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

- A**: Arts
- H**: Historical Studies
- L**: Literature
- N**: Natural Science
- Q**: Quantitative Reasoning
- S**: Social Sciences
- V**: Variable; some interdisciplinary courses may be taught by more than one instructor, so the "area" may vary according to the department of the instructor.

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

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

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

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

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

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

Administrative Science

Chair, PROFESSOR RANDY NELSON

Professors Nelson¹ and Leonard Reich²; Associate Professor Batya Friedman³; Visiting Professor George Miaoulis⁴; Visiting Associate Professor Elizabeth Turesky⁴; Visiting Assistant Professors William Lee⁵ and Barry Farber⁶

¹Joint appointment in administrative science and economics.

²Joint appointment in administrative science and science, technology, and society. On leave full year.

³Joint appointment in administrative science and computer science.

⁴Part time, first semester only.

⁵Part time, second semester only.

⁶Part time.

The program in administrative science is devoted to the study of organizations in American society. In today's climate of intense domestic and international competition it is important to approach organizational problems with rigor, ethical responsibility, historical perspective, and imagination. Students wishing to explore management from a variety of perspectives may choose the administrative science minor.

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.

Students intending to minor in administrative science should normally take Administrative Science 212 no later than their junior year.

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, organizational, economic, and legal issues that managers face. Emphasis is placed on competitiveness issues. Based on text, readings, and lectures. *Four credit hours.* S. MS. TURESKY

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 251 and as History 242. Enrollment limited. *Three or four credit hours.* H.

[251] Industry, Technology, and Society in the 20th Century An examination of developments in American technology and industry during the course of this century. Major topics include the rise of the auto, electrical, computer, and communications industries; the importance of research, development, and marketing to the growth and diversification of the economy; environmental and agricultural issues. Also listed as Science, Technology, and Society 251 and as History 243. Enrollment limited. *Three or four credit hours.* H.

[279] 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.

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

333f Marketing in America Understanding 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

[336] 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.*

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

[371] Organizational Computing How does computer technology support, hinder, and transform human activity? At the core of this analysis is an understanding of human and computational decision making. Consideration of diverse situations that involve computer technology: management and work, communication, crime prevention, banking and credit, air traffic control, medicine, and national defense. Enrollment limited. *Prerequisite:* Administrative Science 212. *Four credit hours.*

[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

African-American Studies

Director, ASSOCIATE PROFESSOR CHERYL TOWNSEND GILKES

PROGRAM FACULTY AND ADVISORY COMMITTEE: Professors Jeffrey Anderson (Anthropology), Charles Bassett (American Studies and English), Catherine Besteman (Anthropology), Patrick Brancaccio (English and Performing Arts), Cedric Bryant (English), James Burns (History), 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 Sweney (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. 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, American Studies 271, 493, English 343, 355, 356, History 131, 132, and 247; English 426; one course selected from Music 133 (1998-99 only), 232, 234, or American Studies 282; either History 342 or 442; two courses selected from American Studies 493, Anthropology 211, 217, Government 319, Religious Studies 356, Sociology 214, 252, 354, 355, 357, or Women's Studies 221; and at least one course focused on Africa, preferably selected from Anthropology 237 or 298 (when appropriate), History 161, 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; either English 343, 413A, or 426; History 247; one course selected from Music 133 (1998-99 only), 232, 234, or American Studies 282; at least one course focused on Africa; and two courses selected from American Studies 493, Anthropology 217, Government 319, Religious Studies 356, Sociology 214, 252, 354, 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

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

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

Courses approved for the African-American studies minor and for the African-American/American studies major

<i>American Studies</i>	276	African-American Culture in the United States
	282	American Popular Culture
<i>Anthropology</i>	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
	298	African Critiques: Cinematography and Literature
<i>English</i>	343	African-American Literature
	413	Toni Morrison
	426	African-American Women Writers at Work
<i>Government</i>	319	Law and Social Change: Women and Minorities
<i>History</i>	161	Introduction to African History
	162	History of Modern Africa
	247	African-American History
	342	Crisis and Reform: American Society and Politics in the 1960s
	361	Film and Politics in African History
	442	Seminar: African-American Thought and Leadership
<i>Music</i>	133	American Music (1998-99 only)
	232	Jazz History
	234	From Doo-Wop to Disco: Rock's First Era: 1945-75
<i>Religious Studies</i>	356	African-American Religious Experience
<i>Sociology</i>	214	African-American Elites and Middle Classes
	252	Race, Ethnicity, and Society
	354	Sociology and the American Race Problem
	355	African-American Women and Social Change
	357	Civil Rights, Black Power, 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 (*American Studies and English*), Christine Bowditch (*Sociology*), Patrick Brancaccio (*English and Performing Arts*), Cedric Bryant (*English*), Debra Campbell (*Religious Studies*), Anthony Corrado (*Government*), James Fleming (*Science, Technology, and Society*), Henry Gemery (*Economics*), Cheryl Townsend Gilkes (*African-American Studies*)

and Sociology), Natalie Harris (English), Peter Harris (English), 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), Andrea Volpe (History), Robert Weisbrot (History); Adjunct Instructors Linda Goldstein and Kenneth Eisen; 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 the related departments and programs of 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. Students, in consultation with their adviser, may assemble these three courses around a theme (such as ethnic studies) that takes advantage of unique resources and course offerings at Colby. 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."

115j 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

136f Sexual Politics, 1945-1974 See course description in the "Integrated Studies" section of this catalogue. Enrollment limited. *Four credit hours.* MS. VOLPE

[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

277s Introduction to Asian American Cultures Through examination of selected interdisciplinary readings and popular culture, a focus on the experiences of Asian Americans in the United States. Thematic emphasis on the diversity of Asian Americans across class, ethnic, and national lines. Topics include the social and cultural construction of race and ethnicity; immigration patterns and their effects; militarism and colonization; family and community; cultural nationalism and feminism. *Three or four credit hours.* D. 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*.

[282] **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. *Four credit hours*.

[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*.

315f **Contemporary Asian American Women Writers** Consideration of contemporary fiction, autobiography, poetry, essay, and video by Asian-American women with particular attention to specific cultural contexts. From a minority discourse approach, the course will explore Asian-American women's significant contributions and responses to panethnicity, feminism, and multiculturalism. Texts are thematically organized around the topics of immigration and nationalism, family and community relations, gender and sexual identity, and labor and cultural resistance. Also listed as Women's Studies 315. *Four credit hours*. L, D. MS. THOMA

[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.

[378] **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.

393f **Proseminar: American Culture in the 1950s** A proseminar is 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. In the fall of 1998, the course provides 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. Enrollment limited. *Prerequisite*: Junior standing as American studies major. *Four credit hours*. MR. LUBIN

393s Proseminar: American Studies/Cultural Studies A proseminar is 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. In spring 1999: 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 in order 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: Culture and Politics in the 1980s An in-depth, interdisciplinary examination of the complex relationships between politics, economics, and cultural production in the 1980s. Working from a grounding in the history of the decade and in cultural theory, students will explore the ways cultural texts like films, novels, music, music videos, advertising, plays, news media, and television were instrumental in shaping national political culture and American identity. Final project is a substantial research paper. Enrollment limited. *Prerequisite*: Senior standing as American studies major. *Four credit hours*. MS. MCFADDEN

493s Seminar An interdisciplinary seminar incorporating theoretical approaches to the study of American thought and culture. Topics will vary. Enrollment limited. *Prerequisite*: Senior standing as American studies major. *Four credit hours*. MR. LUBIN

[493] Seminar: Asian-American Autobiography 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.

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>	354	Native American Religion and Empowerment
	277	American Visual Arts I
	278	American Visual Arts II
	353	Contemporary Art, 1914 to the Present
<i>Economics</i>	493	Seminar (when appropriate)
	231	Environmental and Natural Resource Economics
	274	American Economic History
<i>Education</i>	312	Topics in Law and Economics
	215	Adolescents in Schools and Society
	235	Multicultural Education and the Difference of Politics
<i>English</i>	271	Environmental Science and Values Education
	332	Women, Girls, and the Culture of Education
	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
<i>Government</i>	355	Studies in American Literary History I
	356	Studies in American Literary History II
	362	Art and Oppression
	413	American Authors
	425	Modern Women's Literature
	426	Tilling the Garden: African-American Women Writers at Work
	493	Seminar in American Literature
	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	
310	Interest Group Politics	
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
 419 Money and Politics
 432 Seminar: United States Foreign Policy
- History* 131 Survey of United States History: to 1865
 132 Survey of United States History: 1865 to the Present
 231 American Women's History, to 1870
 232 American Women's History, 1870 to the Present
 234 The American Revolution
 239 The Era of the Civil War
 245 U.S. Histories of Sexuality
 247 African-American History, from Slavery to Freedom
 255 America and Asia: Attitudes and Relationships
 281 Jews and Judaism in America
 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
- Music* 133 American Music
 232 Jazz History
 234 From Doo-Wop to Disco: Rock's First Era
 236 American Musical Theater in the 20th Century
- Philosophy* 252 American Thought
Psychology 232 Cognitive Psychology
 237 Psychology of Language
 253 Social Psychology
 356 Social Psychology Seminar
- Religious Studies* 257 Women in American Religion
 217 Religion in the U.S.A.
 318 Seminar: Mary Daly
 356 African-American Religious Experience
- Science, Technology, and Society* 216 Aeronautics in America
 219 The American Home, 1794-1994

	271	History of Science in America
	393	Technology, War, and Society
<i>Sociology</i>	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
	354	Sociology and the American Race Problem
	355	African-American Women and Social Change
	357	Race Relations and Social Change
	376	Divorce and Contemporary Society
<i>Women's Studies</i>	221	Gender, Race, and the Politics of Difference
	311	Seminar in Feminist Theory

Ancient History

In the Department of Classics.

Professor Joseph Roisman

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

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

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

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

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

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 Professors Nugent and Catherine Besteman; Assistant Professors Mary Beth Mills and Jeffrey Anderson; Visiting Instructor Constantine Hriskos

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.

The department offers a major and a minor in anthropology and a minor in indigenous peoples of the Americas.

Requirements for the Major in Anthropology

Twelve courses, including Anthropology 112, 113, 313, 332, 333, and one advanced seminar chosen from among courses at the 300 or 400 level; one culture area course selected from Anthropology 211, 233, 235, 237, or 239; one topics course selected from Anthropology 214, 217, 252, 253, 256; and four courses chosen in consultation with the adviser with a view toward diversifying the program of study. A maximum of one course selected from the list of electives (following anthropology course descriptions) cross-listed from other departments 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 for six to eight credits over two semesters, and the final product will be a thesis of 50 to 70 pages of superior quality.

Requirements for the Minor in Anthropology

Six courses, including Anthropology 112 and 113; one culture area course selected from Anthropology 211, 233, 235, 237, or 239; one topical course selected from Anthropology 214, 217, 252, 253, or 256; and two additional courses in anthropology at the 300 or 400 level.

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

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

112fs Cultural Anthropology An intensive introduction to the study of different societies and cultures in the world, using a cross-cultural perspective on human behavior. Explores the diversity of human cultures from hunter-gatherers to industrialized city dwellers. Considers the implications of economic, social, political, symbolic, and religious systems for the lives of men and women. Topics include enculturation and transmitting values; group coherence and continuity; impact of material, technological, and social change; effects and culture contact. By emphasizing non-Western cultures, the course critically explores our accepted notions about human nature, society, and ideologies. *Four credit hours.* D. FACULTY

[113] Language, Culture, and Society For a broad introduction to the relationship of language to cultural context and social organization, the course surveys basic concepts, case studies, and major theoretical perspectives in the field of anthropological linguistics. An overview of past and contemporary approaches is presented through attention to the topics of

language structure, dialectal variation, gender-based differences, linguistic relativity, language change, poetics, language universals, literacy, the evolution of human communication, language engineering, and more. Through this comprehensive study, the course develops an appreciation for the great diversity of human languages across and within cultures, the multiple functions of language in culture and society, and the cross-disciplinary ways of understanding human communication offered by anthropological linguistics. Enrollment limited. *Four credit hours*. D.

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

[211] **Indigenous Peoples and Cultures of North America** An ethnographic survey of the sociocultural systems developed by indigenous Americans north of Mexico. Examines relationships between ecological factors, subsistence practices, social organizations, and belief systems, along with contemporary issues of change, contact, and cultural survival. *Prerequisite*: Anthropology 112 or permission of instructor. *Four credit hours*. D.

[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.

[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. *Prerequisite*: Anthropology 112 or permission of instructor. *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. *Prerequisite*: Anthropology 112 or permission of instructor. *Three credit hours*. D.

[216j] **Imagining the "Other"** 19th-century anthropologists proposed theories of cultural evolution that presented peoples outside European traditions as savage, exotic, primitive, and deficient in the benefits of Western civilization. In the 20th century, anthropology rejected these reductionist images of different cultures, but their influence can still be seen in aspects of contemporary social practice and popular imagination. How the "other" was depicted in late-19th-century anthropological thought and how similar images and ideas are perpetuated in museums, exhibitions, art collecting, films, tourism, and the popular press of the 20th-century West. *Prerequisite*: Anthropology 112 or permission of the instructor. *Three credit hours*. D.

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. *Prerequisite:* Anthropology 112 or permission of instructor. *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. *Prerequisite:* Anthropology 112 or permission of instructor. *Three credit hours.* D.

219s 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. *Prerequisite:* Anthropology 112 or permission of instructor. *Four credit hours.* D. MR. HRISKOS

233s Anthropology of a Region: China A sociocultural analysis of a selected geographic area (China). An investigation of the institutions and social life that were China in the past and their transformation in the present, with focus on the relation of the state to local-level society. Ethnographic works, historical documents, and literature make a picture of life in China come alive. *Prerequisite:* Anthropology 112 or permission of instructor. *Four credit hours.* D. MR. HRISKOS

235s Latin American Culture and Society An examination of the culture and political economy of rural Latin American societies, assessing the extent to which a historical approach that focuses on systems of values and institutions promoting social integration best explains these societies. *Prerequisite:* Anthropology 112 or permission of instructor. *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, 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 instructor. *Four credit hours.* D.

239f 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

252f 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. *Prerequisite*: Anthropology 112 or permission of instructor. *Four credit hours*. D. MR. NUGENT

253f 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

256s 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

298s 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. *Prerequisite*: Anthropology 112 or permission of instructor. *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*: Anthropology 112 and one other anthropology course, or permission of the instructor. *Four credit hours*. MR. NUGENT

[329] 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 and one other anthropology course. *Four credit hours*.

332f Ancestors, Descendants, and Legacies—Anthropology and Its Histories Anthropology emerged as a separate discipline in the 1800s, the first systematic attempt to study human social and cultural diversity. While early anthropologists often operated under assumptions that have no place in today's discipline, many of the questions that intrigued these ancestors continue to fascinate their intellectual descendants in the 20th century. The personalities, social currents,

and ideas that have shaped the development of anthropology. Diaries, films, biographies, literature, and original ethnographies link the contributions of individual anthropologists both to their particular social contexts and to their legacies for contemporary anthropological thought and practice. *Prerequisite:* Anthropology 112 and one other anthropology course, or permission of the instructor. *Four credit hours.* MS. MILLS

333s Contemporary Theory An analysis of the contemporary state of anthropology as a discipline. Special attention to political economy, symbolic anthropology, poststructuralism, reflexive anthropology, postmodernism, and feminist anthropology. *Prerequisite:* Anthropology 112 and one other anthropology course, or permission of the instructor. *Four credit hours.* MS. BESTEMAN

352s 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. Formerly offered as Anthropology 298. *Prerequisite:* Anthropology 112 and one other anthropology course, or permission of the instructor. *Four credit hours.* D. MS. BESTEMAN

354s Native American Religion and Empowerment The course explores Native American sacred ways of speaking, acting, knowing, and creating in diverse historical and contemporary cultural contexts. Indigenous views and practices are studied as a groundwork for interpretive and theoretical formulations about the role of religion in Native American history, culture, and language. Native American religious traditions are further comprehended as dynamic modes of survival, empowerment, and renewal in the face of Euro-American domination, past and present. Upon these understandings, indigenous, anthropological, and Euro-American perspectives on religion are brought into balanced dialogue and exchange. Enrollment limited. *Prerequisite:* Anthropology 112 or 211, or permission of the instructor. *Four credit hours.* D. MR. ANDERSON

356s The Anthropology of Time An investigation of the manifold types and functions of "time" in human cultures, societies, histories, and languages, guided by concern with the ways time both organizes and is shaped by human thought, action, social relations, and communication. In diverse sociocultural contexts, the seminar will identify and explore relationships among multiple dimensions of time, including quotidian, clock-based, seasonal, calendric, narrative, life cyclical, genealogical, historical, and cosmic levels. A critical review of the strands of anthropological and social scientific thought surrounding the issue of time in the works of Marx, Weber, Durkheim, Mauss, Evans-Pritchard, Whorf, Geertz, Bourdieu, Leach, Bakhtin, Munn, Sahlins, and others. Informed by cross-cultural knowledge and a parallax of theory, the course probes the question of the relationship between time and humanness in both its particularity and generality. *Prerequisite:* Anthropology senior major or permission of the instructor. *Four credit hours.* MR. ANDERSON

[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. *Prerequisite:* Anthropology 112 and one other anthropology course, or permission of instructor. *Four credit hours.* D.

411fs Thesis: Indigenous Peoples of the Americas A thesis paper based on field work or an approved special research project or practicum, which might include work with the Navajo, Passamaquoddy, or Penobscot nations or with indigenous peoples at approved Colby programs abroad. Students must consult with their minor adviser to plan and share work and research experiences. *Prerequisite:* Permission of the instructor. *Four credit hours.* FACULTY

483fjs Honors in Anthropology *Prerequisite:* Senior standing, admission to the honors program, and permission of the supervising faculty member. *Three or 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

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

<i>African-American Studies</i>	276	African-American Culture in the United States
	318	The Sanctified Imagination in African-American Life and Culture
<i>American Studies</i>	276	African-American Culture in the United States
	277	Introduction to Asian-American Cultures
<i>History</i>	363	Debating the African Past
	364	Economic Change in 20th-Century Africa
	481	Ecological Change in World History
<i>Music</i>	232	Jazz History
<i>Religious Studies</i>	118	Introduction to Archaeology
<i>Sociology</i>	252	Race, Ethnicity, and Society
	355	African-American Women and Social Change

Indigenous Peoples of the Americas

In the Department of Anthropology

Advisory Committee: Jeffrey Anderson (Anthropology), Sandy Grande (Education), David Nugent (Anthropology), Pat Onion (English)

The indigenous peoples of the Americas minor is a unique interdisciplinary course of study offering a survey of the cultural diversity, history, literature, political status, and contemporary issues of the indigenous peoples of South, Central, and North America. The program offers students multiple perspectives for understanding the historical and contemporary experiences and issues of the original peoples of the western hemisphere. The minor is offered to students to support and complement majors, for example, in anthropology, sociology, history, government, Latin American studies, American studies, religious studies, and environmental policy.

Requirements for the Minor in Indigenous Peoples of the Americas

Five courses, including Anthropology 211 and 411; three courses selected from Anthropology 213, 235, 256, 329, 354, Education 336, 351j (Practicum on Navajo or Penobscot Reservation), English 342, History 171, Sociology 252. Course substitutions and exchanges may be made in consultation with the minor adviser and the department.

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.

Art

Chair, PROFESSOR MICHAEL MARLAIS

Professors Harriett Matthews, David L. Simon¹, David Lubin, and Marlais; Associate Professor Scott Reed; Assistant Professors Bevin Engman, Véronique Plesch², Deborah Randall, and Ankeney Weitz;

Visiting Assistant Professors Garry Mitchell³ and Romita Ray; Adjunct Instructors Samuel Atmore⁴, Jere DeWaters⁴, Nancy Meader⁴, and Ruth (Bonnie) Bishop⁴

¹Resident director, Colby in London Program.

²On leave second semester.

³Part time.

⁴January 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

Any two of the following three courses: Art 111, 112, 173. Art 131 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 nine 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 12 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 each of the survey courses (Art 111, 112, 173) and 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. MARLAIS, MS. PLESCH, AND INSTRUCTOR

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

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

157j 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

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

173s 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.** MS. WEITZ

197j In the Footsteps of Jumbo: The Figure of the Elephant in British Art An examination of representations of the elephant in 18th- and 19th-century British art, looking at paintings, drawings, photographs, and board-games. How the elephant became a metaphor for travel and exploration at a critical time, when European cultures were consolidating their colonies and empires across the seas. Famous elephant imports such as P.T. Barnum's Jumbo will be discussed in relation to North America's link with those histories. *Three credit hours.* MS. RAY

[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.*

198s Photography I An introduction to basic concepts, techniques, and materials of photography. *Prerequisite:* Art 131. *Three credit hours.* MS. RANDALL

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 to the latter part of the traditional period in the 18th century, c. A.D. 1750. *Three or four credit hours.* A, D.

274s 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. MS. WEITZ

275f 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. *Four credit hours.* A. MR. LUBIN

277s 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. MR. LUBIN

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

297f From Harappa to Mumbai: The Art of the Indian Subcontinent An intensive survey of painting, sculpture, and architecture of the subcontinent from 2300 B.C. to the present. The Indus Valley cultures, the influence of Hinduism, Buddhism, and Jainism, the development of Indo-Greek links, and the influx of Islam and Christianity will be explored. Concepts of empire and modernity will be examined for contemporary art production. *Three or four credit hours.* A. MS. RAY

[297] **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.

[298A] 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.

[298B] 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.

[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 fourth century A.D. *Prerequisite:* Art 111 or permission of the instructor. *Three or four credit hours.*

[313] Art of the Early Middle Ages Painting, sculpture, and architecture from A.D. 315 to 1000, from the Christianization of Rome through the development of Byzantine civilization in the East and through the Ottonian Empire in the West. *Prerequisite:* Art 111. *Three or four credit hours.*

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

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

[332] Art of the Renaissance in Italy The art of the 14th, 15th, and early 16th centuries in Italy, with emphasis on the major architects, sculptors, and painters. *Prerequisite:* Art 111 or 112, or permission of the instructor. *Three or four credit hours.*

[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

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

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

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

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

[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.*

[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.

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

398s **Off to the "East"? Exploring the Art of Empire, 1700 to the Present** An intensive seminar focusing mainly on the art of Britain's Indian Empire, including portraiture, landscape painting, botanical drawings, and popular print culture. How the empire was pictured by British and Indian peoples, how its art and ideas shaped identity and fueled Indian nationalism and British patriotism, how Orientalism influenced art production, and how vestiges of the imperial era can still be detected in British and Indian contemporary art. Links with ancient Greece and Rome as well as with France, North America, Egypt, and Australia will be discussed. A wide selection of readings from art history, cultural anthropology, literary studies, and history. Enrollment limited. *Four credit hours.* MS. RAY

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** *Art History:* Individual study of special problems in the history or theory of the visual arts. *Prerequisite:* Permission of the instructor. *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

[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 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.**

[497] Seminar in Museum Studies The focus is museum history, philosophy, and practice; students engage in readings, discussions, and analytical projects designed to question 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.**

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 Fekete; Associate Professors Bruce Fowles, Greenwood, and Wilson; Assistant Professors Raymond Phillips² and Russell Johnson; Visiting Assistant Professors Larkspur Morton, James Murray, and John O'Halloran; Senior Teaching Associates Elizabeth Champlin and Timothy Christensen; Teaching Associate Lindsey Colby; Teaching

Assistants Scott Guay and Anne Lund; Research Scientist Bets Brown; Animal Care Technician Austin Segel

¹Director of the Environmental Studies Program.

²Director of Information Technology Services.

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 is a member of a consortium sponsoring the Center for Sustainable Development Studies, through which qualified students are provided the opportunity for a semester of study in Costa Rica. Studies combine biology with social and political issues to address sustainable development problems. See description under "Colby-Affiliated Programs." Colby also maintains affiliate status with the School For Field Studies.

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

General Requirements for all Major Programs

For all major programs offered by the department, the point scale for retention of the major applies to all courses required for the major and all elected biology courses. Courses required for the major may not be taken satisfactory/unsatisfactory. At least seven biology courses with lecture and laboratory components (including at least one course at the 300 level or above) must be taken for the major. One additional biology course (with or without laboratory) 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 with laboratory in plant biology (Biology 211, 213, 214, 216, 235, and 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, or 381), and in cell and molecular biology (Biology 232, 238, 252, 273, 279, 315, or 367). 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 with laboratory in plant biology (Biology 211, 213, 214, 216, 235, and 252) and at least one additional course with laboratory in organismal biology (Biology 213, 214, 216, 235, 278, 312, 316, 334, 357, 373, 375, or 381) and in cell and molecular biology (Biology 232, 238, 252, 273, 279, 315, or 367). 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, Science, Technology, and Society 215, or selected courses from off-campus studies programs. Students are encouraged to take at least one field-oriented course such as Biology 257j, 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, 378, one course with laboratory in plant biology (Biology 211, 213, 214, 216, 235, and 252), and at least one additional course with laboratory in organismal biology (Biology 213, 214, 216, 235, 278, 312, 316, 334, 357, 373, 375, or 381) and in population or evolutionary biology (Biology 211, 212 [no laboratory required], 257j, 258j, 271, 354, or 358j). Seniors must enroll in Biology 490 in both semesters. In addition, Chemistry 141, 142, 241, 242; Mathematics 121 or 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, 252, 273, 315, 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

133s 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 and laboratory. *Four credit hours.* N. MR. FEKETE

161f Introduction to Biology: Organismal Biology Consideration of biological problems and processes common to all organisms. Topics include the acquisition, transformation, and utilization of energy, nutrients, and gases; production and removal of waste products; integration and transmission of information within and among organisms; and reproduction. Biological diversity also will be addressed. Examples drawn from plants, animals, and microorganisms. Lecture and laboratory. *Four credit hours.* N. MR. WILSON AND MR. JOHNSON

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

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 Fungi, Algae, and Mosses Comparative studies of the morphology, development, physiology, and significance of fungi, algae, and mosses. Lecture and laboratory. *Prerequisite*: Biology 161, 162, or permission of the instructor. *Four credit hours*. MR. FOWLES

[214] 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*.

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

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*.

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

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.* MR. FIRMAGE

271f Introduction to Ecology Introduction to ecological principles, structure and function of ecosystems, patterns of distribution, energy flow, nutrient cycling, population dynamics, and adaptations of organisms to their physical environment. Application of these principles to current environmental problems. Field trips to sites representative of local terrestrial, freshwater, and marine ecosystems. Lecture and laboratory. *Prerequisite:* Biology 161, 162, or permission of the instructors. *Four credit hours.* MR. COLE AND MR. FIRMAGE

274s 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. Formerly offered as Biology 297. Limited enrollment. Lecture and laboratory. *Prerequisite:* Biology 161, 162, or permission of the instructor. *Four credit hours.* INSTRUCTOR

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

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

316s Marine Invertebrate Zoology The morphology, functional anatomy, and classification of the invertebrates. An optional weekend trip to the Maine coast. Lecture and laboratory. *Prerequisite:* Biology 161, 162, junior or senior standing, or permission of the instructor. *Four credit hours.* MR. WILSON

319s 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.* MR. COLE

[334] 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.*

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.*

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 MR. DUNHAM

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

375f 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.* INSTRUCTOR

378s Molecular Biology An examination of how organisms maintain and express genetic information. Emphasis will be placed on well-characterized model systems in higher plants and animals. Topics include nuclear and organellar genomes, regulation of gene expression by developmental and environmental stimuli, and production of transgenic organisms. Also listed

as Chemistry 378. *Prerequisite:* Biology 161, 162, 279, Chemistry 141, 142, junior or senior standing, or permission of the instructor. Lecture and laboratory. *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

[381] **Biomechanics** An analysis of organismal design—in terms of shape, size, functional morphology, and material properties—and its relationship to the physical environment. The influence of physical forces on organismal design emphasized by examining structure and function in terms of basic mechanical design principles. Occasional weekend field trips to the coast. The dependence of mechanical behavior on the structure of molecules, tissues, structural elements, whole organisms, and habitats. *Prerequisite:* Biology 161, 162, and either 271, 312, 316, 354, or 375, or permission of the instructor. Previous exposure to physics will be helpful. Lecture only: *three credit hours.*

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

397f Introduction to Aquatic Ecotoxicology and Pollution An introduction to the concept of ecotoxicology and ecological tolerance. Discussion of the fate of pollutants at cellular, tissue, organism, and ecosystem level. An introduction to aquatic pollution including eutrophication, surface water acidification, heavy metals, and pesticides. Methods of assessing the effects of environmental pollutants and compliance testing using single species toxicity tests, biomarkers, and integrated population monitoring programs. Lecture and Laboratory. *Prerequisite:* 161, 162, 271 (co-requisite), or permission of the instructor. *Four credit hours.* MR. O'HALLORAN

[398] **Neural Bases of Behavior** Examination of neural mechanisms that generate and coordinate behavior in a variety of model animal systems. Topics 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.*

451s Applied and Environmental Microbiology The ecology of microorganisms associated with plants and animals, as well as terrestrial and aquatic microorganisms and their general roles in the environment. Laboratories include both field- and laboratory-based components. A major independent research project is required. Formerly listed as Biology 351. *Prerequisite:* Biology 238 and senior standing, or permission of the instructor. Lecture and laboratory. *Five credit hours.* MR. FEKETE

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. *Five 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, ASSOCIATE PROFESSOR WHITNEY KING

Associate Chair, ASSOCIATE PROFESSOR THOMAS SHATTUCK

*Professors Wayne Smith and Bradford Mundy*¹; *Associate Professors Shattuck, King, and Julie Millard;* *Assistant Professors Shari Dunham and Stephen Dunham;* *Visiting Assistant Professor Gary Miracle;* *Faculty Fellow Mohammad Omary;* *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-biochemistry major, (4) the chemistry major with a concentration in cell and molecular biology/biochemistry, (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 or 145 in their first year. Students with an exceptionally good background in chemistry may elect an accelerated sequence, Chemistry 145 (Honors General Chemistry), which is offered in the fall 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 145), 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-Biochemistry

Chemistry 141, 142 (or 145), 241, 242, 341, 367, 368, 493, 494; Mathematics 121, 122 or 161, 162; Physics 141, 142; Biology 161, 162; and two courses from Biology 279 (with laboratory), 238, 273, Chemistry 331, 342, 378, 411, or 497.

Requirements for the Major in Chemistry with a Concentration in Cell and Molecular Biology/ Biochemistry

Chemistry 141, 142, (or 145), 241, 242, 341, 367, 368, 378, 493, 494; Biology 161, 162, and 279 (with laboratory); Mathematics 121, 122 or 161, 162; Physics 141, 142.

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 145), 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, 434, or 497. 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, 376, and 497 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. OMARY

118f Chemistry of Life Basic chemical principles will be applied to the study of living organisms and their environment, including such topics as nutrition, disease, drugs, exercise, pollution, criminology, and household chemicals. Intended as a course for nonscience majors. Students with prior credit for Chemistry 141 may not receive credit for Chemistry 118. Lecture only. *Three credit hours*. **N.** MR. DUNHAM

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 MR. KING

145f Honors General Chemistry Introductory chemistry for students with strong precollege chemistry preparation. An accelerated course covering topics similar to those in Chemistry

141 and 142 with an additional focus on modern bonding theory. Lecture, discussion, and laboratory. Previously offered as Chemistry 197. *Four credit hours.* N. MR. SHATTUCK

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 145). *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. MIRACLE

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

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

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. DUNHAM

378s Molecular Biology An examination of how organisms maintain and express genetic information. Emphasis will be placed on well characterized model systems in higher plants and animals. Topics include nuclear and organellar genomes, regulation of gene expression by developmental and environmental stimuli, and production of transgenic organisms. Also listed as Chemistry 378. *Prerequisite:* Biology 161, 162, 279, Chemistry 141, 142, junior or senior standing, or permission of the instructor. Lecture and laboratory. *Four credit hours.* MR. JOHNSON

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.* INSTRUCTOR

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 145) 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

431s 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. MIRACLE

432f Advanced Organic Chemistry The logic and methods of organic synthesis are explored. The elementary organic reactions studied in Chemistry 241, 242 are augmented and used in the synthesis of biologically and chemically important molecules. Lecture only. *Prerequisite:* Chemistry 242 or equivalent. *Three credit hours.* MR. MUNDY

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

481f, 482s Special Topics in Environmental Chemistry Primarily a laboratory course with emphasis on independent studies of environmentally related topics. A paper and oral presentation are required. *Prerequisite:* Chemistry 217 and permission of the department. *One to three credit hours.* FACULTY

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

491f, 492s Independent Study Laboratory work of a research nature may be arranged with the instructor. *One to three credit hours.* FACULTY

493f, 494s Senior 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. SMITH

497s Advanced Topics in Biochemistry The primary literature will be the starting point for discussions of such biochemical topics as oncogenes, antitumor agents, free radicals in the cell, apoptosis, and natural products. *Prerequisite:* Chemistry 368. *Three credit hours.* MS. MILLARD

Chinese

In the Department of East Asian Studies.

Associate Professor Kimberly Besio; Visiting Assistant Professor 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 of at least three credits each at the level of Chinese 126 or above and one more course with a substantial literary/cultural component to be chosen from either Chinese 421, 422, or a course on Chinese literature (please see listing under "East Asian Studies") at the 200 level or higher. *Note: the minor in Chinese is intended for the non-East Asian studies majors. East Asian studies majors as of the Class of 2002 must declare either a Chinese or a Japanese concentration within the major.*

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. *Three credit hours.* MS. ZHANG

421f, 422s Fourth-Year Chinese Advanced Chinese language, focusing on broadcast and newspaper reading. *Prerequisite:* Chinese 322 or permission of the instructors. Chinese 421 is prerequisite for 422. *Three or four credit hours.* MS. 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 include courses listed under "Classics," "Greek," and "Latin." Also offered are courses in ancient history, which are listed under "Ancient History."

Chair, PROFESSOR JOSEPH ROISMAN

Professors Peter Westervelt¹, Peyton Helm², Hanna Roisman, and Joseph Roisman; Assistant Professor Kerill O'Neill; Visiting Instructor Timothy Vachon

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 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.

The Major consists of at least 10 courses, with three courses numbered 200 or higher in Greek or Latin and 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, 145, 151, 171, 232, 236, 238, 240, 242, 258; Ancient History 154, 158, 356, 393; Art 311, 312; Philosophy 231 or the equivalent.

Requirements for the Major in Classical Civilization

(No knowledge of Latin or Greek is required.)

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

- (a) Three courses selected from the following: Classics 133, 137, 171, 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 133, 135, 137, 139, 145, 151, 171, 232, 236, 238, 240, 242, 258; Ancient History 356, 393; Greek 111, 112, 131; Latin 111, 112, 131; Art 311, 312; Government 271, 474; 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 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 or 171.

(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, 145, 151, 171, 232, 236, 238, 240, 242; Ancient History 154, 158; Art 311, 312; Government 271, 474; 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

133s 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 impact of myths on the evolution of our moral and political concepts. *Three or four credit hours.*

L. MR. O'NEILL

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

[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.*

145j Between Revolution and Tradition: Julius Caesar and Augustus How Julius Caesar and Augustus both contributed to the crisis of the Roman Republic and tried to resolve it. Topics include conflicts between republican traditions and a monarchical regime, Caesar's dictatorship, his image, the Ides of March, Augustus's attainment of sole power, his relationship with senators, commoners, and slaves, the Roman games, and society and literature in the Augustan age. *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.*

171f Liar, Liar! Homer's Odysseus Through tall tales and bold-faced lies, Odysseus reinvents himself to suit every audience and situation. His adaptability and elastic sense of the truth are the keys to his success and survival. How could a liar like Odysseus become one of the

best-known and most admired heroes of the ancient world? Why did the *Odyssey* become an integral part of ancient literature education? Readings include translations of the *Odyssey*, part of the *Iliad*, and secondary literature on Homeric poetry. *Three credit hours*. L. MS. ROISMAN

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

[232] **Greek Tragedy** The tragedies of Aeschylus, Sophocles, and Euripides. Study of the themes of tragic drama, its form and meaning in the fifth century B.C. and today; discussion of possible stagings, significance of variations in the treatment of myth, and political background. Special attention to critical writings on methods, spirit, and purpose of tragedy. All readings in translation. *Two or three credit hours*. L.

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

[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 such as portrayed in the *Oresteia* as well as *Prometheus Bound*. *Three credit hours*. L.

[240] **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.

242j **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*, *Alcestis*, *Helen*, *Trojan Women*, *Hecuba*, and *Electra*, as well as secondary literature on Greek tragedy. *Three credit hours*. L. MS. ROISMAN

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, D. MR. ROISMAN

[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*. L, D.

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

233f Plato: Symposium: The Meaning of Love Socrates and Diotima discuss the true meaning of love. *Four credit hours.* L, D. MS. ROISMAN

[253] 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.

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

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

353s Xenophon's Anabasis: A Mercenary's Tale Selections from Xenophon's eye-witness account of a Greek mercenary army's battles, betrayals, and courage in the face of adversity. The expedition of Cyrus to take the Persian throne from his brother with the help of Greek troops is the setting for one of the great true stories of military endeavors. *Four credit hours.* L. MR. O'NEILL

[354] 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.

[357] Aeschylus: Libation Bearers: Sex, Lies, and Matricide In the second play of Aeschylus's trilogy, *The Oresteia*, a young man struggles with conflicting obligations to each of his parents. Should he avenge his father by killing his murdering, adulterous mother, or should he acknowledge his debt to his mother and let her escape the consequences of her vicious deeds? Formerly offered as Greek 493. *Four credit hours.* L.

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

Courses Offered in Latin

Placement of first-year students in Latin courses is determined by an examination given by the department during orientation week in the fall semester only. Students are strongly encouraged to take Latin 111, 112, and 131 in consecutive semesters.

111f Introductory Latin Learn Latin grammar and syntax while reading Roman comedy! Laugh your way through declensions and conjugations and develop reading skills. *Four credit hours.* MR. VACHON

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

[255] **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, Vergil and Homer, love as a madness/disease, and legitimate couple or illicit lovers? *Four credit hours.* L.

271f Horace's Epodes: Lampoons and Blame Poetry Horace is one of Rome's greatest and most influential poets, but often textbooks focus on his blandest poems for fear of offending anyone. The class will read a selection from *The Epodes*, a book of often scurrilous abuse in poetic form focusing in particular on his poems about witches and witchcraft. *Four credit hours.* L. MR. O'NEILL

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

353s Catullus and Horace: Poetry of Love and Wine The course will concentrate on Catullus: his passionate feelings for a woman and his tortured grief for his brother. Other readings include a few of Horace's short poems on wine, politics, and friendship. *Four credit hours.* L. MS. ROISMAN

[341] **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.

Professors Thomas Berger and Dale Skrien; Associate Professor Batya Friedman¹; Assistant Professor Allen Downey; Visiting Assistant Professors Clare Congdon and Randy Jones

¹On leave spring semester.

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; and three additional courses chosen from Computer Science 353, 356, 357, 358, 375, 378, 491, or 492 (491 or 492 must be taken for at least three credits). One of the three additional Computer Science courses may be substituted with one course chosen from Mathematics 253, 332, or 372.

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.

031j C Programming in a UNIX Environment An in-depth introduction to the C programming language, with an emphasis on programming on machines that run the UNIX operating system. Enrollment limited; priority to seniors, then computer science majors, others. *Prerequisite:* Prior programming experience in another language. *Noncredit.* MR. EARICKSON

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

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, data structures, and their implementation. A weekly laboratory session provides hands-on computer experience. No previous computer experience required. *Four credit hours.* Q. MS. CONGDON, MR. DOWNEY, AND MR. SKRIEN

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 or permission of the instructor. *Four credit hours.* Q. MS. CONGDON AND MR. DOWNEY

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

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 goals 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. *Prerequisite:* Computer Science 231. *Four credit hours.* MR. SKRIEN

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

353f 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.* MR. JONES

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

356s Introduction to Compiler Construction Introduction to the theory, basic techniques, and design of compilers and interpreters of general purpose programming languages; grammars, symbol tables, lexical analysis, semantic analysis, code generation, and optimization. Includes a large project in which students will implement a compiler. *Prerequisite:* Computer Science 231. *Four credit hours.* MR. SKRIEN

[357] Operating 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 and 232. *Four credit hours.*

358s Scientific Computing and Visualization The large data sets that are common in scientific computing pose special problems for data storage, processing, transfer across networks, interpretation, and visualization. The course offers a practical introduction to the use of high-performance computing in areas of computational mathematics, chemistry, physics, and other sciences. Students work on projects that apply techniques discussed in class to problems from other disciplines. *Prerequisite:* Computer Science 231 or junior/senior standing in a science major. *Four credit hours.* MR. DOWNEY

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

[378] Introduction to the Theory of Computation Formal languages, automata theory, computability, recursive function theory, complexity classes, undecidability. Offered in alternate years. Also listed as Mathematics 378. *Prerequisite:* Mathematics 274. *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 the instructor. *One credit hour.* MR. DOWNEY

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

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

Creative Writing

Director, PROFESSOR PETER HARRIS

ADVISORY COMMITTEE: Professors Harris, Susan Kenney, and Ira Sadoff; Associate Professors James Boylan and Debra Spark; Visiting Instructor Monica Wood (all of the English Department faculty)

A minor in creative writing may be elected by students majoring in any department of the College. The minor is designed to enhance existing major programs, to add structure and a sense of purpose to those students already committed to creative writing, and to encourage the consideration of serious writing graduate programs.

Requirements for the Minor in Creative Writing

The minor consists of a sequence of one introductory, one intermediate, and one advanced writing course in either fiction or poetry, plus a fourth requirement, either a repetition of the advanced workshop, an independent study in writing, a Senior Scholar project, or an introductory workshop in another genre (poetry, fiction, playwriting, 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 KIMBERLY BESIO

Professor Tamae Prindle (Japanese), Associate Professors Besio (Chinese), Nikky Singh (Religious Studies), Suisheng Zhao (Government); Assistant Professor Ankeney Weitz (East Asian Studies and Art); Visiting Assistant Professors Constantine Hriskos (Anthropology), Roger Thompson (East Asian Studies and History), and Hong Zhang (Chinese); Visiting Instructor Yuka Iijima (Japanese); Teaching Assistants Yukari Watashiba (Japanese) and Shu-huei Hsiang (Chinese)

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

For the classes of 1999, 2000, 2001: A minimum of five semesters of training in Chinese or Japanese language and 21 additional credit hours to include East Asian Studies 151 and 152 (or one of 151, 152, or 150 and a designated 200-level course), 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, East Asian Studies, Government, History, or Religious Studies.

For the Class of 2002 and beyond: one introductory course, three language/literature courses beyond the all-College requirement, a minimum of three courses within the country of concentration, two courses outside the country or of a regional nature, one senior seminar, and two electives. Of the country concentration, comparative or regional courses, and electives, at least two must be at the 200 level and at least one at the 300 level. One course may therefore satisfy more than one requirement. These requirements may be restated as follows:

- *Introduction*: East Asian Studies 150, Introduction to East Asian Studies
- *Language/Literature Concentration*: A concentration in Japanese or Chinese language to include 125, 126, 127, 128, 321, and a 200-level literature course (all in the same language).
- *Breadth*: At least two 200-level courses to provide historical and institutional breadth. One 200-level course must be drawn from offerings in art, religious studies, music, and history, and the other would be in government, anthropology, economics, or sociology.
- *Depth*: At least three non-language courses in the country of the language concentration in addition to the literature course.
- *Comparative Focus*: At least two courses outside the concentration, on another country in the region or in a regional (East Asian) course to provide comparative insight.
- *Sophistication*: At least one course must be at the 300 level to demonstrate the ability to handle advanced material
- *Culminating Experience*: A senior seminar or senior project consistent with the area of language concentration or a seminar or senior project dedicated to the investigation of comparative or regional issues in East Asian studies.
- *Coverage*: At least two additional electives dealing with East Asian studies from the departments of Anthropology, Art, East Asian Studies, Government, History, or Religious Studies to deepen the understanding of the region.

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. To achieve distinction in the East Asian studies major the student will have achieved a 3.25 grade point average in the courses listed for the major and will have taken two additional language courses beyond those required for the major. These courses may be a continuation of the language of concentration at the 322 level or above, or they may be introductory courses in a second Asian language.

Honors in East Asian Studies

An honors program is available for senior majors who have earned a 3.25 major average; normally application to the program is required prior to the senior 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

For the classes of 1999, 2000, and 2001, the East Asian studies minor consists of seven courses: East Asian Studies 151, 152 (or one of 151, 152, or 150 and a designated replacement), 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 China or Japan.

For the Class of 2002 and beyond, East Asian Studies 150, Introduction to East Asian Studies; three language courses in Chinese or three in Japanese; three non-language courses, one at the 200 level, one at or above the 200 level, and the third at the 300 level or above. Courses may be selected from offerings in literature, music, art, government, religion, history, and anthropology listed under East Asian Studies. With the exception of East Asian Studies 150, no non-language course at the 100 level may count toward the minor.

114s Women in Pre-Modern Chinese Literature Described in the "Integrated Studies" section of this catalogue. *Four credit hours.* L, D. MS. BESIO

150fs Introduction to East Asia A survey of the key historical, social, and cultural features of the major civilizations of East Asia from ancient times to the 20th century. Through lectures, discussions, readings, and visual media, students will become familiar with the development of common features, like Confucianism and Buddhism, and shared historical experiences, like

the Mongol invasions and Western imperialism, as well as the elements that distinguish the nations of East Asia. *Four credit hours.* H, D. MR. THOMPSON

[151, 152] **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.

231f **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

[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

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

256s **Chinese Folk Culture and Society** The meaning of “popular culture” explored in the context of China’s search for modernity. Issues, beginning with the turn of the century, include tradition, nationalism, cultural values, and social reforms through a focus on folklore, cinema, rituals, and popular religion. Students will be introduced to the richness and diversity of Chinese culture and gain insight on the current debates concerning ideology, cultural hegemony, and the shifting boundaries between the state, individuals, and society. *Three credit hours.* S, D. MS. ZHANG

271f **Women in Japanese Cinema and Literature** The course approaches Japanese culture multidimensionally, examining Japanese women’s identity politics in literature and films through both 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. *Four credit hours.* L, D. MS. PRINDLE

332 **Masterpieces: Modern Japanese Novels** An appreciation and examination of masterpiece novels by 10 luminous Japanese writers, including two Nobel Prize laureates. The course will examine the ideas, feelings, and values expressed in and through these novels. No knowledge of Japanese required. *Four 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 or four 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

<i>Anthropology</i>	233	China: An Anthropological Study	
<i>Art</i>	173	Survey of Asian Art	
	273	The Arts of China	
	274	The Arts of Japan	
	397	East Asian Art	
	493	Seminar on Chinese Art	
<i>Chinese</i>		All courses offered	
<i>East Asian Studies</i>		All courses offered	
<i>Government</i>	233	International Relations in East Asia	
	255	Introduction to Chinese Politics	
	256	The Pacific Challenge	
	261	Introduction to Japanese Politics	
	452	Chinese Foreign Policy	
	252	Early Chinese History and Thought	
	298	The Emergence of Modern Japan (1868-1945)	
<i>History</i>	355	Reading East Asian Histories (in translation)	
	356	Society and Culture in East Asia	
	397	The Chinese Revolution (1889-1989)	
	398	Korean Civilization	
	450	History and Culture	
	498	The Boxer Uprising	
		All courses offered	
	<i>Japanese</i>		All courses offered
	<i>Music</i>	275	Music and Art in Japanese Culture
	<i>Religious Studies</i>	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 Tietenberg, Clifford Reid, and Nelson¹; *Associate Professors* David Findlay, Patrice Franko^{2,3}, Debra Barbezat, and Michael Donihue²; *Assistant Professor* Kashif Mansori

¹Joint appointment in administrative science and economics.

²On leave full year.

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. Students who elect to write their Economics 391 in the spring semester of their senior year must obtain approval from a faculty member no later than the 10th week of the fall semester. 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 International Trade Policy 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 if Economics 277 is elected. 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 in 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

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

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. FINDLAY

231f Environmental and Natural Resource Economics An introductory survey course using economic analysis to explain the underlying behavioral causes of environmental and natural resource problems and to evaluate the policy responses to them. Topics include air and water pollution, toxic substances, the allocation of renewable and exhaustible resources, and sustainable development. *Prerequisite:* Economics 133. *Three or four credit hours.* MR. TIETENBERG

239f 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. *Three or four credit hours.* MR. GEMERY

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

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

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, international trade organizations, and customs unions. *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

[297] 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.*

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

331f Industrial Organization and Antitrust Economics An examination of the structure, conduct, and performance of American industries to determine if the market process efficiently allocates resources to meet consumer demand. An economic analysis of the antitrust laws and an evaluation of their performances 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

[336] Mathematical Economics A course in advanced economic theory designed to provide students with the fundamental mathematical tools necessary to prepare for graduate work in economics or business administration and for professional careers in the public or private sector. Topics include the development of portions of consumer and producer theory, the study of static and dynamic models, linear programming techniques, matrix algebra, and the consideration of general equilibrium analysis. Also listed as Mathematics 336. *Prerequisite:* Economics 223 and 224 and Mathematics 122 or 162. *Three credit hours.*

338f 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 and MA 121 or MA 161. *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 1998-99: Advanced Topics in Environmental Economics, 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. TIETENBERG, MR. MEEHAN, AND MR. MANSORI

Education and Human Development

Co-Directors, ASSOCIATE PROFESSORS LYN BROWN AND MARK TAPPAN

Professors Thomas Berger (Mathematics) and Jean Sanborn (English); Associate Professors Brown (Education) and Tappan (Education); Assistant Professors Christine Bowditch (Sociology), Sandy Grande (Education), and Tarja Raag (Psychology); 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 studies is essential for a successful completion of the minor. This is especially important for students studying abroad for a semester or a year.

Requirements for the Minor in Education

Education 231, 434, and five electives in education and human development.

Requirements for the Minor in Human Development

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

Requirements for the Minor in Professional Certification

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

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

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

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

235f Revolutionary Multiculturalism and the Political Project A course designed to introduce students to the critical tradition in education, particularly to the work of revolutionary multiculturalists and critical theorists. This work calls into question the Western, patriarchal, capitalistic structures of modern society and its attendant institutions and through an emphasis on post-colonial, neo-Marxist, feminist, and social theory, it attempts to uncover how the Western-European foundations of American schooling have privileged some and marginalized others. Critical educators have worked to maintain the link between the struggle for critical knowledge and the struggle for democracy. The course provides a forum for students to analyze these basic assumptions and to continue the struggle for transformative knowledge and a critical democracy. 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

[257] Educational Psychology Listed as Psychology 257 (q.v.). *Prerequisite:* Permission of the instructor. *Four credit hours.*

[317] 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, 231, Psychology 255, 257, or permission of the instructor. *Four credit hours.*

318s Moral Development and Education How do moral understanding and ethical sensibility develop over the course of the life span? What is the relationship between human values and educational practice? What role should schools play in fostering and facilitating moral development in children, adolescents, and adults? These questions are explored by considering various classical and contemporary theories of moral development, their philosophical, psychological, and sociocultural premises, and their implications for education. *Prerequisite:* Education 215, 231, Psychology 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

336s American Education: Historical Perspectives on Modern Issues Beginning with the conquest and colonization of American Indians, working through to the central educational issues of the present, the course examines the sociocultural and historical evolution of the public school as a reflection of the evolution of American society. The history of American Indian education, from mission and boarding schools to tribally controlled schools, serves as a template by which other struggles for self-determination are examined. Modern issues such as the debates over school choice, a national curriculum, standardized testing, environmental education, multicultural education, integration, and affirmative action are analyzed through this historical framework. *Prerequisite:* Education 231 or permission of the instructor. *Four credit hours.* H. MS. GRANDE

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.* MS. GRANDE

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. MS. GRANDE

374s Teaching Students With Special Needs in Regular Classrooms Approximately 10-15 percent of students in public schools in the United States qualify for special education

services. Many of these students receive most, if not all, of their instruction in regular class settings. Exploring the skills and attitudes necessary for teaching students with special needs in regular settings and examining the roles and responsibilities regular educators have for teaching students who qualify for special education. Consideration given to the psychological, philosophical, historical, and legal foundations of special education. In addition, students 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 Senior Seminar in Curriculum and Methods An advanced consideration of the cultural, historical, social, and political foundations of the curriculum in American schools. General methods, curriculum design, and evaluation will be analyzed from a critical perspective. Students are asked to consider questions such as: whose interests are served by the standard curriculum, standard evaluative measures, and the predominant teaching methods employed in classroom settings? Methods as applied to each student's respective discipline will be explored outside of class with assigned mentor teachers. Limited to, and required of, students fulfilling the certification minor. 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*. MS. GRANDE

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

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

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

English

Chair, PROFESSOR DOUGLAS ARCHIBALD

Associate Chair, ASSOCIATE PROFESSOR PAT ONION

Professors Archibald, Patrick Brancaccio¹, Charles Bassett², John Sweney, Susan Kenney^{1,2}, Peter Harris, Ira Sadoff³, W. Arnold Yasinski⁴, Phyllis Mannocchi⁵, and Jean Sanborn; Associate Professors

Robert Gillespie⁶, Onion², Natalie Harris^{2,7}, Linda Tatelbaum², Cedric Bryant, Boylan^{2,8}, Laurie Osborne, David Suchoff, and Debra Spark^{2,5}; Assistant Professors Elizabeth Sagaser⁷, Anindyo Roy⁵, Elisa Narin van Court, Katherine Stubbs, and Ted Underwood; Adjunct Assistant Professor David Mills; Visiting Assistant Professors Michael Burke², Andrew Dephtereos², and Monica Wood; Visiting Instructor Eleanor Courtemanche²

¹On leave second semester.

²Part time.

³January and second semester only.

⁴Administrative vice president.

⁵On leave full year.

⁶College editor.

⁷On leave first semester.

⁸Resident director, Colby in Cork Program.

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; three additional courses, which may be chosen from advanced courses in English or American literature, creative writing, or literature in other languages or in translation; a 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, 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—English 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 repetition of the advanced

workshop (English 478 or 479); a workshop in another genre (English 278 for poets, English 279 for fiction writers); other courses in writing including playwriting (Performing Arts 218) and creative nonfiction (English 380); or an independent study (English 491, 492) or honors projects (English 483, 484). 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. Owing 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 Farnham Writers' Center. Nongraded. *One credit hour.* MS. SANBORN 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

135s American Literature Between the Wars See course description in the "Integrated Studies" section of this catalogue. Enrollment limited. *Four credit hours.* L. MS. STUBBS

136f Post-War and Cold War Thought See course description in the "Integrated Studies" section of this catalogue. Enrollment limited. *Four credit hours.* L. MR. SWENEY

151s Reading and Writing about Literature: Shakespeare and Popular Culture By examining several Shakespearean plays that have gained current prominence in American popular culture, students explore the question of why Shakespeare has become so pervasive in late 20th-century American popular culture in everything from advertisements to sitcoms. *Four credit hours.* L. MS. OSBORNE

172fjs 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 satisfy the College area requirement in literature. *Four credit hours; three credit hours in January.* FACULTY

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 Farnham Writers' Center. Course is offered as needed. Enrollment limited. Nongraded.

Prerequisite: Sign up with the instructor in the Farnham Writers' Center. *Two credit hours.* MS. SANBORN

218f Playwriting Listed as Performing Arts 218 (q.v.). *Four credit hours.* L. MR. SEWELL

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. MS. KENNEY AND MS. WOOD

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 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 Geoffrey 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

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

315s The Irish Renaissance A study of the major figures of the literary movement that took place in Ireland at the beginning of the century: Yeats, Joyce, Synge, O'Casey. Texts include Yeats's poetry and plays, Joyce's *Ulysses*, Synge's *Playboy of the Western World*, and O'Casey's *Juno and the Paycock* to illustrate the nature and scope of their achievements against the background of Anglo-Irish political turmoil and European cultural transformation. *Four credit hours.* L. MR. ARCHIBALD

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

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

318s The 18th Century II Selected works by writers of the second half of the century, such as James Boswell, Samuel Johnson, Hannah More, Tobias Smollett, Laurence Sterne, Jane Austen, Matthew Lewis, William Blake, and Anna Laetitia Barbauld. *Four credit hours.* L. MR. SWENEY

321f The Romantic Period The emergence of new literary forms, ambitions, and institutions in early 19th-century Britain. Readings include poems by Wordsworth, Coleridge, Byron, P.B. Shelley, Hemans, and Keats, as well as a novel by Austen and essays by Hazlitt and DeQuincey. *Four credit hours.* L. MR. UNDERWOOD

323f Victorian Literature I 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, novels by Charles Dickens, Emily Brontë, and George Eliot, prose by Thomas Carlyle, J.S. Mill, and Matthew Arnold, and poems by Alfred Tennyson and the Rossettis. Novels, essays, and poems considered as participants in Victorian debates that created “culture” as a political category and helped shape modern literary and cultural criticism. *Four credit hours.* L. MR. SUCHOFF

[324] Victorian Literature II The conflict between the elite and an emerging mass culture in later-19th-century British society and culture; 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, and William Morris. *Four credit hours.* L.

[325] Modern British The works of Hardy, Joyce, Woolf, Conrad, Forster, and Lawrence framed within the context of the aesthetic tenets and practices of what is called “literary modernism.” To what extent does the literature embody the ideas of “spatialization,” “dehumanization,” and “introversion”? 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, post-war scholars who attempted to map the movement, and contemporary poststructural critics. *Four credit hours.* L.

[326] 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, Eavann Boland, Medbh McGuckian, Seamus Heaney, Derek Mahon, Michael Longley, Paul Muldoon, Tom Paulin, Eamon Grennan. *Four credit hours.* L.

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

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

[331] 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.

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

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

[334] Contemporary American Drama From the experimental theater groups and texts of the mid-’60s, a careful consideration of the range of perspectives currently available in the

American theater. Close analysis of the theatrical as well as the dramatic techniques of playwrights such as Maria Irene Fornes, David Mamet, Tina Howe, Sam Shepard, David Henry Hwang, and Suzan-Lori Parks. *Four credit hours.* L.

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

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

341s **American Realism and Naturalism** The three literary genres that dominated late-19th-century American literature: realism, regionalism, and naturalism; the definition of each genre and whether a given text "exemplifies" a certain genre; how these categories developed in relation to specific social and economic conditions. Are these genres as clear-cut as they seem? Why did certain genres "get more respect" from the literary establishment? How did issues of race, gender, and class influence whether a given text was considered realist, naturalist, or regionalist? Authors may include Howells, Wharton, Jewett, Crane, Dreiser, Norris, Wright. *Four credit hours.* L. MS. STUBBS

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. Contemporary writers (Alexie, Erdrich, Harjo, Silko, Welch, Young Bear, and others) whose work mediates between native and Western values and imaginative forms; the sacred stories and traditions in which their work is grounded; 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, leading to 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. Interpretive methods that will inform readings by James Baldwin, Toni Morrison, Paul Laurence Dunbar, and Chester Himes include formalism, historicism, feminist criticism, and myth criticism. *Four credit hours.* L, D. MR. BRYANT

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

[345] **Modern American Fiction** 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.

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

[348] **"Whose English Is It?": Anglophone Literatures of Africa, the Caribbean, and the Indian Subcontinent** The English language presents one of the most interesting paradoxes

of our times. Although it emerged as the dominant language of the British Empire, and has subsequently acquired the status of the global language of our times, it has also 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 phenomenon of literary hybridization and “creolization” in literature that has come out of the former colonies of the British Empire 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, Wole Soyinka, Salman Rushdie, Raja Rao, J.M. Coetzee, Derek Walcott, V.S. Naipaul, and Jamaica Kincaid have appropriated, challenged, or otherwise modified their inherited “colonial” literary traditions. *Four credit hours.* L.

351f Contemporary American Poetry A study of some of the major and emerging figures and poetic movements in American poetry, emphasizing close readings and cultural contexts of work written primarily after 1970. Poets include Elizabeth Bishop, Lucille Clifton, Allen Ginsburg, Sharon Olds, Adrienne Rich, and Richard Wilbur. *Four credit hours.* L. MR. HARRIS

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

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. MS. STUBBS, MR. BASSETT, AND MS. ONION.

[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. 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. For 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. NARIN VAN COURT

[366] Re-mapping Literary History: From Beowulf to Virginia Woolf, Part II A continuation of the major British literary traditions from English 365, covering the period from 1660 to the modern age (Woolf). *Four credit hours.* L.

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.* A. MS. KENNEY AND MS. WOOD

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.* A. MR. HARRIS AND MR. SADOFF

380s Creative Nonfiction Creative nonfiction includes renderings of personal experience, presentations of opinion and passion, profiles of people, and evocations of time and place. Based upon "fact," it uses elements of fiction. A writing workshop with weekly assignments designed to help students find their best material and their strongest voices. Also reading and discussion of the work of published essayists. *Prerequisite:* English 115 (or exemption). *Four credit hours.* L. MS. HARRIS

397Af History of the Essay The development of the genre of essay writing from Montaigne to the present, focusing on historical context, intertextuality, and form. The distinction, even conflict, between the methodical, academic essay and the more open form sometimes called the "personal" essay has a long history. For a century the traditional thesis-argument essay has been considered the proper form for academic writing; presently its reign is being challenged. Students will write both personal and analytical essays and a hybrid form that combines both approaches. A useful companion to English 380 for students who want both to read and to write essays. *Four credit hours.* L. MS. SANBORN

397Bf Contemporary Asian American Women Writers. Listed as Women's Studies 315 (q.v.) and American Studies 315 (q.v.). *Four credit hours.* L. MS. THOMA

398s The Arthurian Tradition The Arthurian Tradition from its origins in Celtic legendary materials to its development and perfection in Chretien de Troyes's complexly textured French Arthurian romances; the emergence of an English Arthurian tradition in the Middle Ages and the reinterpretations of the Arthurian myths produced in the Renaissance; the Arthuriana revival in the Victorian period and 20th-century versions and revisions of the Arthurian tradition. The historicity of Arthur and related textual implications; the ways in which gender is inscribed and re-inscribed in these narratives; the political and social appropriation of Arthurian materials; the idea and ideals of quest literature: what is being sought, the Grail, the female, or the idealized male self reflected in the female gaze? Arthurian romance as conduct book and narrative of exemplary personal behavior in the political realm. Authors and narratives include *Culhwch and Olwen*, Geoffrey of Monmouth, Chrétien de Troyes, Bérout's *The Romance of Tristan*, *Sir Gawain and the Green Knight*, *The Alliterative Morte Arthure*, Sir Thomas Malory, Edmund Spenser, Alfred Tennyson, Nathaniel Hawthorne, Sara Teasdale's "Guenevere," *The Once and Future King*, *The Mists of Avalon*. *Four credit hours.* L. MS. NARIN VAN COURT

411f Shakespeare I: Patriarchy and the Shakespearean Family How Shakespearean families support and/or undermine the structures of patriarchy, especially in relation to his female characters. *Four credit hours.* L. MS. OSBORNE

412j Shakespeare II: The Melancholy Dane A study of both the three Renaissance texts of Hamlet and later adaptations for film and stage, including Tom Stoppard's *Rosencrantz and Guildenstern Are Dead* and several film productions. *Four credit hours; three credit hours in January.* L. MS. OSBORNE

413Af Author Course: Geoffrey Chaucer An introduction to *Canterbury Tales*, reading closely in the poetry and investigating the historical, social, and material contexts in which Chaucer's work was written and transmitted. Students will learn 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

413Bf Author Course: Henry James and Edith Wharton The literary and personal relationship between these two writers explored through reading selected novels of James and Wharton against each other, tracing similarities and differences in form and content. The influences these two writers shared and their influence on each other, as evidenced in their published correspondence. *Four credit hours.* L. MS. STUBBS

413As Author Course: Toni Morrison An intensive exploration of Toni Morrison's life, fiction, and non-fiction—seven novels, collected essays/lectures, and short fiction—in terms of diverse modern and postmodern cultural issues. These concerns intersect race, class, and gender, the debate about canonicity, literary tradition(s), and the politics of literary production. As a writer, teacher, and critic, Toni Morrison has positioned her work at the crossroads of current cultural criticism, insisting that her readers look unflinchingly at issues that, in the African-American vernacular, “worry” all of her writing—brutality, wholeness, love, community, cultural and political marginalization, and history. Like so many of her characters, who struggle to find a voice to speak the unspeakable, the course is predicated upon dialogue and critical inquiry. *Four credit hours.* L, D. MR. BRYANT

413Bs Author Course: Milton Intense reading of selected works by John Milton, especially the poems *Comus* and *Paradise Lost*, with particular focus on representations of loss, ambition, achievement, freedom, gender, and authority. The social and political contexts of Milton's work; a beginning awareness both of the poets and poetic traditions that made Milton's work possible, and the ways Milton's work influenced later poets. Efforts to become immersed in Milton's language will be aided by a marathon group reading of *Paradise Lost*. *Four credit hours.*
L. MS. SAGASER

417s Literary Criticism: 20th-Century Marxism and Popular Culture—The Frankfurt School Combining Marx, Freud, and a commitment to see both high art and popular culture as driven by the same social forces, the German (and Jewish) cultural critics Theodor Adorno and Walter Benjamin revolutionized the study of literature and society from the 1930s forward. A study of their theories of the dialectical relation of culture and barbarism, their (and Max Horkheimer's) notion of Enlightenment individualism dialectically related to the myth it criticizes, their analyses of film, of high culture as fetish, of mass-cultural phenomena like the *Los Angeles Times* Astrology Column, Hollywood, and other forms of 20th-century high and popular culture. Readings include texts that see mass culture as a subversion of liberal individualism but also as a reservoir of critical energy that engenders social change; some comparison with feminist and cultural criticism as approaches to mass culture. Recommended for students interested in political approaches to literature, literary theory, and graduate study. *Four credit hours.* L. MR. SUCHOFF

423f The Holocaust: History, Literature, Film The destruction of the European Jewry and the counter-responses of testimony, first-person narrative, fiction, and film produced by and about the victims during the war and afterward. A study of the motives of the perpetrators and bystanders and anti-semitism, with a focus on understanding attempts to find terms to represent the unrepresentable of collective and individual catastrophe and to find forms of continuity amidst

destruction. Special emphasis: Jewish writing during the Holocaust itself. Issues include denial as part of the Nazi strategy and its effect on the victims, writing and political struggle within the Nazi-imposed ghettos, forms of political and spiritual resistance within the camps, the problem of survivor guilt and writing about the Holocaust, and the issues of moral and historical responsibility raised in all forms of reflection on this topic. *Four credit hours.* L, D. MR. SUCHOFF

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

[426] Tilling the Garden: African-American Women Writers at Work A focus on the unique and *still* largely marginalized literary contributions of African-American women novelists, poets, essayists, and playwrights during the 19th and 20th centuries. Writers will be discussed in context of the issues central to their work, including magical realism, race, (re)membering the female body, (black) feminism and literary production, and reconstructing black womanhood. *Four credit hours.* L, D.

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

474fs Public Speaking An intensive course in the practice of public speaking, with special attention given to current political and social issues and the development of an effective and persuasive platform personality. Attendance at campus debates and speech contests required. Open only to seniors, and enrollment is limited. *Four credit hours.* MR. MILLS

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

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.* A. MR. SADOFF

483f, 484js 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: Film Theory An examination of how psychoanalytic, ideological, and feminist practices have contributed to theoretical understanding of the material form, audience pleasures, and cultural effects of film. Reference to several film genres. *Four credit hours.* L. MS. OSBORNE

493Bf Seminar: Melville When Melville, arguably America's greatest fiction writer, published *Typee*, his first book, he became famous as "the man who lived with the cannibals," yet he died in virtual obscurity. Readings include much of his fiction and some of his poetry, tracing his development and frustrations as a writer and testing the truth of his words to Hawthorne: "What I feel most moved to write, that is banned—it will not pay. Yet, altogether, write the *other* way I cannot. So the product is a final hash, and all my books are botches." *Four credit hours.* L. MR. SWENEY

493As Seminar: Southern Literature and Modernism In a cold, New England dormitory room, a northern student asks his southern roommate to "tell about the South." The effort to do so engenders not just one narrative about what it means to grow up amid the palpable shadows of the Civil War and institutional slavery but a whole tradition of imaginative fiction demarcated by elusive terms like "regionalism," "grotesque," "realism," and "modernism." Because so many of our writers are southerners by birth, experience, and disposition—Flannery O'Connor, Alice Walker, Dorothy Allison, Charles Frazier, Tina McKelroy Ansa, Eudora Welty, and William Faulkner, to name only a few—the South, as myth and reality, has become a trope for what is essentially and problematically "American"—and what *isn't*—in our literature and cultural history. The course will explore the intersections of these ideas and interrogate how Southern literature in the 20th century has helped shape our national dialogue about them. *Four credit hours.* L. MR. BRYANT

493Bs Seminar: Post-Modern American Poetry A study of some of the most exciting avant-garde poetry in contemporary America from 1976 to the present, concentrating on the work of John Ashbery, Jorie Graham, Lynn Hejninian, Michael Palmer, and others who advance and resist more traditional, academic, and conservative poetics. A look at adventurous strategies in the poetry (the blurring of high and low culture, the instability of language, the problem of representation and mimesis, the fiction of organic unity) and study of documents, essays, letters, and treatises of some proponents of the movement. To contextualize the work, students will also study the origins of the movement and some post-modern criticism, including critiques of post-modernism. *Four credit hours.* L. MR. SADOFF

498s The Gothic Novel The novel of suspense in Britain, 1760-1860, with special attention to brooding villains, secret doors, and imprisoned protagonists. Novels by Walpole, Radcliffe, Austen, Mary Shelley, Hogg, Charlotte Bronte, and Collins. Topics include British review culture, the development of narrative suspense, and the Gothic's uneasy staging of female domesticity. *Four credit hours.* L. MR. UNDERWOOD

Environmental Studies

Director, PROFESSOR DAVID FIRMAGE

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

The environmental studies programs are designed to provide a broad-based course of study. They are intended to prepare students to be well versed in both policy and science issues as related

to the environment and to be able to pursue graduate study or entry-level work in fields such as natural resource management, land-use planning, urban/rural planning, technology and policy, and environmental and public policy.

Requirements for the Major in Environmental Policy

I. All of the following courses

Environmental Studies 118, 235, 334; Economics 133, 231; 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
	271	Introduction to Ecology
	319	Conservation Biology
<i>Chemistry</i>	141	General Chemistry
	142	General Chemistry
	217	Environmental Chemistry
<i>Geology</i>	131	Introduction to Environmental Geology <i>or</i>
	141	Introduction to Physical Geology
<i>Physics</i>	141	Foundations of Physics I
	142	Foundations of Physics II
<i>Science, Technology, and Society</i>	215	Weather, Climate, and Society

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
<i>Sociology</i>	332	International Organization
	397	Globalization

IV. Environmental Issues:

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

<i>Administrative Science</i>	250	Industry, Technology, and Society, 1750-1915
	251	Industry, Technology, and Society in 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
	494	Honors in Environmental Policy
<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

<i>Sociology</i>	251	Population Problems in International Perspective
	398	The Sociology of Food

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 (with permission from instructor), Economics 493 (Advanced Topics in Environmental Economics) or History 481 (Ecological Change in World History);

(2) Either Economics 133 and 231 or Anthropology 112 and either 252 or 256;

(3) Either Biology 161 and 162 or Geology 141 and 142 or Chemistry 141 and 142;

(4) One course selected from:

<i>Administrative Science</i>	250	Industry, Technology, and Society, 1750-1915
	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
	319	Conservation Biology
	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	Weather, Climate, and Society
	281	Global Environmental Change: History and Science

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

Honors in Environmental Studies

Majors in environmental policy 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 to continue their seminar project as an honors project in the spring semester. 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). Projects will be reviewed at the end of the fall semester for approval to continue as an honors project. 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

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

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

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

235j Sustainable Development 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; three credit hours in January.* MR. BARKIN

319f Conservation Biology Listed as Biology 319 (q.v.). *Prerequisite:* Biology 161, 162 or permission of the instructor. *Three credit hours.* MR. COLE

334f International Environmental Law An examination of the basic instruments of international law and its historical development in addressing international environmental issues in order to ascertain its role 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.* MR. BARKIN

491f, 492s Independent Study Independent study devoted to a topic chosen by the student with the approval of the program committee. *Prerequisite:* Senior standing as environmental policy major 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.* FACULTY

494s Honors in Environmental Policy The honors project will be an outgrowth of research done during the 400-level course taken in the fall of the senior year. A project proposal should be submitted during the fall semester. *Prerequisite:* Senior standing in the environmental policy major, acceptance into the honors program, and successful completion of the senior seminar. *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 the 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 Filosof, Jonathan Weiss¹, Jane Moss², and Arthur Greenspan²; *Associate Professors* Diaconoff and Adrianna Paliyenko; *Assistant Professor* Dace Weiss³; *Visiting Assistant Professors* Michelle Chilcoat⁴ and Michèle Bacholl; *Faculty Fellow* Arthur Figliola

¹Associate dean of faculty and director of off-campus study.

²On leave full-year.

³Part time.

⁴Resident director, Colby in Dijon Program, fall semester.

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. The Colby Placement Test only places the student in the appropriate level; it does not satisfy the language requirement.

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

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

The Department strongly recommends that all majors spend one academic year studying in a French-speaking country at the junior level. It *requires* a minimum of one semester's study abroad at the junior level or the equivalent. A minimum grade point average of 2.7 is required for admission to study abroad. All study-abroad plans must be approved in advance by the Department of French.

Requirements for the Major in French Literature

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

A minimum of nine courses in French is required. Students choosing this option are normally required to take French 231, 252, and 493, plus at least six additional courses at the 200 and above

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

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

Requirements for the Major in French Studies

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

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

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

The following statements also apply:

- (1) The point scale for retention of the major is based on all French courses numbered above 127.
- (2) No major requirements may be taken satisfactory/unsatisfactory.
- (3) No more than the equivalent of four semester courses of transfer credit may be counted toward the major.
- (4) All majors in the department must take at least one course in the major approved by the major adviser each semester until graduation. For students returning from foreign study, these courses must be numbered 300 or higher.
- (5) No more than one French literature course given in English may be counted toward the French literature major. Majors must take at least one course given in French each semester.
- (6) An exemption or waiver from a required course must always be confirmed in writing, but in no event does the waived course reduce the number of required courses for the major; neither does it carry any hour credit toward either the major or graduation requirements.

Honors in French

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

125fs, 126fs, 127fjs French I, II, and III This sequence develops communication skills in a careful progression over three semesters. In addition to working on the four traditional skills of language acquisition—speaking, comprehension, reading, and writing—students will also be introduced to the cultural contexts of the francophone world. Use of audio and 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

126s-127s 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 is 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*. MS. DIACONOFF AND MR. FILOSOF

131s Conversation and Composition A course designed specifically for students wishing to develop oral skills and acquire an extensive modern vocabulary, with additional practice in writing short weekly compositions. Enrollment limited. *Prerequisite*: 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. PALIYENKO

[228] 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*.

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*. 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 the European community and in the world. Required for French studies majors and recommended for international studies students. *Prerequisite*: French 128 or permission of instructor. *Four credit hours*. MR. WEISS

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 Critical Analysis: Text and Tradition Using selected masterpieces, the course aims to develop the tools and techniques of critical analysis and to enhance reading appreciation and interpretive skills. Students study all genres and develop their critical abilities through close study of a variety of texts, including *belles-lettres*, philosophy, and the essay. Significant writing component. Required of the major in French literature; recommended to majors in French studies. *Prerequisite*: French 128 or appropriate College Board scores. *Four credit hours*. L. MS. CHILCOAT

[311] 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.

341f Advanced Written French Intensive practice at the advanced level in the art of effective expression. Emphasis is on grammatical correctness, extending vocabulary, and development of a French style of writing. In 1998, the course will concentrate on the language of the media, including journal, periodical, and television/radio broadcast writing. *Prerequisite:* French 231. *Four credit hours.* MS. BACHOLLE

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

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

[355] **Poetic and Artistic Relations of the 19th Century** 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.

358s 19th-Century Narratives—Sensibility and "Female" Malady: The Decadent 19th Century Considering literary, artistic, and medical representations of sex and gender identity, the course examines how the Romantic cult of the self complicates the construction of masculinity and femininity. In works by Chateaubriand, Staël, Balzac, Sand, Michelet, Flaubert, Maupassant, Zola, and Krysinska, students will trace the romantic feminization of men and the decadent masculinization and pathologizing of women. Topics of analysis include gender role reversal, male and female sadomasochism, neurasthenia or depression, and hysteria. Non-French majors may elect to write papers and examinations in English. *Four credit hours.* L. MS. PALIYENKO

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

398s Money and the Rise of Bourgeois Society in French Literature Moving from early modes of exchange such as promises, oaths of fealty, and gifts in medieval society to a consideration of the impact of a real monetary system on and in literature, readings include texts in which the mode of exchange is used to reveal a society and its ideology. In works by Chrétien de Troyes, Molière, Prévost, Balzac, and Zola, students will trace how the exploitation of capital is often used as a metaphor for moral and social decline. Non-French majors may choose to write papers and examinations in English. *Four credit hours.* L. MS. DIACONOFF

412s Stylistics Through exercises in translation and discussion of selected English-American texts to French (*thèmes*) and French to American texts (*versions*), this hands-on course aims to **sensitize** the advanced student to the various styles, intricacies, and nuances particular to both

languages. *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 of both French studies and 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 1998 is "Critique sociale et peinture des moeurs." *Four credit hours.* MR. FILOSOF

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, 351 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), 351, 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, 351; 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), 372, 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

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. MS. SKOOG

[151j] Introduction to Volcanoes and Volcanology An introduction to the scientific study of volcanoes and volcanic phenomena; includes an introduction to global plate tectonics, origins and chemistry of magmas and volcanic gases, reasons for differing eruptive styles and the resulting landforms, impacts of volcanic eruptions, distribution of volcanoes, and areas of high volcanic risk. Enrollment limited: first-year students have highest priority, seniors lowest. *Three credit hours.* N.

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. MS. SKOOG

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

[252] 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.*

[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. (See Geology 356.) 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

353s Groundwater Hydrology A survey of the hydrologic cycle, with specific attention to those components of the cycle related to the sources and occurrence of groundwater resources; the factors that govern the movement of groundwater through aquifers, and the physical and chemical changes that result from passage through the hydrologic cycle. An introduction to techniques used in groundwater quantity and quality investigations. Lecture and laboratory.

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

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. *Prerequisite:* Geology 142. *Four credit hours.* MR. NELSON

356s Stratigraphy and Sedimentation A course covering the combined contents of Geology 312 and Geology 376: processes of sedimentation, methods of analysis of sediments, interpretation of depositional environments, classification and description of sedimentary rocks, and study of the relationships and correlation of sedimentary rocks. Lecture and laboratory. *Prerequisite:* Geology 225 or permission of instructor. *Four credit hours.* MR. GRAHAM

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

[372] **Quaternary Paleoecology** Reconstruction of biological environments on land for the recent geologic past, based on the fossil remains of plants and animals preserved in sediments. Emphasis will be on the use of pollen in reconstructing past vegetation types, but other groups of organisms and what they can tell about past environments are included. Extrapolation of past climatic parameters from the biological data. Lecture and laboratory. Normally offered in even-numbered years. (Although this course is offered in the spring semester, it requires 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.*

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. (See Geology 356.) 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

[494] **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.*

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; Faculty Fellow John Lyon; Language Assistant Manuela Kraemer

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.

125fj, 126s Elementary German I, II 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).* MS. REIDEL AND MR. MCINTYRE

127f Intermediate German I 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. LYON

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

130s Conversation Group 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.* MS. KRAEMER

131f 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.* MS. REIDEL

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.* MS. REIDEL

[135] Introduction to German Literature Readings in all three genres: drama, prose, and poetry. Designed to develop skills in literary analysis and close reading of texts and to introduce writings of major authors representative of their periods. Continued practice in conversation. *Prerequisite:* German 128 or equivalent. *Four credit hours.* L.

197j The Crisis of Modernity The course examines philosophical and literary texts, film, and art from the late 19th and early 20th centuries and relates them to the threatened concept of the subject or the self. How developments in philosophy, psychology, and technology, as well as the increased prominence of the metropolis in modern life, disrupted the notion of a coherent, consistent, and autonomous self. Conducted in English; no knowledge of German required. Does not fulfill the language requirement or count toward the major/minor in German. *Three credit hours.* L. MR. LYON

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

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

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

330s Current Topics Practice in reading and discussion for students at the advanced level. Source materials include newspaper and magazine articles, recent German films, television broadcasts, and the Internet. Does not count toward the language requirement or the major/minor in German. *Prerequisite:* German 131 or permission of the faculty. Nongraded. *One credit hour.* MS. KRAEMER

[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. *Four 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.

[355] 19th-Century German Literature From Romanticism to Realism. Comparative reading of works by Novalis, Eichendorff, Kleist, E.T.A. Hoffmann, Stifter, Keller, and Büchner.

Analysis will focus on the changing conception of nature and the individual. *Four credit hours.* L.

358f 20th-Century German Literature The topic for 1998: German Drama from Hauptmann to Frisch. Other authors will include Frank Wedekind, Arthur Schnitzler, Georg Kaiser, Bertolt Brecht, and Friedrich Dürrenmatt. *Four credit hours.* L. MR. MCINTYRE

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

[493] Seminar in German Literature Topics may cover an author, a genre, a literary theme or movement. *Four credit hours.* L.

494s 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 the instructor and students on sorting, organizing, introducing, and discussing material and on articulating and defending an argument. Students are encouraged to explore in more detail and depth a topic of their choice based on prior course work. *Four credit hours.* MS. REIDEL

Government

Chair, PROFESSOR KENNETH RODMAN

Professors William Cotter¹, L. Sandy Maisel², G. Calvin Mackenzie, and Rodman; Associate Professors Anthony Corrado, Guilain Denoex, and Suisheng Zhao; Assistant Professors Elizabeth DeSombre², Jennifer Yoder, Joseph Reisert, and Ariel Armony; Visiting Assistant Professor J. Samuel Barkin

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

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 AND MR. RODMAN

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. ARMONY 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 AND MR. CORRADO

211s 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.* MR. MACKENZIE

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

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

[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.*

231s 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. MR. RODMAN

[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*.

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

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

[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*.

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 and essays as well as 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. ARMONY

[254j] Latin American Politics in Film An exploration of the critical issues in Latin American politics—guerrilla warfare, military rule, and the role of the Catholic Church—as revealed in popular films (in English or with translation). *Three credit hours.* S, D.

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

[256j] The Pacific Challenge Combining lectures, discussions, and a 10-hour film series, “Pacific Century,” to examine the various challenges—economic, political, and cultural—that Asia-Pacific, the most dynamic region in the world, poses for the United States. *Three credit hours.* S.

257f Introduction to the Politics and Government of West Europe An examination of the development of Western European forms of democratic governance, particularly in France, Germany, Italy, Great Britain, and Scandinavia. 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.* S. 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

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

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

271f 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.* D. MR. REISERT

[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.*

273s American Political Thought A survey of the fundamental principles of American political thought as presented in primary source documents and writings. General themes include the notion of republican government, the concepts of liberty and equality, the role of commerce in a democratic society, and the foundations of social justice. *Prerequisite:* Government 111 or permission of the instructor; preference to government and American studies majors. *Four credit hours.* MR. CORRADO

[276] **Democracy** What does rule by the people require? And is it really desirable? A 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.*

[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.

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

310 Interest Group Politics Organized interests have always been an important constituent of American political life. How have changes in government and electoral politics affected the role of interest groups? Are these groups an essential aspect of good government? Do they exert too much influence in modern politics? An examination of the activities of interest groups in American politics, including their formation, behavior, and evolution in recent decades. Enrollment limited. *Prerequisite:* Government 111. *Four credit hours.* MR. CORRADO

[311] **The Judicial Process** A seminar designed to give a broad survey of the role of law and the courts in our society from the perspective of a federal judge. Topics include the appellate process, judicial activism, etc. *Prerequisite:* Government 111 and permission of the chair of the department. *Three credit hours.*

[312] **The Politics of Presidential Nominations** An examination of the procedural and strategic environment of presidential nomination contests. The evolution of the modern delegate selection process and changes in the conduct of presidential campaigns provide a framework for analyzing the 1996 race for the White House. The development of campaign

messages, the role of political advertising, candidate debates, and press coverage of presidential primaries. *Prerequisite:* Government 111. *Four credit hours.*

313f Constitutional Law I: 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

316s 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.* MR. CORRADO

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

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

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

[331] Business and American Foreign Policy Examination of competing theories as to the relationship between business and the state in the conduct of foreign policy. The relevance of these theories will be tested vis-à-vis cases of Cold War interventionism, East-West trade, economic sanctions, trade policy, the role of international banking, the arms industry, and the oil companies. *Prerequisite:* Government 131 or permission of the instructor. *Four credit hours.*

332f International Organization The structure, politics, and current operation of international organizations within the nation-state system. Topics include conflict resolution, nonproliferation,

human rights, and international economic cooperation. *Prerequisite:* Government 131 or permission of the instructor. *Four credit hours.* MR. RODMAN

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

335s United States-Latin American Relations An exploration of the evolving relationship between the countries of Latin America and the United States. The continuities and changes in United States policy toward Latin America as well as Latin American perceptions and policies towards the United States. Topics include human rights, anti-communism, drug wars, and economic development. *Prerequisite:* Government 151 or permission of the instructor. *Four credit hours.* MR. ARMONY

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

[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.*

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

353f Promoting Democracy in Transitional Countries Introduction to key concepts and modes of analysis used by organizations that seek to promote democratization and good governance. Students will learn how to assess democratic performance; how to identify opportunities for, and constraints on, democratization; how to highlight overarching problems in the democracy/governance area; and how to infer assistance strategies designed to enhance prospects for participatory, accountable, and transparent forms of government. Students are encouraged to think as practitioners in the field. *Four credit hours.* MR. DENOEU

[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.

[355] 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 sociocultural changes associated with the transition from communism. *Prerequisite:* Government 258 or permission of the instructor. *Four credit hours.*

359f Political Ideologies An exploration of the major ideological currents and movements in the contemporary world. Theoretical underpinnings of democracy as well as issues within, and challenges to, democracy in the late 20th century. 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.* MS. YODER

[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

[414] 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.*

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

419f Money and Politics A seminar examining the role of money in the political process, with particular emphasis on the conflicts that may exist between our methods of financing political finance and the democratic values that serve as the basis for our system of government. This broad concern is addressed through a discussion of election laws, current campaign finance practices, recent legal controversies, and various proposals for political reform. Enrollment limited. *Four credit hours.* MR. CORRADO

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

450s Democratization in Latin America An investigation of the processes of democratization in the region. Why has democracy reemerged in Latin America? What are the essential traits of these democracies? What are the impediments to the greater enjoyment of the benefits of citizenship in these political systems? The course combines theoretical analysis and case studies. *Four credit hours.* MR. ARMONY

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. DENOEUX

452f 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

[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.*

[458] 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.*

[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.*

474s Seminar: Plato and Rousseau What is justice? in the individual and in society? What political institutions would a just society require? Is a perfectly just person or society possible? Is justice compatible with the flourishing of a society or the happiness of an individual? What obligations do we owe, in justice, to ourselves? to our families and our friends? to fellow-

citizens and strangers? to God? A careful comparison and analysis of these and related issues in Plato's *Republic* and Rousseau's *Emile*. *Prerequisite*: Permission of the instructor. *Four credit hours*. MR. REISERT

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 LARISSA TAYLOR

Professors Richard Moss¹ and Robert Weisbrot; Associate Professors James Webb², Elizabeth Leonard, and Taylor; Assistant Professors Julie Kay Mueller, Raffael Scheck, and Howard Lupovitch; Visiting Assistant Professor Roger Thompson; Visiting Instructors Andrea Volpe and Julia Rodriguez; Faculty Fellow James Burns

¹On leave full year.

²Resident director Colby in Sri Lanka Program first semester; on leave second semester.

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. Students should be

aware that *all* senior seminars are by permission of the instructor. During the spring semester of their junior year, students should consult with their advisers about an appropriate seminar choice. 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. A total of eight credits may be given for the year, including Jan Plan credit. 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.*

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 European political, socio-economic, and cultural developments from 1715 to the present day. Coverage of international relations, both within Europe and between Europe and the non-European world, the development of modern industrial nation-states, and transformations in culture and everyday life. *Four credit hours.* MS. MUELLER

114s Women in the Premodern World Described in the "Integrated Studies" section of this catalogue. *Four credit hours.* D. MS. TAYLOR

131f Survey of United States History, to 1865 A general overview of key issues and events in United States history from the age of settlement through the Civil War. *Four credit hours.* MS. LEONARD

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

135s The Crisis of Liberal Democracy, 1919-1945 Described in the "Integrated Studies" section of this catalogue. *Four credit hours.* MR. WEISBROT

136f The American Superpower, 1945-1970 Described in the "Integrated Studies" section of this catalogue. *Four credit hours.* MR. WEISBROT

150fs Introduction to East Asia Listed as East Asian Studies 150 (q.v.). *Four credit hours.* D. MR. THOMPSON

161f Introduction to African History Survey of the history of Sub-Saharan Africa. The course explores the major themes and trends in African history from the establishment of the first human communities on the continent to the initial contacts between Africans and Western Europeans in the 15th century. *Four credit hours.* D. MR. BURNS

162s History of Modern Africa Survey of African history since the 16th century. The course begins with an examination of the rise of the Atlantic slave trade and traces the history of the continent through the era of European imperialism to the present. *Four credit hours.* D. MR. BURNS

171f Colonial Latin America An introduction to some of the major themes in the history of colonial Latin America, from the "discovery" in 1492 to the 18th-century "Bourbon Reforms." Topics include social, economic, and political consequences of the colonial rule in Spanish and Portuguese America, the evolving relationship between the native and the Spanish population, the role of the Catholic Church in the process of the Spanish conquest and colonization. Readings include a textbook, primary sources, and additional secondary sources. *Four credit hours.* D. MS. RODRIGUEZ

172s Modern Latin America An introduction to some of the major themes in the history of modern Latin America (19th and 20th centuries). Topics include the economic and social consequences of the war of independence, the process of nation building and the emergence of a nationalist ideology, the introduction of Latin American countries into the world economy, the growing influence of the United States in the region, and the impact of globalization. Although the course will provide students with a knowledge of the main social, political, and economic developments of Latin America in general since its independence, special emphasis is placed on Argentina, Brazil, and Mexico. *Four credit hours.* D. MS. RODRIGUEZ

178f Introduction to the History of Sexuality in the United States Described in the "Integrated Studies" section of this catalogue. *Four credit hours.* MS. VOLPE

181f Jewish History I: From Antiquity to 1492 A survey of Jewish history from the world of the Hebrew Bible to the Expulsion from Spain. Topics include the Chosen People, the Kingdom of David, the age of prophecy, the sacrificial cult, Jews in the Hellenistic world, the revolt of the Maccabees, the birth of Christianity, Masada, the rise of the diaspora, rabbinic Judaism and the Talmud, the Jews of Islam, the Crusades, the Jewish-Christian polemic, medieval anti-Jewish stereotypes, Jewish Mysticism, and the Golden Age of Spain. *Four credit hours.* D. MR. LUPOVITCH

182s Jewish History II: From 1492 to the Present A survey of Jewish history from the Expulsion from Spain through the birth of the state of Israel. Topics include the return of Jewish life to Western Europe, Jews and the Italian Renaissance, Martin Luther and the Jews, the Jewish Enlightenment, the age of emancipation, reform movements in Judaism, Hasidism, the world of the Shtetl in Poland and Russia, anti-Semitism and Jewish responses, modern Jewish politics, and the emergence of new centers of Jewish life in America, Israel, and the Soviet Union. *Four credit hours.* D. MR. LUPOVITCH

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. SCHECK

208f Romans and Jews: History, Religion, Archaeology Listed as Ancient History 258 (q.v.) *Three credit hours.* D. MR. ROISMAN

209j History As Fiction: The Medieval Historical Novel and Film How medieval history is portrayed through a close reading of two historical novels: Ken Follett's *Pillars of the Earth* and Anya Seton's *Katherine*. A viewing of several films that depict the time period. Critical evaluation of the historical accuracy of films and novels and learning how to write history as fiction. *Two credit hours.* MS. TAYLOR

[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.*

214s 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.* D. MS. TAYLOR

[215] 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.*

[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.* MR. SCHECK

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

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

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

224f Germany and Europe, 1871-1945 What went wrong with German history from the first unification to the catastrophe of Nazism? Examining the question of German peculiarities within the European context and the debate on continuities in recent German history. *Four credit hours.* MR. SCHECK

[225j] The History of Childhood in Europe An introduction to various approaches to childhood in history. Discusses the thesis of the “invention” of childhood as a distinctive period of life in early modern Europe as well as speculations about its “disappearance” 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, socio-economic, and cultural history. Topics include the rise and fall of Kievan Rus’, the Mongol invasion, the rise of Muscovy, the origins and evolution of the Russian Orthodox Church, and the development of Russian serfdom and autocracy. *Four credit hours.* 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, socio-economic, 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. MS. LEONARD

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 backlash against feminism. *Four credit hours.* D. MS. LEONARD

[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 that 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.*

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

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? And if so, what kind of watershed? *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.*

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

245s **United States Histories of Sexuality** Sex is often thought of as unchanging behaviors or desires outside of history. Yet debates about the meaning of sexual behaviors, identities, and desire in our own time suggest otherwise: sex does have a history. The history of sexuality in the United States since colonization and the ways in which histories of sexual practices, identities, and politics prompt a rethinking of major themes in United States social, political, and cultural history. Topics include the history of reproduction and fertility; birth control and abortion; commercialized sex and prostitution; sexually transmitted diseases; gay, lesbian, and straight sexual identities. Enrollment limited. *Four credit hours.* D. MS. VOLPE

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

[252] **Early Chinese History and Thought** An introduction 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. Reading, discussion, and writing about the rich historical and philosophical texts from this period—works that continue to inspire the imaginations of readers in China and beyond. *Four credit hours.* D.

[255] **America and Asia: Attitudes and Relationships** A history of the United States' attitudes and relations with Asian countries, principally China and Japan, particularly as manifested in such episodes as the opium wars, the anti-Oriental exclusion laws, the open-door policy, the Pacific side of World War II, the Korean War, the war in Vietnam, and

present-day U.S.-China and U.S.-Japan relations. The American view of East Asia will be compared with other accounts of life in the region. *Four credit hours.* D.

271f Introduction to Latin American Culture An introduction to the history of Latin American culture through the analysis of a series of “classic” Latin American texts. After a thorough questioning of the concepts of “classic” and “text,” the course will focus on one of the main problems of Latin American culture: the construction of a specifically Latin American identity. Readings will consist almost entirely of primary sources ranging from Columbus’s letters to contemporary novels. Listed as Latin American Studies 271. *Four credit hours.* D. MS. RODRIGUEZ

[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.

[273] **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.*

276s World History Since 1400 Survey of the major trends in modern World history focusing on the expansion of Europe and non-Western responses to economic, political, and cultural imperialism. Themes include the role of technology in historical change, the development of a global economy, and the transformations of political and social identities that have characterized the last five centuries of human history. Preference will be given to senior international studies majors. *Four credit hours.* MR. BURNS

281f Jews and Judaism in America What are the principal differences and similarities between Orthodox, Conservative, Reform, and Reconstructionist Jews? An examination of the varieties of Jewish religious life in America and the European origins of American Jewish religious movements. *Four credit hours.* D. MR. LUPOVITCH

283j Jewish Biography and Autobiography How do Jews remember their lives, and how are they remembered by their contemporaries? Readings include the personal histories of Theodore Herzl, Gershom Sholem, Solomon Maimon, Elie Wiesel, and Golda Meir. *Two credit hours.* D. MR. LUPOVITCH

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

298As History of the Body and Sexuality A course that problematizes the body and sexuality in modern Western history, combining a survey of recent literature on the history of the body with in-depth explorations of past and current gender issues. Topics include the social construction of sex and gender, representations of the body, and attempts to discipline the body and sexuality throughout history. *Four credit hours.* D. MS. RODRIGUEZ

298Bs The Emergence of Modern Japan The emergence of Japan in the 19th and 20th centuries. How did this resource-poor and isolated group of islands off the coast of mainland Asia leave behind the world of the shogun and samurai and soon dominate China, colonize Korea and Taiwan, and challenge the United States as a Pacific power? Why did this bitter enemy become America's most dependable and important ally in East Asia during the Cold War? What patterns from the past might help predict Japan's future? Topics include the cultural and social transformations that accompanied the momentous political and economic developments that laid the foundations for Japan's rise to power. *Four credit hours.* D. MR. THOMPSON

[302] **Manhood in Greek Society and Literature** Listed as Classics 332 (q.v.). *Four credit hours.*

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

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

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

[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

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

334s United States Cultural History, 1815-1914 A junior-level seminar exploring the role of cultural forms and spaces in 19th-century industrialization and social formation. Issues include working class culture and "respectable" culture; social reform and middle class culture; immigrant and ethnic cultures; cultures of work; cultural hierarchy; the rise of a highly visual urban culture and its social spaces; culture, class, and race; gender, class, and new spaces of culture such as the department store, the amusement park, and the nickelodeon. *Prerequisite:* Permission of the instructor. *Four credit hours.* MS. VOLPE

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

[338] **Struggling from Revolution to Civil War, United States History 1775-1860** A junior-level seminar exploring political and cultural conflicts and debates in the United States from the Revolution to the outbreak of the Civil War. Topics include loyalism versus patriotism in the Revolution, federalism versus antifederalism in the constitutional period, and the competition among Jacksonian-era political parties for the loyalty of an expanding electorate. *Prerequisite:* Permission of the instructor. *Four credit hours.*

340s **Seminar: Biographies and Autobiographies of Great American Women** A junior-level seminar in which biographies and autobiographies of prominent individual American women are used to explore not only their lives but also critical issues in American women's history, in the discipline of biographical/autobiographical historical writing, in developing a concept of historical "greatness." *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.*

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

347f **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

[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.

[360] **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.

361f **Film and Politics in African History** History of colonial and post-colonial film in Sub-Saharan Africa. Topics include European and Hollywood representations of Africans and their history, the development of an African film industry, and the role of colonial and post-colonial film in African politics. *Four credit hours.* D. MR. BURNS

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

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

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

[371] Nationalism, Nation Building, and the Idea of Race in Comparative Perspective: Argentina, Brazil, and Mexico 1850-1930 A seminar to explore the evolution of the ideas of nation and race and their impact in the process of nation building in Argentina, Brazil, and Mexico. Although the three countries are very different in terms of ethnic composition, political history, and social developments, they share two interesting characteristics: a) in the three cases the idea of nation was closely related to the idea of race; b) the national identity of the three countries was articulated around the concept of "otherness." How the "other" was constructed and changed over time. Readings include primary and secondary sources. *Four credit hours.* D.

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

384s Dilemmas of Modern Jewish Identity An exploration of the conflicts between Jewish identity and the demands of modern life, and how Jewish thinkers have tried—with varied success—to resolve these conflicts. Topics include Moses Mendelssohn and the separation of church and state, Judaism and democracy, the future of the diaspora, Judaism and Marxism, Judaism and feminism, secular Jewish culture, and Jewish identity after the Holocaust. *Four credit hours.* D. MR. LUPOVITCH

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

397f The Chinese Revolution A seminar to explore key passages in China's long revolutionary struggle, beginning with Sun Yat-sen and the 1911 revolution and ending with the pro-democracy movement and events at Tiananmen in 1989. The May 4th Movement, Chiang Kai-shek's National Revolution of 1925-27, Mao Zedong's peasant-based Communist Revolution, and the Cultural Revolution are among events explored from social and cultural as well as political perspectives. First-person accounts such as Edgar Snow's *Red Star Over China*, primary documents, classic and revisionist scholarly works, Chinese literature in translation, and films like *Yellow Earth* and *Farewell, My Concubine* are utilized to explore this vast and still-controversial topic. *Four credit hours.* D. MR. THOMPSON

[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.*

411f Sainthood and Popular Devotion in the Middle Ages An interdisciplinary seminar to explore ideas of sanctity and popular devotion from the Middle Ages to approximately 1700, with attention to studies in anthropology, art history, literature, and religion. Issues include the formation of concepts of sainthood and martyrdom in late antiquity; the uses of sanctity, pilgrimages, and relics; gender differences; and popular versus elite belief. Recommended: previous course in medieval or early modern history. *Prerequisite:* Permission of the instructor. *Four credit hours.* D. MS. TAYLOR

[412] **Research Seminar: Body and Soul: Conceptions, Sexuality, and Disease in Medieval/Early Modern Europe** 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.

[416] **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 and permission of the instructor. *Four credit hours.*

421s **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. *Prerequisite:* Permission of the instructor. *Four credit hours.* MR. SCHECK

426f **Research Seminar: Tyrants and Rebels in Russian History** An examination of Russian absolutism and some of the political, intellectual, and religious dissidents who have opposed it. Emphasis on discussion, oral reports, and the production of a research paper. *Prerequisite:* Permission of the instructor. *Four credit hours.* MS. MUELLER

433s **Research Seminar: United States Cultural History** What is culture, how and why should historians study it? Major issues in the methodologies and writing of cultural history as they have been discussed among historians who study the United States. Selected readings in cultural history and historiography and development of a research project in cultural history. *Prerequisite:* Permission of the instructor. *Four credit hours.* MS. VOLPE

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

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

[470] Ideas and Ideologies in Latin America Are Latin American intellectuals mere consumers of ideas and ideologies produced elsewhere or do they play an active role in the production of those ideas? A seminar to explore the meaning of "reception" of social, political, and economic ideas and focusing on the particular way in which such notions as "liberalism," "positivism," "modernism," and the like were interpreted, filtered, and redefined by Latin American intellectuals from the early 19th century to the present in order to make them fit into, and at the same time shape, the evolving Latin American reality. Special attention to the dialectical relationship between the development of ideas and social reality. *Prerequisite:* Permission of the instructor. *Four credit hours.*

[481] Research Seminar: Ecological Change in World History 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. *Prerequisite:* Permission of the instructor. *Four credit hours.*

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, a 3.3 grade point average in the history major at the end of the junior year, and permission of the instructor. *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.*

498s Research Seminar in Modern Chinese History: The Boxer Rebellion In 1900 Chinese peasants in north China began attacking foreigners, the new railroad and telegraph lines linked with their presence, and many Chinese persons associated with foreigners in a spasm of violence and destruction that shattered villages, towns, cities, and lives. Some Chinese refer to these events as an invasion of China by the eight Allied nations, which suggests that concepts like nationalism and imperialism may be as useful as anti-foreignism in understanding these events. Students will write and present research papers on topics, which may be political, cultural, social, or economic in their emphasis, on these events, their antecedents, or their consequences. *Four credit hours.* MR. THOMPSON

Human Development

In the Program in Education and Human Development.

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

Integrated Studies

Coordinator, PROFESSOR ROBERT WEISBROT

Integrated Studies is a pioneering program in liberal arts education, designed to explore an era or aspect of world civilization from the perspective of several disciplines. The Integrated Studies

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.

Students who elect to take one of the integrated studies clusters will enroll in all courses listed in that 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.

Students in a cluster are encouraged to register for a total of four courses and, in select cases, may add a fifth course.

Two clusters are offered in each semester in 1998-1999.

Clusters scheduled for fall 1998:

I. The Post-War World: 1945-1970

AM 136f Sexual Politics, 1945-1970 The promises of post-war society at home and political and cultural prominence abroad weighed heavily on the meaning of sexuality, gender, and family in the United States. How Americans made sense of sexuality and gender in social, cultural, and political terms and as the object of public debate, from domestic containment of the 1950s to cultural and sexual revolution of the 1970s. Topics include the "feminine mystique"; the Cold War and sexuality; gay subcultures; birth control and reproductive freedom; race, sexuality, and the politics of family; protest movements, countercultures, and gender; women's liberation and gay liberation. Also listed under American Studies. *Four credit hours.* S, D. MS. VOLPE

EN 136f 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. Fulfills composition requirement (English 115). *Four credit hours.* MR. SWENEY

HI 136f 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. *Four credit hours.* H. MR. WEISBROT

II. Sexualities East and West

HI 178f The Histories of Sexuality in the United States Sex is often thought of as unchanging behaviors or desires outside of history. Yet debates about the meaning of sexual behaviors, identities, and desire in our own time suggest otherwise: sex does have a history. The ways in which histories of sexual practices, identities, and politics prompt a rethinking of major themes in U.S. social, political, and cultural history. The history of reproduction and fertility; birth control and abortion; commercialized sex and prostitution; sexually transmitted diseases; gay, lesbian, and straight sexual identities. Also listed under History. *Four credit hours.* H. MS. VOLPE

PL 178f Thinking Sex A focus on the conceptual frameworks for thinking about sex and sexual orientation that have recently been developed within feminist theory and gay and lesbian studies. The debate over whether sex and sexual orientation are socially constructed, the interconnections between sexual orientation and gender, the conceptual connection between lesbianism and feminism, and the legal arguments for same-sex marriage. Also listed under Philosophy. *Four credit hours.* S. MS. CALHOUN

RE 178f 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. *Four credit hours.* L, D. MS. SINGH

Clusters scheduled for spring 1999:

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

EN 135s Literature Between the Wars, 1919-1945 An analysis of the impact of the Great War of 1914-1918, its subsequent economic catastrophes, 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. Also listed under English. *Four credit hours.* L. MS. STUBBS

HI 135s 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. Also listed under History. *Four credit hours.* H. MR. WEISBROT

RE 135s The Search for God in America, 1919-1945 An examination of the varieties within Protestant, Catholic, and Jewish religion in the United States during the critical years between 1919 and 1945, including an exploration of Protestant, Catholic, and Jewish responses to issues and events such as the Red Scare, the world wars, pacifism, the assimilation and interactions of immigrant ethnic groups, labor unionism, evolution, prohibition, women's rights and roles, the Great Depression, Hitler, Zionism, ecumenical cooperation, and racial/ethnic/religious prejudice. Also listed under Religious Studies. *Four credit hours.* S. MS. CAMPBELL

II. Women in the Pre-Modern World

EA 114s Women in Pre-Modern Chinese Literature An examination of various feminine tropes in pre-modern Chinese literature, among them the divine woman, the lonely lady, the talented courtesan, the shrew, and the virtuous wife. Chinese poetry, fiction, and drama written between the seventh and the 18th centuries in which women and "women's voice" were central. How "woman" became a cultural construct, how that construct defined gender roles and femininity, and how Chinese women writers worked both within, and occasionally counter to, these cultural expectations. Also listed under East Asian Studies. *Four credit hours.* H, D. MS. BESIO

HI 114s Women in the Pre-Modern World The lives of women from the High Middle Ages to 1700, exploring their roles in family life as wives, mothers, daughters, and widows; in religion as virgins, nuns, and saints; in work as artisans, service providers, servants, and prostitutes; as intellectuals; and as rulers. Female sexuality and male attitudes to women, emphasizing social and cultural history. Also listed under History. *Four credit hours.* D. MS. TAYLOR

MU 114s Women, Music, and Music Making in Early Modern Europe Different aspects concerning women and music during a 500-year span, from the 12th to the 17th century. With a major focus on the music itself, its historical and, most important, its sociological contexts will be studied. Topics include women composers, the role of the female character in early opera, duality between woman temptress (the Eve figure) and woman virgin (the Virgin Mary figure); also settings of the biblical poetry of the Song of Songs and their treatment of female erotic imagery. Musical curiosity, but no prior musical knowledge, is required. Also listed under Music. *Four credit hours.* A, D. MS. LINFIELD

RE 114s Suffocated or Ecstatic: Women in Pre-Modern India In medieval India, in which Hinduism, Islam, and Sikh traditions encounter one another, the religious and racial interactions did not always have a positive effect on Indian society, especially for women. How did the idea of female pollution become prevalent? How did customs like sati and purdah develop? How did silence become woman's most precious jewel? A study of women saints like Antal, Mira Bai, and Lalla, who, through their love for the Divine, tried to escape societal restrictions and expressed their sentiments in bold and powerful poetry, opening the individual to the Infinite. How a large majority of women in contemporary India, Sri Lanka, Bangladesh, and Pakistan has a pre-modern existence; how many women in "modern" South Asia lead a life that is pathetically outworn and antiquated. Historical essays, poetry, fiction, and film are explored. Also listed under Religious Studies. *Four credit hours.* S, D. MS. SINGH

International Studies

Director, ASSOCIATE PROFESSOR GUILAIN DENOEU

ADVISORY COMMITTEE: Professors Catherine Besteman (Anthropology), Denooux (Government), Suellen Diaconoff (French), Priscilla Doel (Spanish), Patrice Franko (Economics and International Studies), Kashif Mansori (Economics), Mary Beth Mills (Anthropology), Julie Kay Mueller (History), David Nugent (Anthropology), Ursula Reidel-Schrewe (German), Kenneth Rodman (Government), Raffael Scheck (History), John Talbot (Sociology), 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). At least one seminar or senior project must be completed during the senior year as the capstone experience. As of the Class of 2002, majors must complete a concentration within the major unless they have a complementary double major or minor. Majors also must 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. A student must receive a grade of C- or better for a course to count toward the major. No courses listed for the major may be taken satisfactory/unsatisfactory.

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

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

Courses Composing the Core Curriculum:

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

Courses Approved to Fulfill the Area Studies Component:

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

Latin America:

<i>Anthropology</i>	235	Latin American Culture and Society
<i>Economics</i>	214	Latin American Economic Policy
<i>Government</i>	253	Latin American Political Systems
	254	Latin American Politics in Film

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|---------------------------|-----|--------------------------------------------------------------|
| | 335 | United States-Latin American Relations |
| | 450 | Democratization in Latin America |
| <i>History</i> | 171 | Colonial Latin America |
| | 172 | Modern Latin America |
| | 271 | Introduction to Latin American Culture |
| | 272 | Argentine History |
| <i>Spanish</i> | 371 | Nationalism and Nation Building |
| | 261 | Spanish-American Literature I |
| | 262 | Spanish-American Literature II |
| | 273 | Contemporary Spanish-American Short Story |
| | 332 | Contemporary Spanish-American Novel |
| | 371 | The Conquest and Colonization of America |
| | 493 | Sexual Dissidence in Revolutionary Cuba |
| | 493 | Modern Spanish Culture 1975-1995 |
| Europe and Russia: | | |
| <i>Economics</i> | 239 | Seminar in Economic History: 20th-Century Western Europe |
| <i>French</i> | 228 | Readings in Modern French Literature |
| | 232 | French Cultural Studies |
| | 233 | Contemporary France |
| | 350 | Francophone Literature |
| | 351 | French Canadian Literature |
| | 358 | 19th-Century Narratives |
| | 374 | French Fiction and Film |
| <i>German</i> | 232 | Survey of German Culture |
| | 234 | Contemporary German Culture |
| | 331 | Business German |
| | 355 | 19th-Century German Literature |
| | 358 | 20th-Century German Literature |
| <i>Government</i> | 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 |
| | 359 | Political Ideologies |
| <i>History</i> | 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 |
| | 229 | Shaping Minds: Propaganda and Persuasion in the 20th Century |
| | 320 | The Crisis of European Civilization, 1900-1925 |
| | 329 | Stalin and Stalinism |
| | 421 | Seminar: Debating the Nazi Past |
| | 426 | Seminar: Tyrants and Rebels in Russian History |
| <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
- Spanish*
 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)
- Africa:**
Anthropology 237 Ethnographies of Africa
 298 Religions of Africa and the African Diaspora
- History*
 161 Introduction to African History
 162 History of Modern Africa
 360 The Western Sahel
 361 Film/Politics in African History
 362 African Voices/African History
 363 Debating the African Past
 364 Economic Change in 20th Century Africa
- The Middle East:**
Government 251 Israelis and Palestinians: Conflict and Accommodation
 252 Politics of the Middle East
 351 United States Policy Toward the Middle East
 354 The Comparative Politics of North Africa
- Religious Studies* 254 Islam and the Middle East
- Asia:**
Anthropology 233 Anthropology of a Region: China
 239 Southeast Asian Cultures and Societies
- East Asian Studies*
 150 Introduction to East Asian Studies
 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
- Government* 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
- History* 255 America and Asia: Attitudes and Relationships
 298 The Emergence of Modern Japan (1868-1945)
 355 Reading East Asian Histories (in Translation)
 356 Society and Culture in East Asia, 1500-1800
 397 The Chinese Revolution (1895-1989)
 398 Korean Civilization
 498 Seminar in Modern Chinese History: The Boxer Uprising
- 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.

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|-----------------------------------------|---------------------------------------------------------------|----------------------------------------------------------------------------------|
| <i>Anthropology</i> | 213 | Human Rights and Indigenous Peoples |
| | 217 | Race and Ethnicity |
| | 252 | Hunger, Poverty, and Population: The Anthropology of Development |
| | 253 | Anthropology of Gender |
| <i>Economics</i> | 256 | Land, Food, Culture, and Power |
| | 214 | Economic Policy and Performance in Contemporary Latin America |
| | 231 | Environmental Economics |
| | 239 | Seminar in Economic History: 20th-Century Western Europe |
| | 277 | International Finance |
| | 278 | International Trade |
| | 293 | Economic Development of the Third World |
| <i>Government</i> | 373 | Open-Economy Macroeconomics |
| | 231 | United States Foreign Policy (I) The Cold War |
| | 232 | United States Foreign Policy (II) After the Cold War |
| | 233 | International Relations in East Asia |
| | 235 | Sustainable Development |
| | 237 | Justice and War |
| | 251 | Israelis and Palestinians: Conflict and Accommodation |
| | 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 |
| | 353 | Promoting Democracy in Transitional Countries |
| 432 | Seminar: United States Foreign Policy | |
| 451 | Seminar: Political Violence, Revolutions, and Ethnic Conflict | |
| 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 |
| | 364 | Economic Change in 20th-Century Africa |
| | 447 | Seminar: The Cold War |
| <i>Science, Technology, and Society</i> | 481 | Seminar: Ecological Change in World History |
| | 281 | Global Environmental Challenge |
| | 393 | War and Society |
| <i>Sociology</i> | 251 | Population Problems in International Perspective |
| | 397 | Globalization |
| | 398 | Sociology of Food |

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.

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|------------------------------|-----|---------------------------------------------------------|
| <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 |

	450	Seminar: Democratization in Latin America
	451	Seminar: Political Violence, Revolutions, and Ethnic Conflict
	452	Seminar: Chinese Foreign Policy
	455	Seminar: Democratization Theories and Applications
History	421	Seminar: Debating the Nazi Past
	426	Seminar: Tyrants and Rebels in Russian History
	447	Seminar: The Cold War
	481	Seminar: 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. For both the two and four credit options, approval from the instructor must be sought prior to registration.

Note: Some courses are listed under two or three categories; no single course can be used to satisfy more than one requirement. Students may petition to include other courses if the course has a substantial international component and is approved by the director and advisory committee.

Honors Program

An honors program is available in which the student can pursue a year-long independent research project that also fulfills the seminar requirement; successful completion of this project may entitle the student to graduate "With Honors in International Studies." To be eligible, a student must have a grade point average of 3.25 or better and should petition the program for permission to pursue honors by May 1 of the junior year.

Requirements for Concentrations

Students in the classes of 1999, 2000, and 2001 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. As of the Class of 2002, majors are required to complete either a regional or policy concentration unless they have a double major or minor in anthropology, economics, government, history, French or French studies, Spanish, Latin American studies, environmental policy or studies, Russian, East Asian studies, or German. Students may propose an independent concentration. Concentrations must be declared by the spring of the sophomore year.

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 component. At least two of those courses should be taken at Colby. At least one of the four courses must be drawn from the social sciences and at least one from the humanities.
- a coordination of area specialization with study abroad. For European concentrators, study abroad would normally take place in a non-English-speaking country.
- 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:

- International Relations/Foreign Policy
- International Economic Policy
- Development Studies
- Global Environmental Studies
- Power and Inequality

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 (*).

International Relations/Foreign Policy:

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 and one from Economics (Introduction to American Government is strongly encouraged as an additional course):

<i>Economics</i>	277	International Finance
	278	International Trade
	293	Economic Development
<i>Government</i>	231	United States Foreign Policy (I) The Cold War
	232	United States Foreign Policy (II) Post-Cold War Dilemmas
	233	International Relations in East Asia
	331	Business and American Foreign Policy
	332	International Organization
	334	International Environmental Law
	335	United States-Latin American Relations
	339	Ethics and Realpolitik
	351	United States Policy Toward the Middle East
	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) and one from outside economics:

<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>	331	Business and American Foreign Policy
	332	International Organization
<i>History</i>	364	Economic Change in 20th-Century Africa
<i>Sociology</i>	397	Globalization

Development Studies:

Students must take a relevant senior seminar (or senior paper) and take four of the courses listed below, one of which is drawn from Anthropology 252 (Hunger, Poverty, and Population) or 256 (Land, Food, Culture, and Power) and one from Economics 214 (Latin American Economic Policy) or 293 (Economic Development of the Third World) and one from outside of Anthropology and Economics:

<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	Latin American Economic Policy
	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
	353	Promoting Democracy in Transitional Countries
	354	Comparative Politics of North Africa
	451	Seminar: Political Violence, Revolutions, and Ethnic Conflict
<i>History</i>	364	Economic Change in 20th-Century Africa
	481	Seminar: Ecological Change in World History
<i>Sociology</i>	251	Population Problems in International Perspective
	397	Globalization
	398	Sociology of Food

Global Environmental Studies:

Students must take a relevant senior seminar or independent paper and take four other courses, at least three of which must be drawn from the following:

<i>Anthropology</i>	252	Hunger, Poverty, and Population
	256	Land, Food, Culture, and Power
<i>Economics</i>	231	Environmental Economics
	493	Economic Seminar (if topic is appropriate)
<i>Environmental Studies</i>	493	Environmental Policy Seminar
<i>Government</i>	235	Sustainable Development
	334	International Environmental Law
<i>History</i>	481	Ecological Change in World History
<i>Sociology</i>	251	Population Problems in International Perspective
	398	Sociology of Food
<i>Science, Technology, and Society</i>	281	Global Environmental Change

The fourth course can be taken from the above or from one of the courses listed below:

<i>Economics</i>	214	Economic Policy and Performance in Contemporary Latin America
	293	Economic Development
<i>Government</i>	332	International Organization
<i>History</i>	364	Economic Change in 20th-Century Africa
<i>Sociology</i>	397	Globalization

Power and Inequality:

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: Sociology 397 (Globalization), Anthropology 252 (Hunger, Poverty, and Population), 256 (Land, Food, Culture, and Power), 352 (Anthropology of Power), or Sociology 274 (Social Inequality and Power). Of the remaining two courses, only one non-international course (noted by a *) may be taken.

<i>Anthropology</i>	213	Human Rights and Indigenous Peoples
	217	Race and Ethnicity: Cross-Cultural Perspectives
	252	Hunger, Poverty, and Population
	253	Anthropology of Gender
	256	Land, Food, Culture, and Power
	352	Anthropology of Power
<i>Government</i>	272*	Modern Political Theory
	451	Seminar: Political Violence, Revolutions, and Ethnic Conflict
	455	Seminar: Democratization Theories and Applications
<i>History</i>	481	Seminar: Ecological Change in World History

<i>Philosophy</i>	236*	Social and Political Philosophy
	312*	Philosophical Topics
	378*	Contemporary Continental Philosophy
<i>Sociology</i>	251	Population Problems in International Perspective
	274*	Social Inequality and Power
	397	Globalization
	398	Sociology of Food
<i>Women's Studies</i>	311*	Seminar in Feminist Theory

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

Italian

In the Department of French.

Faculty Fellow Arthur Figliola

125f, 126s Elementary Italian Introduction to the language, with emphasis on understanding, speaking, and reading. Use of audio and visual resources in the language laboratory is a regular part of class work. *Prerequisite:* Italian 125 is prerequisite for 126. *Four credit hours.* MR. FIGLIOLA

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, Peter Korn's *Working with Wood*; 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, which will enable students to design and create ornamental ironwork and functional household items. Students will work under the 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.*

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.

Professor Tamae Prindle; Visiting Instructor Yuka Iijima; Teaching Assistant Yukari Watashiba

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 of at least three credits each at the level of Japanese 126 or above, and one more course with a substantial literary/cultural component to be chosen from either Japanese 421, 422, or a course on Japanese literature at the 200 level or higher. Japanese literature courses are listed in the "East Asian Studies" section of the catalogue.

Note: the minor in Japanese is intended for the non-East Asian studies majors. East Asian studies majors as of the Class of 2002 must declare either a Chinese or a Japanese concentration within the major.

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. PRINDLE

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

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

235f, 236s Conversational Japanese In a small group setting, students practice speaking. 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. IIJIMA

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

Latin

In the Department of Classics.

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

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

Latin American Studies

Director, ASSOCIATE PROFESSOR DAVID NUGENT

ADVISORY COMMITTEE: Professor Jorge Olivares (Spanish)¹; Associate Professors Patrice Franko (Economics and International Studies)¹ and Nugent (Anthropology); Assistant Professors Ariel Armony (Government) and Luis Millones-Figueroa (Spanish); Visiting Assistant Professor Sandra Garabano (Spanish); Faculty Fellow Julia Rodriguez (History)

¹On leave full year

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. RODRIGUEZ

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

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 1998-99 include the following:

<i>Classics</i>	133 Greek Myth and Literature
	171 Liar! Liar! Homer's Odysseus
	242 Tragedies of Passion: Euripides
<i>East Asian Studies</i>	231 The Chinese Novel: Vignettes of Life in Imperial China
	252 Hell on Earth? Chinese Writers on Modern Chinese Society
	271 Women in Japanese Cinema and Literature
	332 Masterpieces: Modern Japanese Novels
<i>German</i>	197 The Crisis of Modernity
<i>Russian</i>	231 Topics in Russian Literature: Chekhov and the Short Story Tradition
	237 19th-Century Russian Literature
	238 20th-Century Russian Literature
	426 The 19th Century Russian Novel

Mathematics and Computer Science

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

Chair (Mathematics), ASSOCIATE PROFESSOR FERNANDO GOUVÊA

Co-chair (Computer Science), ASSOCIATE PROFESSOR BATYA FRIEDMAN (fall semester), PROFESSOR DALE SKRIEN (spring semester)

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 computer science. Requirements for each are listed under "Computer Science" or "Mathematics" as appropriate. A proposal to create separate departments of Mathematics and Computer Science is under discussion.

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 Hayslett, Thomas Berger, and Dale Skrien; Visiting Professor William Berlinghoff; Associate Professors Fernando Gouvêa and Benjamin Mathes; Assistant Professors Leo Livshits¹, Jan Holly¹, Weiwen Miao, and George Welch; Visiting Assistant Professor Otto Bretscher

¹On leave full year.

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, 383, or, with permission of the instructor, any other computer science course numbered 300 or above; two additional three- or four-credit mathematics courses numbered 300 or above.

Requirements for the Honors Program in Mathematics

An honors program is available for students majoring in mathematics and mathematics-mathematical sciences who have a grade point average of at least 3.25 in all mathematics courses numbered 200 or higher and who complete an additional, pre-approved program of independent study in the major (Mathematics 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" or "With Honors in Mathematics-Mathematical Sciences."

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/minor. 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 Mathematics 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. MS. MIAO AND MR. HAYSLETT.

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. *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. *Prerequisite:* Mathematics 161. *Four credit hours.* MR. MATHES

[193] **Mathematics Seminar I** Informal discussion of topics related to the mathematical sciences. 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. MS. MIAO

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. MATHES AND MR. BRETSCHER

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.* MR. BERLINGHOFF

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.* MR. BERGER

[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.*

332f Introductory Numerical Analysis Solution by numerical methods of linear and nonlinear equations, systems of equations, and differential equations; numerical integration; polynomial approximation; matrix inversion; error analysis. *Prerequisite:* Mathematics 122 or 162, and 253, or permission of the instructor. *Four credit hours.* MR. DOWNEY

333f Abstract Algebra Introduction to algebraic structures, such as groups, rings, integral domains, and fields. *Prerequisite:* Mathematics 122 or 162, 253, and 274, or permission of the instructor. *Four credit hours.* MR. GOUVÊA

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

338s Real Analysis An introduction to real analysis, with special focus on foundational issues. *Prerequisite:* Mathematics 122 or 162, and 274. *Four credit hours.* MR. GOUVÊA

[352] Complex Variables The arithmetic and calculus of complex numbers and functions. The properties of analytic functions, including Cauchy's integral theorem and formula, representation by Laurent series, residues and poles, and the elementary functions. *Prerequisite:* Mathematics 122 or 162, and 274. *Four credit hours.*

[357] Elementary Number Theory An introduction to the theory of numbers. Factorization and primes: unique factorization, greatest common divisors, the sequence of primes, primality testing and factoring on the computer, connections with cryptography. Congruences: linear congruences, theorems of Fermat, Euler, and Wilson, Chinese remainder theorem, quadratic residues, quadratic reciprocity law. Further topics chosen by the instructor. Offered in alternate years. *Prerequisite:* Mathematics 122 or 162. *Four credit hours.*

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

376s History of Mathematics A survey of the history of mathematics from the dawn of civilization to the 20th century. Original sources will be examined. The instructor may choose to focus on one theme or topic and its development throughout the history of mathematics. *Prerequisite:* Mathematics 122 or 162, and 274 or permission of the instructor. *Four credit hours.*

H. MR. GOUVÊA

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

381f, 382s Mathematical Statistics Random variables, special probability distributions, moment generating functions, maximum likelihood estimators, sampling distributions, regression, tests of hypotheses, confidence intervals, linear models, analysis of variance. Although applications are discussed, the emphasis is on theory. *Prerequisite:* Mathematics 122 or 162. *Four credit hours.* MR. HAYSLETT

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

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

434s Topics in Abstract Algebra A sequel to Mathematics 333. Topics may vary from year to year. May be repeated, with permission of instructor, for additional credit. *Prerequisite:* Mathematics 333. *Four credit hours.* MR. MATHES

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. May be repeated, with permission of instructor, for additional credit. *Prerequisite:* Mathematics 338. *Four credit hours.* MS. MIAO

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:* Permission of the instructor. *One to four credit hours.* FACULTY

Music

Chair, ASSOCIATE PROFESSOR EVA LINFIELD

Professor Paul Machlin; Associate Professors Jonathan Hallstrom¹, Linfield, and Steven Saunders; Assistant Professor Steven Nuss; Adjunct Assistant Professor Cheryl Tschanz; Adjunct Instructor Patricia Helm²; Visiting Instructor Laura Jackson

¹On leave full year.

²Part time.

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 a broad 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 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 keyboard proficiency through a brief examination 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.

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 a college-level music theory course may petition the department to take an examination equivalent to the final examination of Music 153 or Music 181 (whichever is appropriate) one time only. Passing this examination fulfills the prerequisite for graded credit in 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.

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 and their cultural context. No previous musical experience is assumed. *Four credit hours.* MR. SAUNDERS

114s Women, Music, and Music-Making in Early Modern Europe See course description in the "Integrated Studies" section of this catalogue. *Four credit hours.* D. MS. LINFIELD

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

[132] Topics in Music History Attention to a single significant problem or issue in the study of music. Past topics have included the madrigal, music in Renaissance culture, American popular song, and individual composers (e.g. Mozart). *Four credit hours.*

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

153fs Introduction to Music Theory An introductory survey of the main aspects of music theory and practice, including rhythm, intervals, scales and keys, melody, harmony, and form. Some music reading, creative writing, and analytical studies in various styles and periods are included. Primarily for students not intending to major in music. *Four credit hours.* MS. HELM

181f Music Theory I The first course in a sequence exploring the language of music. Just as learning a foreign language involves mastering a variety of skills (listening, speaking, reading, and writing), becoming conversant in music requires the ability to hear, notate, analyze, compose, and perform. The course introduces the elements and structure of music, including intervals, scales, chords, melody, harmony, and counterpoint. It investigates how great composers have organized their musical thoughts, allows students to compose in a variety of styles, and introduces ear training and sight singing. Primarily for students with some prior musical training (see also Music 153). *Four credit hours.* MR. SAUNDERS

182s Music Theory II A continuation of Music Theory I; an introduction to four-part writing is included. Primarily for music majors and others with prior training in music. *Prerequisite:* Music 181 or permission of the instructor. *Four credit hours.* MR. NUSS

184s Musicianship A course aimed at focusing students' musical sensibilities in both listening and performing contexts. Emphasis is on the development of aural skills, including recognition of increasingly complex musical patterns, sight-reading via 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.* MS. HELM

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 pre-register 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. MS. LINFIELD

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

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. THOMAS

[213] 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.

[232] Jazz History Jazz between 1900 and 1950: an examination of the music and the cultural and social forces that shaped it. Specific consideration to the development of various forms and styles (the blues, New Orleans jazz, stride piano, big band music, bop), analyses of the music of performers and composers (Louis Armstrong, Bessie Smith, Duke Ellington, Charlie Parker, Miles Davis), and a study of the relationship between the vocal and instrumental forces that make the music. *Prerequisite:* Music 111 or 133 or 153 or 181. *Four credit hours.* D.

[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.* MS. LINFIELD

242s Music History II: From the High Baroque to the Dawn of Romanticism The second in a three-course music history sequence for majors. The principal genres of the High Baroque, Classical, and Early Romantic periods (including opera, oratorio, cantata, song, sonata, string quartet, concerto, and symphony) as well as major composers (Bach, Handel, Haydn, Mozart, Beethoven, and Schubert). Theoretical issues and cultural context include 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

253f Music and the Visual Image A composition class examining the role of music in film, television, and commercials. Explores representative samples of music/video pairings; the ways in which the composer and visual director influence and manipulate the listener/audience; and relationships between visual and musical elements. Students compose music for a number of individual video projects using basic video editing technology and MIDI (the Musical Instrument Digital Interface) skills. *Prerequisite:* Music 182 or permission of instructor. *Four credit hours.* MR. NUSS

255s Music, Sexuality, and Gender in Opera Study of a limited number of representative operas from the 17th through the 20th centuries, among them Monteverdi's *Coronation of Poppea*, Handel's *Orlando*, Verdi's *Otello*, and Strauss's *Salome* or Berg's *Lulu*. Evaluation of the literary texts as sources for the libretti as well as analysis of the operas as a synthesis of libretti and music texts. (Video viewings will be arranged outside of class periods.) Contemporary theoretical issues for a study of eroticism, homoeroticism, construction of gender, and history of the *castrati*. *Prerequisite:* Music 111, 153, or permission of the instructor. *Four credit hours.* D. MS. LINFIELD

[275] 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 to posit an overall Japanese aesthetic and world view. The musically based interpretation of Japan and its people 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 the Japanese language in both its spoken and written forms. *Four credit hours.* D.

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

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. NUSS

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. *Four credit hours.* 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.*

374f Conducting and Score Reading Basic conducting techniques and their application to stylistic interpretation, designed to develop the student's ability to read, rehearse, and perform a full instrumental or choral score with fluency and insight. Analysis and preparation of scores from different eras in music history, involving basic principles of score reduction for keyboard rendition. Enrollment limited. *Prerequisite:* Music 281 or permission of the instructor. *Four credit hours.* MR. MACHLIN

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: Sacred Music in Seicento Italy Close study of the sacred music of Claudio Monteverdi and his contemporaries, including questions of liturgy, notation, compositional technique, theory, and performance practice. Students will work with primary sources of several collections of 17th-century sacred music, preparing editions and concert performances of works from the original partbooks. *Prerequisite:* Music 182 and permission of the instructor. *Four credit hours.* MR. SAUNDERS

Performing Arts

Chair, ADJUNCT ASSOCIATE PROFESSOR JAMES THURSTON

Adjunct Professor Tina Wentzel; Associate Professor Joylynn Wing¹; Adjunct Associate Professors Richard Sewell and Thurston; Technical Director John Ervin; Visiting Lecturer Mark Cosdon; Visiting Guest Artist Pamela Scofield (Costume Design)

¹On leave full year.

The primary mission of Performing Arts at Colby is to promote the historical, theoretical, and experiential study of the performing arts as a viable and important area of inquiry for all liberal arts students. Performing Arts offers a major and minor in theater and dance. The department 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 and discussion courses, the program of study includes frequent opportunities for practical experience in the theater. The department also seeks to educate the larger community through its rigorous production schedule of plays, dance 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 acting, directing, movement, design, and technical theater in addition to historical and theoretical study. The major is designed to encourage interdisciplinary study through elective courses in art, music, and dramatic literature.

To encourage the study of the performing arts abroad, the department established the Colby In London Theater Program in 1986. This program provides an opportunity for Colby students to experience and study the performing arts with British professionals. The Performing Arts faculty strongly encourages majors, minors, and interested non-majors to participate in this unique and richly rewarding semester 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 productions in two semesters, one of which must be in performance and one of which must be in design, technical production, or stage management above and beyond Performing Arts 131.

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.

097j Sound FX for the Occult What do the devil and his minions *sound* like? What do audiences expect? How do the styles of differing plays yield dissimilar results? Explore these questions and others by applying modern sound production techniques to several plays of the occult. Through independent research and collaborative projects, students will create an audio environment for the darkest scenes in plays such as *Dracula*, *The Crucible*, *The Devils*, and *Doctor Faustus*. *Prerequisite:* Permission of the instructor. *Noncredit.* MR. ERVIN

116 Modes of Interpretation and Creativity in the British Theater I A study of dramatic texts for and performances of plays on stage in England. Offered in Colby in London. *Four credit hours.* A. FACULTY

131fs Theater Production Go behind the scenes to reveal secrets about the "magic" of theater. In addition to learning the rudiments of scenery, lights, costumes, props, and sound, students will be encouraged to explore advanced topics such as engineering the "flying" of an actor or the painting of 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

135f Introduction to Design An introduction to the principles of design and their role in the dramatic event. Students will work together as production teams in scenic, light, costume, and sound design. The teams will change every three weeks so students can gain perspective on

the collaborative process from several points of view. Projects are based on theater texts or dance ideas and are designed to explore a unique conceptual design challenge and encourage creative problem solving. No prior experience is required. Enrollment limited. *Four credit hours.*

A. MR. THURSTON

155f 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.** MS. WENTZEL

156s Foundations of Voice and Movement A foundations course that explores the physiological process of vocalization and its relationship to breathing and movement. The course covers 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.** MS. WENTZEL

171f Acting I: Improvisation An 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. WENTZEL

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

218f Playwriting Brief assigned dialogue sketches, scenes, and scenario work will lead to development of (at least) an outline and first and last scene of a longer play or scene-sequence, perhaps a completed short play. May be taken as an English Department creative writing course or as a Performing Arts offering. *Prerequisite:* Recommendation from the Creative Writing Program or permission of the instructor. *Four credit hours.* **A.** MR. SEWELL

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

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

A. MR. THURSTON

233f Stage Costume Design An exploration of approaches to theatrical costume design by way of discussions and projects involving conceptual development through script and character analysis. Different projects will focus on design considerations such as color and textile selection, research into historical periods, and the need for collaboration. Enrollment limited. *Four credit hours.* **A.** MS. SCOFIELD

234f Mechanical Drawing and Graphic Presentation Realizing conceptual design ideas is a primary goal of this course. Fundamental mechanical drawing principles will be covered in addition to linear perspective, rendering, and computer-aided drawing. Projects will be based on stage designs and/or architectural projects. Enrollment limited. *Four credit hours.* **A.** MR. THURSTON

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 interrelationships in self and others and helps to refine personal, technical clarity with regard to movement expressivity in performance. Course content will change each semester and may be repeated for credit. *Prerequisite:* Performing Arts 155 and/or permission of the instructor. *Three credit hours.* **A.** MS. WENTZEL

256 Voice and Movement in Acting Offered in Colby in London. *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. WENTZEL

271s Acting II: Advanced Acting A workshop in acting techniques, stressing process over the final product. Monologues and scenes from the modern and contemporary American theater form the basis for study, principally in the Stanislavskian technique. *Prerequisite:* Performing Arts 171 or permission of the instructor. Enrollment limited. *Four credit hours.* **A.** MR. COSDON

274fs Drama in Performance An intensive study that culminates in the production of a play that will be studied both in its cultural context and as a representative of its kind, emphasizing the interplay between an intellectual command of a text and the problem of presenting a unified idea in actual production. Topics change each semester and may be repeated for credit. Enrollment limited according to the needs of each production.

274Af *Alison's House* is a touching, realistic drama, based loosely on the life of Emily Dickinson, in which the survivors of a famous deceased poet grapple with familial responsibility and an artist's relationship with society. Auditions held during first week of fall classes; performs in November. *Prerequisite:* Audition or permission of the instructor. *Four credit hours.* **A.** MR. COSDON

274Bf *The Oresteia* Aeschylus's study of the ultimate dysfunctional family; a cycle of bloodletting passed through generations and the supernatural intervention that finally cures the disease. Auditions held during first week of fall classes; performs in December. *Prerequisite:* Audition or permission of the instructor. *Four credit hours.* **A.** MR. SEWELL

274Cf *Caribbean Nights* Social Action Theater: Using excerpts from the work of Caribbean dramatists such as Derek Walcott and Mustapha Matura, students will create a theatrical evening on a Caribbean theme. The class will read the work of these playwrights and others and experiment with different aspects of production. Each student will be responsible for some aspect of the final production, including acting, stage management, and costume and scenic design. Auditions held during first week of fall classes; performs in December. *Prerequisite:* Audition or permission of the instructor. *Four credit hours.* **A.** MS. BRANCACCIO

274s *A Midsummer Night's Dream* Love and fantasy astray in the wild wood of the unconscious: human and superhuman zaniness. Auditions held in October; production in April (priority given to those taking PA371j). *Prerequisite*: Audition or permission of the instructor. *Four credit hours*. **A.** MR. SEWELL

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 chair. *One credit hour*. FACULTY

297f **Topics: Fashion History** An overview of the history of clothing across cultures: why it is worn; how it changes; why it changes; how wearing it changes us; with a long look at rural and occupational dress and contemplations of shape-changing undergarments. Demonstrations and dress-up may be involved. *Four credit hours*. **A.** MS. SCOFIELD

[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** A study of several major periods in Western theater history, commencing with the origins of drama and concluding with the closing of the English playhouses in 1642. The focus will be on individuals, events, and dramatic forms that have contributed to the development of the theater as a complex institution. In a larger sense, the course will examine how these developments are shaped by the political, social, and intellectual forces of their time. Also listed as English 327. *Four credit hours*. **L.** MR. COSDON

328s **The Development of Dramatic Art II** A study of several major periods in Western theater history, commencing with the English Restoration and concluding with the rise of 19th-century European naturalism. Like the earlier course Performing Arts 327, individuals, events, and dramatic forms that have contributed to the development of the theater as a complex institution will be stressed. In a larger sense, the course will examine how these developments are shaped by the political, social, and intellectual forces of their time. Also listed as English 328. *Four credit hours*. **L.** MR. COSDON

[331] **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 or four credit hours*. **A.**

[332] **Studies in Modern Drama: Contemporary Women Playwrights** An examination of the plays and staging techniques of women writing since 1970, including works by Caryl Churchill, Ntosake Shange, and Wendy Wasserstein. Emphasis on current feminist theory in order to investigate the implications of gender roles, stereotypes, and associated assumptions and conventions in theatrical performance. *Four credit hours*. **L.**

[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.

[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/or 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. WENTZEL

371j **Acting III: Acting the Classics** Challenges of tackling verse in theater are examined, via scenes from *A Midsummer Night's Dream*, *Macbeth*, and other plays, to define and achieve the direct emotional truths that underlie and justify heightened language. Elizabethan speech patterns explored. End of Jan Plan showcase performance of scenes and studies. Enrollment limited. *Prerequisite:* Performing Arts 171 or permission of the instructor. Priority to those who audition in the fall for the spring production of *A Midsummer Night's Dream*. *Three credit hours.* A. MR. SEWELL

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

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 Hudson¹ and Robert McArthur¹; Associate Professors Cohen, Cheshire Calhoun, and Jill Gordon; Faculty Fellow Jeffrey Kasser

¹On leave, full year.

“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

114fs 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 James. *Four credit hours.* L. MR. KASSER

[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.

[135] Puzzles and Paradoxes An introduction to some of the central concepts, problems, and methods of contemporary philosophy by engaging with an assortment of perplexing problems

that inevitably arise when thought turns in on itself. Dilemmas of decision theory and paradoxes of rationality will be among the topics covered. *Two credit hours.* MR. COHEN

152fj 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.

[174] Philosophical Anthropology: The Philosophy of Human Nature An introduction to philosophy through a comparative study of theories about human nature and destiny. Readings from 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.

178f Thinking Sex Described in the "Integrated Studies" section of this catalogue. *Four credit hours.* S, D. MS. CALHOUN

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

[234] 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. *Three credit hours.* S, D.

236f Social and Political Philosophy Readings from traditional and non-traditional sources focusing on social contract theories, theories of human nature and their connection to political theory, racism, and feminism in contemporary society, and economic justice. *Three credit hours.* S. MS. GORDON

239s Epistemology An introduction to basic philosophical positions regarding Skepticism, knowledge versus belief, knowledge and the world, and epistemic justification; as well as topics such as the nature of certainty, "naturalized epistemology," and the ethics of belief. *Three credit hours.* MR. COHEN

252s American Philosophy A survey of American philosophy from Puritan times to the present, with special attention to the supposedly "practical" character of American thought. Accordingly, the main focus is on pragmatism in its classical (C.S. Peirce, William James, John Dewey) and contemporary (Richard Rorty) forms, although such thinkers as Jonathan Edwards, Benjamin Franklin, Thomas Jefferson, R.W. Emerson and W.E.B. Du Bois are also considered. *Three credit hours.* H. MR. KASSER

[256] 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.

258s Advanced Logic Further investigations into symbolic logic and its extensions, with special attention to Modal Logic and some attention to metatheoretic results. *Prerequisite:* Philosophy 152 or permission of the instructor. *Three credit hours.* MR. COHEN

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

[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.*

[312] 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.

[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.*

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

359f 19th-Century Philosophy A consideration of some varieties of two major movements in 19th-century philosophy: idealism and naturalism. English and American philosophers (Emerson, Mill, Whewell) will figure in the course along with such European thinkers as Kant, Fichte, Hegel, and Schopenhauer. Topics include the limitations of human reason, the relation between theoretical and practical reason, the theory of scientific method, and some connections between epistemology and politics. *Four credit hours.* MR. KASSER

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

[373] History of Medieval Philosophy The evolution of philosophical debate in the Latin West from Augustine to Ockham, with particular focus on the problems of the reconciliation of faith and reason, of the metaphysics of universals, and of the sources and possibilities of human knowledge. *Prerequisite:* Philosophy 231 or permission of the instructor. *Three or four credit hours.* H.

[374] Existentialism An examination of such issues as absurdity and meaning, the individual, the nature of being, and choice 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.

376s Philosophical Psychology A focus on philosophical accounts of the nature of mind and psychological phenomena. Authors studied include Descartes, William James, Freud, Skinner, Ryle, and E.O. Wilson. Attention also to one or more special topics in philosophical psychology, for example, the history of theories of emotion, the problem of free will, the nature of personal identity, or problems in moral psychology. *Prerequisite:* Six semester hours in philosophy or permission of the instructor. *Four credit hours.* MS. CALHOUN

[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. Readings may 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.*

392s Philosophy Seminar: Socrates The figure of Socrates has occupied the imaginations of philosophers throughout Western history. For some, he epitomizes the ideal of the philosophical life, and for others he represents the pathology of that life. Readings from those who vilify and those who honor Socrates: Xenophon, Plato, Aristophanes, Kierkegaard, Nietzsche, and various contemporary philosophers. *Prerequisite:* Philosophy 231 or permission of the instructor. *Four credit hours.* MS. GORDON

[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.*

401f, 402s Philosophy Colloquium A year-long colloquium series of presentations from faculty and invited speakers on topics of current philosophical interest. Students are expected to attend all the colloquia, read the papers beforehand, and, with mentors, prepare questions to be asked of the presenters. *One credit hour for completion of two semesters of the series.* FACULTY

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 Instructors Sura DuBow, Mark Godomsky, Erica Silbersher, Frederic Brussel, David Zazzaro, Tracey Theyerl, Mark Davis, and Candice Parent; Staff Coaches Kevin Whitmore, Mark Parent, Peter Steenstra, Andrea Bertini, Jay Hartshorn, Al Holcomb, and Chris Kempton

The Department of Physical Education and Athletics offers workshops and clinics, intramural sports, intercollegiate athletics (varsity and "B" programs), informal recreational activities, aerobics programs, and club sports.

Wellness Requirement

Students must complete the wellness requirement, which is met by attending lectures offered for all first-year students as an extension of the orientation program. The purpose of the program is to encourage and assist in the development of responsibility for one's own lifestyle through programs centered on mental, emotional, social, physical, and spiritual fitness.

Beginning with the Class of 2002, all students must meet the requirement by attending eight of 12 lectures offered during the first two semesters of their enrollment. Meeting the wellness requirement, which is certified by the Health Center, does not earn academic credit hours.

The classes of 1999, 2000, and 2001 may meet the wellness requirement either by attending eight wellness lectures or by physical education activities, certified by the Athletic Department, including fitness classes, varsity athletics, activities classes, or club sports.

Although physical education activity is no longer required, the staff of the Athletic Department will, throughout the academic year, offer a series of athletic workshops and clinics open to all students.

[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.*

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, engineering, and interdisciplinary fields such as biophysics, medical physics, and bioengineering. 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

Twelve courses are required for the physics major, but students have a lot of flexibility in choosing the courses that are most appropriate for them. Students should work closely with their advisers in selecting courses to fulfill the requirements for the major. In addition to their course work, 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 that can satisfy the requirements listed below.

Required Physics Courses: Choose all five (unless exempted by advanced placement).

<i>Physics</i>	141	Foundations of Physics I (or 143 Honors Physics)
	142	Foundations of Physics II
	241	Modern Physics I
	242	Modern Physics II
	493	Senior Seminar

Mathematics and Computer Science Courses: Choose four (unless exempted by advanced placement).

<i>Computer Science</i>	115	Structured Programming and Elementary Algorithms
<i>Mathematics</i>	121	Calculus I (or 131 or 161 Honors Calculus)
	122	Calculus II (or 162 Honors Calculus)
	253	Linear Algebra
	262	Vector Calculus
	311	Introduction to Differential Equations

Elective Courses: Choose at least three. Two or more must be 300-level or higher physics courses.

<i>Astronomy</i>	231	Introduction to Astrophysics
<i>Biology</i>	374	Topics in Neurobiology
	379	Electron Microscopy
	381	Biomechanics
<i>Chemistry</i>	255	Nuclear Magnetic Resonance
	341	Physical Chemistry
<i>Computer Science</i>	358	Scientific Computing and Visualization
<i>Geology</i>	226	Optical Mineralogy
<i>Mathematics</i>	332	Numerical Analysis
	352	Complex Variables
<i>Physics</i>	254	Essential Electronics
	311	Classical Mechanics
	321	Electricity and Magnetism
	332	Thermodynamics
	333	Experimental Condensed Matter Physics
	334	Experimental Atomic Physics
	335	General Relativity and Cosmology
	336	Solid State Physics
	338	Nuclear and Particle Physics
	431	Quantum Mechanics
	432	Advanced Quantum Mechanics
<i>Science, Technology, and Society</i>	215	Atmospheric Science

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

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. 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 Scholar Program may be substituted for the honors thesis.

Requirements for the Honors Major:

In addition to fulfilling the requirements for the basic physics major, students must take three additional 300-level or higher physics courses and one additional 200-level or higher mathematics course. In fulfilling these requirements, students must take at least one upper-level experimental course (Physics 254, 333, or 334). In their senior year, they may also take Physics 483-484 Independent Honors Project. An honors thesis is required.

Students considering graduate school in physics or astronomy are strongly encouraged to take all of the following courses: Mathematics 253, 262, 311, Physics 254, 311, 321, 332, and 431.

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).

111s From Galileo to Einstein How has our understanding of the physical universe evolved over the ages? This question forms the central theme of a physics course intended for non-science majors. The physical theories of Galileo, Newton, and Einstein, including their revolutionary impact on our understanding of the universe, are examined. The focus is on the concepts of motion, space, time, matter, and energy. A working knowledge of high school algebra is required. Lecture only. *Three credit hours.* N. MR. BLUHM

[113] The Elements A historical, cultural, and scientific discussion of the development of ideas concerning the structure of matter. We now believe that all matter is made up of a relatively few fundamental ingredients (quarks and leptons) and that these entities somehow arrange themselves into some 100 elements. This does not seem so different from the ancient belief that all things are made up from varying proportions of earth, air, water, and fire. Why do we regard our modern view to be superior? What convinces us that we are correct, and what are the social, political, and economic consequences of this knowledge? Intended as a course for non-science majors. Lecture and discussion. *Three credit hours.* N.

114f The Physics of Everything An introduction to the physics of everyday life. The course introduces the concepts of physics by tying them to students' experience. Topics include electricity, fluids, heat, and mechanics as applied to plumbing, appliances, vehicles, musical instruments, and toys. *Three credit hours.* N. MS. NELSON

[115] 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 world 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.

141f, 142s Foundations of Physics I, II 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. MR. CONOVER AND MR. CAMPBELL

143f Honors Physics Motion, forces, conservation laws, waves, gravity, Einstein's special relativity, and nuclear physics. A course for students who have had substantial physics and calculus courses in high school. May not be taken for credit if the student has earned credit for Physics 141. Lecture and laboratory. *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 Schroedinger equation. Lecture and laboratory. *Prerequisite:* Physics 142 and Mathematics 122 or 162. *Four credit hours.* MR. TATE

242s Modern Physics II An intermediate treatment of the quantum physics, including the hydrogen atom, atomic models, Schroedinger theory, atomic spectra, and electron spin. Lecture and laboratory. *Prerequisite:* Physics 241. *Four credit hours.* MS. NELSON

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

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 142 and Mathematics 122 or 162. *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

[332] Thermodynamics Concepts of temperature, energy, entropy, heat, and work and their thermodynamic relations as developed from a microscopic point of view. Single and multicomponent systems are discussed, using both classical and quantum statistics. Lecture and discussion. *Prerequisite:* Physics 241 and Mathematics 122 (or 162) or permission of the instructor. *Four credit hours.*

333s 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.* MS. NELSON

[334] 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.*

335s General Relativity and Cosmology An introduction to Einstein's general theory of relativity, including a treatment of tensor analysis, Einstein's equations, Schwarzschild metric, black holes, expansion of the universe, and cosmology. *Prerequisite:* Physics 241. *Three credit hours.* MR. BLUHM

[336] Solid-State Physics An introduction to solid-state physics, beginning with a study of crystal forms and diffraction of x-rays. Thermal, optical, acoustical, and electrical properties of solids; the energy-band theory of semiconductors as applied to simple solid-state devices; superconductivity. *Prerequisite:* Physics 242. *Three credit hours.*

[338] Nuclear and Particle Physics Nuclear physics, including nuclear reactions and nuclear models; followed by elementary particle physics, including the quark model, leptons, and the strong and weak interactions. Lecture and discussion. *Prerequisite:* Physics 242. *Four credit hours.*

431f Quantum Mechanics 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. *Four credit hours.* MR. BLUHM

432s 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. *Four credit hours.* MR. CONOVER

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, ASSOCIATE PROFESSOR WILLIAM KLEIN

Professors Nicholas Rohrman, Diane Winn, and Edward Yeterian¹; Assistant Professors Bill Henry and Tarja Raag; Visiting Assistant Professor Patricia Robinet; Teaching Associate Colleen Burnham

¹Vice president for academic affairs and dean of faculty.

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, 415, 477; at least one course from 251, 253, 254, 255; at least one course from 229, 236, 239, 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, 352, 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 Scholar 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, 256, 274; at least one course from 331, 332, 335, 352, 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. ROHRMAN, MS. WINN, AND MS. ROBINET

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.* MR. ROHRMAN

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

229f 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.* MR. HENRY

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

233f Physiological Psychology The study of neural mechanisms underlying cognitive processes and behavior, including the ways in which the nervous system subserves sensory coding and perception, movement, motivation, emotion, consciousness, learning, and memory. Includes historical antecedents and integration of animal experimental and human clinical data. *Prerequisite:* Psychology 121, 122. *Four credit hours.* MS. ROBINET

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.* MS. ROBINET

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.* MS. ROBINET

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.* MS. ROBINET

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

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

[255] Child Development Principles of psychological development from conception through preadolescence, from a biological, sociocultural, and psychodynamic perspective. *Prerequisite:* Psychology 121, 122. *Four credit hours.*

[256] 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.*

[257] 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. *Three credit hours.*

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

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

331f 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.* MR. KLEIN

[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.*

[352] **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. Formerly listed as Psychology 252. *Prerequisite:* Psychology 255. *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

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

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

[372] **Neuroscience Seminar** In-depth examination of current issues in physiological psychology and human neuropsychology. Topics may include hemispheric specialization, sex differences in the nervous system, neural substrates of learning and memory, physiological bases of behavior disorders, drugs and behavior, psychosurgery, and brain tissue transplants. Includes

integration of animal experimental and human clinical data. Enrollment limited. *Prerequisite:* Psychology 233. *Four credit hours.*

374s Human Neuropsychology The neural bases of abnormal human behavior and cognition, with integration of data from clinical neuropsychology and behavioral neurology. Topics include brain imaging technologies; neuropsychological evaluation; brain dysfunction and mental illness; neurotransmitters and behavior; developmental disorders; dementias and memory disorders; degenerative diseases; infectious diseases; seizures; traumatic brain injury; disorders of communication; and emotional-motivational dysfunction. Emphasis is given to the way in which disorders of the nervous system aid in understanding normal psychological processes. *Prerequisite:* Psychology 233. *Four credit hours.* MR. YETERIAN

376s Seminar in Propaganda and Persuasion The 20th century might be called the Age of Propaganda. By governments, charities, churches, advertisers, politicians, hate groups, 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.* MR. ROHRMAN

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. Topics may 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

415fs 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. Enrollment limited. Formerly listed as Psychology 315. *Prerequisite:* Psychology 214, content area courses relevant to the research topic, and senior standing in the major. *Two credit hours.* FACULTY

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 3.50 major average at the end of the senior year is a condition of successful completion of this program. *Prerequisite:* A 3.50 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 Longstaff¹; Associate Professors Campbell and Nikky Singh; Faculty Fellow Carleen Mandolfo

¹On leave full year.

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 318; and Religious Studies 493, a one-credit senior 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 Scholar 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 or 318, 493, 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.

114s Suffocated or Ecstatic: Women in Pre-Modern India See course description in the "Integrated Studies" section of this catalogue. *Four credit hours.* S, D. MS. SINGH

117s 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 study Western attitudes towards India and India's encounter with Western culture in return. Literature and film 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

[118] Introduction to Archaeology A first course in the principles and practice of field archaeology, examining the theories and methods of modern, scientific excavation and 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.*

135s Search for God in America, 1919-1945 See course description in the "Integrated Studies" section of this catalogue. Enrollment limited. *Four credit hours.* S. MS. CAMPBELL

[151] Reflections on Evil: A Study of the Book of Job Beginning with Archibald MacLeish's well-known play *J.B.* and Rabbi Kushner's *When Bad Things Happen to Good People*, the course will move on to a close reading of the Book of Job as a vehicle for raising the question of whether "personal religion"—the view that human beings are the objects of divine creation, nurture, guidance, and protection—survives the challenge of the experience of persistent evils in the world. This central question in the biblical Book of Job, and one that has troubled men and women in every generation, is the focus of study of Job in its historical and religious context; exploration of wider themes, including the relationship of the book to other literature in which the "problem of evil" is considered. *Four credit hours.*

178f Religion and the Sexual Imagination in Asia See course description in the "Integrated Studies" section of this catalogue. Enrollment limited. *Four credit hours.* L, 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 focus is on religion and the Internet, broader questions, related to many other areas of inquiry, include: 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.*

[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.*

[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.*

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

[212] Religions of China and Japan An examination of Confucianism, Taoism, and Shinto—the indigenous religions of China and Japan; tracing the entrance of Buddhism into China and Japan and the resulting transformation of this religion in its interaction with these civilizations. The political ideology of Confucianism, the mystical dimensions of Taoism, the mythological aspects of Shinto, and the meditative experiences of Buddhism (haiku, swordsmanship, and the tea ceremony, etc.) *Four credit hours.* S, D.

[214] Religion, Magic, and Witchcraft Listed as Anthropology 214 (q.v.). *Four credit hours.* S, D.

215f Christianity: An Introduction An introduction to the Christian religion that examines its evolution over the past two 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. How 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, and the “new” religions of the past two centuries. It explores the relationship between American culture, including popular culture, and religious life and thought. **H.** MS. CAMPBELL

233f Biblical Literature I An examination of the law, prophets, and writings of the Hebrew Bible as they serve to illuminate the socio-historical world of ancient Israel and as works of literature in their own right. Priority given to understanding the literature in a way that is consistent with our knowledge of the culture that influenced the ancient authors. How that literature has been reinterpreted over the centuries through art and literature and by religious communities and modern critical commentators. *Four credit hours.* **L.** MS. MANDOLFO

234s Biblical Literature II An introduction to the Christian scriptures (the Old Testament Apocrypha and the New Testament) read against the backdrop of the Hebrew Bible as well as the philosophical world of the eastern Roman Empire, both of which served as reservoirs from which many of the themes, images, and beliefs represented in the early Christian writings were drawn and reinterpreted to form a particularly Christian theology. The ways in which these writings continue to have an impact on contemporary culture. *Four credit hours.* **L.** MS. MANDOLFO

[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.**

257f Women in American Religion The changing role of women in American religious movements from the 17th century to the present, focusing on the experiences of “famous” women, e.g., Anne Hutchinson, the Salem witches, Mother Ann Lee, the Grimke sisters, Frances Willard, Elizabeth Cady Stanton, Dorothy Day, and Mary Daly, as well as the experiences of “anonymous” women in Protestant, Roman Catholic, Jewish, and selected utopian communities. The ongoing struggle for women’s ordination and women’s equality within organized religion and the recent efflorescence of feminist theologies. *Four credit hours.* **H, D.** MS. CAMPBELL

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

[259] 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.*

[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.

297f Texts of Terror From the practice of human and animal sacrifice in the Hebrew Bible to the "sacrifice" of Jesus in the Christian gospels, the course will examine the intersection of violence and religion as portrayed in Jewish and Christian sacred scripture. Using the anthropological and psychological insights of Rene Girard, some morally challenging biblical texts will be read with a focus on the portrayal of God as complicit (either implicitly or explicitly) in the incidences of violence in the Bible. Contemporary works of literature and examples drawn from contemporary society will illuminate the theme of sacred violence and supplement the biblical component. *Four credit hours* MS. MANDOLFO

298s Religions of the African Diaspora Listed as Anthropology 298 (q.v.). *Four credit hours.* MR. HRISKOS

[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. A study of both South Asian women who live in the subcontinent and those who have made their homes abroad, focusing on issues of gender, race, and class. In the writings of the South Asian women, literary ideals, religious traditions, and societal issues overlap; caste and hierarchy, colonialism and its aftermath, sexuality, and the search for identity emerge vigorously in their speeches, novels, biographies, and poetry. Enrollment limited; priority to senior majors and minors in religious studies, international studies, and women's studies. *Four credit hours.* L, D.

[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" and process, black, feminist, womanist, and liberation theologies. *Prerequisite:* Religious Studies 215 or permission of the instructor. *Four credit hours.*

317f Sikhism: Scripture, Sacred Music, and Art The Guru Granth Sahib, the Sikh bible, forms the focal point for the literature of the Sikhs as well as other aspects of their culture and values. The seminar will outline its artistic and metaphysical dimensions, including the reasons why it is considered a colossus in both Punjabi and world literature. *Prerequisite:* Religious Studies 211 or 212 or permission of the instructor. *Four credit hours.* S, D. MS. SINGH

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

332s Western Spirituality In contrast to theology (formal discourse about God and divine-human relations), the field of spirituality focuses upon the specific efforts of individuals to achieve communion (or even union) with God. The variety of ways that "ordinary people" and famous mystics within the Judeo-Christian tradition have sought to nurture close relations with God, covering the period from the rise of Christianity through the present day. *Prerequisite:* Religious Studies 215 or permission of the instructor. *Four credit hours.* MS. CAMPBELL

[352] **The Theology of Paul** Early Christian theology was more often shaped by the heat of controversy than by the calm analysis of theological reflection. Paul's letters, and the controversies that prompted them, will be studied as a basis for understanding Pauline theology, its relation to other elements of first-century religion, and its influence on later Western thought. *Prerequisite:* Religious Studies 234. *Four credit hours.*

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

[356] **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. *Prerequisite:* An introductory sociology or anthropology course, or American Studies 276 or permission of the instructor. *Four credit hours.* D.

[358] **Jesus of Nazareth: Entering the Third Millennium** 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 both to method and content; an 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.*

[372] **Philosophy of Religion** Listed as Philosophy 372 (q.v.). *Four credit hours.* S.

393s **Seminar: Judaism, Ancient and Modern** An examination of the evolution of Judaism from biblical to modern times with a goal of understanding the major beliefs and concepts of Judaism as laid out in the Hebrew Bible and developed in rabbinic literature, including: God, Israel, salvation, suffering, reward and punishment, as well as the major historical events which shaped and continue to have an impact on Jewish belief and tradition. Some of the traditional Jewish attitudes toward issues such as women in Judaism, euthanasia, death, sex, etc. The video series *Heritage: Civilization and the Jews* will supplement the readings. *Four credit hours.* MS.
MANDOLFO

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 Sherbinin; Visiting Instructor Andrei Strukov; Teaching Assistant Fyodor Shumilov

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.* MS. MCCARTHY AND MS. DE SHERBININ

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. DE SHERBININ AND MS. MCCARTHY

231j, [232] Topics in Russian Literature: Chekhov and the Short Story Tradition Many of the world's greatest 20th-century short story writers have identified Anton Chekhov (1860-1904) as an author who exerted a profound influence on their work. The course focuses on Chekhov's prose, from the humorous sketches of his early years to the probing stories of the 1890s, and on his ideas on the writing of short fiction. Readings include related essays and stories by Katherine Mansfield, Virginia Woolf, Vladimir Nabokov, Raymond Carver, Richard Wright, Eudora Welty, Alice Monro, Joyce Carol Oates, and others. Conducted in English, no knowledge of Russian required. *Four credit hours; three credit hours in January*. L. MS. DE SHERBININ

[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

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

325f, 326s Conversation and Composition Grammar review and continued practice in oral and written expression. Reading and analysis of literary and historical texts from the 19th (325) or 20th (326) centuries. Original audiovisual taped materials supplement the readings. Conducted in Russian. *Prerequisite*: Russian 128 or permission of the instructor; Russian 325 is prerequisite for 326. *Four credit hours*. MS. DE SHERBININ AND MR. STRUKOV

335f, 336s Conversation Group An informal weekly small-group meeting for conversation practice in Russian. Topics include autobiography, education, leisure time activities, travel, stores and purchases, film, TV, and newspaper excerpts for discussion. Conducted entirely in Russian. May be repeated for credit. Nongraded. *Prerequisite*: Russian 127 or equivalent. *One credit hour*. MR. SHUMILOV

346s 20th-Century Russian Poetry Weekly one-hour meetings focus on a poem by one of the major 20th-century Russian poets, including Blok, Akhmatova, Tsvetaeva, Pasternak, Mandelshtam, and Brodsky. Readings in Russian; discussion and short papers in English. May be repeated for credit. *Prerequisite*: Russian 127 or permission of the instructor. *One or two credit hours*. MS. DE SHERBININ

371j Language and Culture A three-week intensive course in St. Petersburg, Russia. Class sessions include phonetics, continuing work on selected grammar topics, and discussion of literary and historical readings. The course includes theater and concert evenings, tours of historical sites, and residence with a Russian family. Conducted entirely in Russian. *Prerequisite*: Russian 127 or equivalent. *Three credit hours*. FACULTY

[425] The Russian Short Story Lectures, readings, and discussion of representative Russian short stories from the 19th and 20th centuries; weekly compositions in Russian, continued

work in fine points of Russian grammar, audiovisual materials. Conducted entirely in Russian. *Prerequisite*: Russian 326 or permission of the instructor. *Four credit hours*. L.

426s The 19th-Century Russian Novel A seminar that analyzes one major Russian novel of the 19th century, such as Tolstoy's *Anna Karenina* or Turgenev's *Fathers and Children*. Additional readings and discussions on the life and times of the author and the political, social, and historical context of the novel. Conducted entirely in Russian. *Prerequisite*: Russian 425 or 427 or permission of the instructor. *Four credit hours*. L. MS. MCCARTHY

427 Contemporary Russian Studies Readings and discussion of representative contemporary Russian short stories and periodical literature; biweekly compositions in Russian. Conducted entirely in Russian. *Prerequisite*: Russian 326 or permission of the instructor. *Four credit hours*. MR. STRUKOV

[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 (*American Studies and English*), 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 technoscientific developments that are transforming both the social fabric and the natural environment.

By choosing from a variety of electives, students in the Science, Technology, and Society Program are introduced to critical and interdisciplinary perspectives on the interactions of science, technology, and society. Students gain an understanding of the historical and social dimensions of science and technology; they also become better-informed citizens of our high-tech society.

Science, Technology, and Society is the "minor for all majors"—no special technical expertise is required. Students may also propose an independent major in Science, Technology, and Society.

Requirements for the Minor

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 ST 112. In ST 483 and ST 484, seniors complete a year-long research project of their own design.

Required Science, Technology, and Society courses:

- 112 Science, Technology, and Society
- 483 The Craft of Research I
- 484 The Craft of Research II

Science, Technology, and Society electives (choose at least two)

- 212 Native Natural Knowledge
- 215 Weather, Climate, and Society
- 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 War and Society: Classical and Modern Perspectives

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	Chemistry of Life
	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
	114	The Physics of Everything
	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 Critical perspectives on the social aspects of science and technology in our lives, in the world around us, and throughout history. Issues include gender, communications, war, and the environment. *Four credit hours.* S. MR. FLEMING

[115] The Shadow of the Bomb Listed as Physics 115 (q.v.). *Four credit hours.* N.

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

[129] Sailing Explores the many aspects of sailing as a human experience: sailing 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.*

[212] Native Natural Knowledge An introduction to systems of natural knowledge in the non-Western world. The focus is on living traditions in Africa, Australia, China, Japan, and native North and South America. Emphasis is on diversity with a view to articulating both a personal philosophy and a global environmental synthesis. *Four credit hours.* H, D. MR. FLEMING

215f Weather, Climate, and Society A comprehensive introduction to the Earth's atmosphere in its relationship to society. Topics include global warming, ozone depletion, air pollution, and El Niño. *Four credit hours.* N. MR. FLEMING

[250] 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.

[251] Industry, Technology, and Society in the 20th Century An examination of developments in American technology and industry during the course of this century. Major topics include the rise of the auto, electrical, computer, and communications industries; the importance of research, development, and marketing to the growth and diversification of the economy; environmental and agricultural issues; and atomic energy. Also listed as Administrative Science 251. *Three or four credit hours.* H.

[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.

[281] 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.

393s War and Society: Classical and Modern Perspectives 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. *Four credit hours.* H. MR. FLEMING AND MR. ROISMAN

483f The Craft of Research I Readings and seminar discussions to prepare students for independent research. Students will identify a research topic, conduct a literature review, and write a formal proposal for a final integrative project. *Prerequisite:* Permission of the instructor. *Three credit hours.* MR. FLEMING

484s The Craft of Research II The second part of a year-long “capstone” experience. 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 THOMAS J. MORRIONE

Professor Morrione; Associate Professors Cheryl Gilkes and Terry Arendell¹; *Assistant Professors* Christine Bowditch, Alec Campbell, and John Talbot; *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, globalization, social control, deviance, conflict, and the formation of identity, and of various major social institutions, including education, the economy, polity, family, medicine, law, 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. Integrating service learning opportunities with our curriculum is a continuing interest of the department. 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 Class of 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 fall semesters; Sociology 272 and 318 will be offered spring semesters. The thematic senior seminar, Sociology 493, will be offered 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 of superior quality.

Requirements for the Minor in Sociology for the Class of 1999. (No minor in Sociology will be available after this class.) 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); Sociology 272 fulfills a quantitative reasoning requirement (Q). Courses 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.*

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. CAMPBELL AND MR. MORRIONE; Spring: MS. BOWDITCH AND MR. TALBOT

[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 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, including Comte, Spencer, Durkheim, Weber, Marx, Pareto, Simmel, and Mead. *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

233j 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; three credit hours in January.* MR. CAMPBELL

[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. Readings and discussions will engage the debate over whether, or to what extent, schools enable social mobility or reproduce inequality in our society. Enrollment limited. *Four credit hours.* MS. BOWDITCH

251f Population Problems in International Perspective An introduction to the sociological study of processes of population growth and change, examining the social causes of fertility, mortality, and migration, and their impacts on population growth and the age-sex structure of populations. The history of world population growth and its relationship to economic growth, the food supply, and the environment. The debates over whether there is a "population problem" and over what types of population policies should be adopted. *Prerequisite:* Sociology 131 or permission of the instructor. *Four credit hours.* MR. TALBOT

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.* D. MS. GILKES

256f Health and Illness Application of sociological principles to the medical care system, its institutions and its personnel, focusing on the hospital as a social and bureaucratic organization; recruitment and training of health care providers; practitioner-patient relationships; also social epidemiology, mental disorders, history of medicine and public health, death and dying. *Four credit hours.* MS. BOWDITCH

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.* MR. CAMPBELL

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 results, and integration of empirical findings into sociological theory. *Prerequisite:* Sociology 131, 271, or permission of the instructor. *Four credit hours.* Q. MR. CAMPBELL

273s The Family Central issues in the sociological study of the American family in both historical and contemporary contexts. Two broad facets of sociological study of the family are emphasized: the family as a major social institution in relationship to other major social institutions, particularly the industrial/post-industrial capitalist economy and the liberal democratic polity, and the family as a primary social group and a unit of intense interpersonal relationships structured along gender and generational lines. *Prerequisite:* Sociology 131. *Four credit hours.* MS. BOWDITCH

274s Social Inequality and Power A sociological analysis of the structure of inequality in the United States. The course surveys the major sociological theories of social class and inequality and applies them to analyze the American power structure, the nature and extent of inequality across the country, and the reasons for the persistence of racial inequality and gender inequality in contemporary society. *Prerequisite:* Sociology 131. *Four credit hours.* D. MR. TALBOT

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.* D. MS. BLAKE

[277] **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.*

292j 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 and this year will be afforded opportunities to do community research relating to the city of Waterville's 2002 Bicentennial Celebration. *Prerequisite:* Sociology 131. *Four credit hours; three credit hours in January.* MR. MORRIONE

[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 is given to critical theory, phenomenology, ethnomethodology, symbolic interactionism, and postmodernists' criticism of modern social science. *Prerequisite:* Sociology 215 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.*

[353] **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.*

354s Sociology and the American Race Problem The sociological study of race and ethnicity is marked by periodic laments over failures of perspective, theoretical inadequacies, and failures to predict and to grasp the directions in which race, ethnic, minority, or inter-group relations are going in the United States. A seminar combining intellectual history with critical analysis on concepts and theories on race, ethnicity, prejudice, discrimination, caste, and other concepts related to the history of the sociological study of "race relations." Various sociologists and their schools of sociological thought are examined in terms of their successes and failures in describing and explaining American society, social change, inter-group conflict, and racial-ethnic inequality in order to develop a sociology of sociology. Special attention to sociologists and the civil rights movement and the impact of the civil rights movements and other social movements on sociological thought. *Prerequisite:* One of the following: Sociology 131, 214, 231, 252, 355, 357, American Studies 276, or permission of the instructor. *Four credit hours.* MS. GILKES

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] **Civil Rights, Black Power, 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*.

397f Globalization Globalization is a word widely used in the media and in academic discourses but used in many different ways and applied to a broad range of social phenomena. A systematic exploration of some major aspects of the process of globalization and the ways in which they are interrelated: the changing organization of the world economy, the rise of global culture industry, problems of population growth and environmental degradation, and the spread of ethnic conflicts. The various types of resistance movements that have arisen in response to increasing globalization and some of the debates over how to solve the problems it has created. *Prerequisite*: Sociology 131 or permission of the instructor. *Four credit hours*. MR. TALBOT

398s The Sociology of Food If, as the saying goes, “you are what you eat,” then what are you? Do you know where your food comes from, who grows it, and how it is traded and transported to you? This course answers those questions, and more. We will explore the social meanings and the social relations surrounding the preparation and consumption of food as well as the social relations of food production. We will also study the organization of global food systems that links the production and consumption of food and how it generates abundance in some places and hunger and famine in others. *Prerequisite*: Sociology 131 or permission of the instructor. *Four credit hours*. MR. TALBOT

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 to articulate a sociological perspective of their own. Writing and research projects address the vital question of how sociologists view social phenomena and gather data. This year attention will be focused on sociological analyses of the nature and meaning of deviance in “postmodern” society. *Prerequisite*: Senior standing, Sociology 131, 215, 271. *Four credit hours*. MR. MORRIONE

Spanish

Chair, ASSOCIATE PROFESSOR BETTY SASAKI

Professors Priscilla Doel and Jorge Olivares¹; Visiting Professor Yvonne Sanavitis²; Associate Professor Sasaki; Assistant Professors Gina Herrmann, Luis Millones-Figueroa, and Barbara Nelson²; Visiting Assistant Professors Sandra Garabano and Karen Zetrouer; Visiting Instructor Meriwynn Grothe

¹On leave full year.

²Part time.

The Department of Spanish offers Spanish language and Spanish and Spanish-American literature courses in all periods, genres, and major authors as well as seminars in particular topics. The major in Spanish builds upon a close reading and detailed analysis of literary texts, taking into account ideological, cultural, and aesthetic issues. Students have the opportunity to participate in Colby's language semester program in Cuernavaca, Mexico, and to spend their junior year abroad at Colby's program in Salamanca, Spain, or at approved programs in other countries. Like most liberal arts majors, the study of foreign languages should be considered as

a background leading to a wide variety of careers. Some students go on to pursue advanced degrees in 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 literature 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 communicative 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.* MS. GARABANO, MS. SANAVITIS, AND MS. SASAKI

131fs Conversation and Composition Language review with emphasis on oral expression, written composition, and vocabulary development. Enrollment limited. *Prerequisite:* Spanish 128 or permission of the instructor. *Three credit hours.* MRS. DOEL

135fs Introduction to Literary Analysis Introduction to literary analysis through Spanish and Spanish-American texts. *Prerequisite:* Spanish 131 or permission of the instructor. *Three credit hours.* L. MS. HERRMANN AND MR. MILLONES

231fs Advanced Spanish A review of Spanish grammar at the advanced level. Enrollment limited. *Prerequisite:* Spanish 131. *Four credit hours.* MS. SASAKI

[255] 19th-Century Spanish Literature Representative works of Romanticism and Realism. *Four credit hours.* L.

[256] The Generation of 1898 The principal figures of this generation: Unamuno, Azorín, Baroja, Valle-Inclán, and Machado. *Four credit hours.* L.

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

[261] Spanish-American Literature I Spanish-American literature from the colonial period to 1888. *Four credit hours.* L.

[262] Spanish-American Literature II Spanish-American literature from 1888 to the present. *Four credit hours.* L.

271f Questions of Identity, Spaces, and Power An exploration through selected readings of the rich and complex multicultural heritage of the Iberoamerican world, focusing on the broad questions of identity, spaces, and power. Analyzing relationships between Arab and Christian worlds, church and state, conquering and conquered peoples, dictatorships and revolutions/civil wars, men and women. Readings from novels, short stories, drama, and poetry to study the richness of both structures and themes. *Four credit hours.* L. MS. DOEL

273s Contemporary Spanish-American Short Story An examination of the uncanny, the marvelous, and the fantastic short story in Latin America. Topics for discussion include modernization and experimentation in contemporary narrative fiction, and the relations between art and politics as well as between literature and mass media. Readings include representative texts by authors such as Borges, Carpentier, Castellanos, Cortázar, Ferré, Fuentes, and Rulfo. *Four credit hours.* L. MS. GARABANO

[332] Contemporary Spanish-American Novel Close readings of contemporary Spanish-American novels by representative authors such as Borges, Cabrera Infante, Carpentier, Cortázar, Fuentes, García Márquez, Puig, Valenzuela, and Vargas Llosa. Topics for discussion include texts and contexts, narrative perspective, the role of the reader, and the carnivalesque. *Four credit hours.* L.

[334] Women in Hispanic Texts Works by both male and female Hispanic authors are included in 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.

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

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

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

[358] The Contemporary Spanish Novel The Spanish novel after the Spanish Civil War (1936-39). 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.

[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 3.50 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: The Culture of Politics in the Spanish Civil War Few events in modern times have stirred the emotions of Western intellectual, artistic, and syndicalist groups as did the Spanish Civil War (1936-1939). The conflict was not only Europe's first great battle against fascism, it also served as the stage for some of the most momentous political, ideological, and military issues of the 20th century: the power and subsequent splintering of the Communist party; the rise and fall of anarchism; the role of the civilian population in an ever-advancing technology of warfare; the place of African-Americans and other minorities in the armed forces; the power of women in the political arena and on the front lines. An interdisciplinary approach to analyze the varied cultural production from the Civil War period by looking at poster art, music, and political discourse. Literary and cinematic texts include fiction by Rodoreda, Cela, Matute, Ayala, and Goytisolo as well as films by Ken Loach, Vicente Aranda, and others. Special attention to the role of women in this important period in Europe's history. *Four credit hours.* L. MS. HERRMANN

493s Senior Seminar: Representing the New World: Colonial Images and Contemporary Fiction The cultural encounter between Christianity and the Amerindian world left an array of texts and iconography that inspired its recreation by several contemporary writers and directors. Renaissance images and ideas about the New World and today's staging of the colonial experience will be studied by considering both documents and chronicles of the 16th century and recent novels and films. Special attention will be devoted to the rewriting of the colonial

narratives and the refashioning of their historical characters. Authors, works, characters, and movies may include Columbus, Posse, Carpentier, *El Dorado*, Bartolomé de las Casas, 1492, Sender, Lope de Aguirre, Cabeza de Vaca, Uslar Pietri, *The Mission*, Fanjul, Saer, Aridjis, Jerico, Sor Juana Inés de la Cruz. *Four credit hours*. L. MR. MILLONES

Women's Studies

Director, ASSOCIATE PROFESSOR ELIZABETH LEONARD

APPOINTMENTS IN WOMEN'S STUDIES: Associate Professor Lyn Brown and Assistant Professor Pamela Thoma

PROGRAM FACULTY FOR WOMEN'S STUDIES: Terry Arendell (Sociology), Debra Barbezat (Economics), Kimberly 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 Leonard (History), Eva Linfield (Music), Phyllis Mannocchi (English), Margaret McFadden (American Studies), Mary Beth Mills (Anthropology), Jane Moss (French), Elisa Narin van Court (English), Laurie Osborne (English), Adrianna Paliyenko (French), Tamae Prindle (East Asian Studies), Marilyn Pukkila (Library), Tarja Raag (Psychology), Elizabeth Sagaser (English), Jean Sanborn (English), Nikky Singh (Religious Studies), Katherine Stubbs (English), Larissa Taylor (History), Pamela Thoma (American Studies and Women's Studies), Andrea Volpe (History), 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, sexuality, 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. A concentration proposal must be submitted to the director and approved by the Women's Studies Coordinating Committee. 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 by demonstrating that the majority of their own course work was on women's studies topics. 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 Scholar 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 3.50 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 seven courses 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 one additional course 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 Scholar work up to the equivalent of two courses (if approved by women's studies).

[113] 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.

[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 provide alternative images for discussion, as will various video versions of the stories. Enrollment limited. *Three credit hours.* L, D. MS. PUKKILA

221s Gender, Race, and the Politics of Difference From an interdisciplinary perspective, the course examines how women have responded to the relationships among gender, race, ethnicity, sexuality, and class, with special emphasis on feminist contributions to understanding the politics of difference. 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.* D. MS. THOMA

315f Contemporary Asian American Women Writers Consideration of contemporary fiction, autobiography, poetry, essay, and video by Asian American women with particular attention to specific cultural contexts. From a minority discourse approach, the course will

explore Asian American women's significant contributions and responses to panethnicity, feminism, and multiculturalism. Texts are thematically organized around the topics of immigration and nationalism, family and community relations, gender and sexual identity, and labor and cultural resistance. Also listed as American Studies 315. *Four credit hours.* L, D. 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 3.50 major average at the end of the senior year is a condition of successful completion of the program. *Prerequisite:* Senior standing, a 3.50 major average at the end of the junior year, and permission of the Women's Studies 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. L. BROWN

Courses Cross-listed with Women's Studies:

<i>American Studies</i>	136	Sexual Politics, 1945-1974
	213	Medicine in 19th- and 20th-Century America: Women As Pioneer Healers
	275	Gender and Popular Culture
<i>Anthropology</i>	253	Anthropology of Gender
<i>Biology</i>	115	Biology of Women
<i>East Asian Studies</i>	114	Women in Pre-Modern Chinese Literature
	251	Imaging Chinese Women: Ideas and Ideals in China
	271	Women in Japanese Cinema and Literature
<i>Economics</i>	254	The Economics of Women, Men, and Work
<i>Education</i>	332	Women, Girls, and the Culture of Education
<i>English</i>	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 (when on women's studies topic)
	413	Author Course (when on women's studies topic)
	425	Modern Women's Literature
	426	Tilling the Garden: African-American Women Writers at Work
	429	Passionate Expression: Love, Sex, and Sexuality in Western Literature
	493	Southern Literature and Modernism
	498	The Gothic Novel
<i>French</i>	311	Literature of the Ancien Régime: Women's Narratives

- 355 Poetic and Artistic Relations of the 19th Century
 358 Sensibility and "Female" Malady: The Decadent 19th Century
- Government History*
- 319 Law and Social Change: Women and Minorities
 114 Women in Pre-Modern Europe, 1000-1700
 178 Histories of Sexuality in the United States
 231 American Women's History, to 1870
 232 American Women's History, 1870 to the Present
 233 American Women; American Wars
 245 United States Histories of Sexuality
 313 Women in Medieval and Early Modern Europe
 340 Seminar: Biographies and Autobiographies of Great American Women
 412 Seminar: Body and Soul: Conceptions, Sexuality, and Disease in Medieval and Early Modern Europe
- Music*
- 435 Seminar: Women in the Civil War
 114 Women, Music, and Music Making in Early Modern Europe
- Philosophy*
- 255 Music, Sexuality, Gender in Opera
 155 Feminist Philosophies
 178 Thinking Sex
 312 Philosophical Topics in Feminist Theory
- Psychology*
- 252 Sex and Gender
- Religious Studies*
- 114 Suffocated or Ecstatic: Women in Pre-Modern India
 178 Religion and the Sexual Imagination in Asia
 257 Women in American Religion
 275 Contemporary Wicca: Formalists, Feminists, and Free Spirits
 312 South Asian Women at the Crossroads: Tradition and Modernity
 318 Seminar: Mary Daly
 355 The Goddess: A Hermeneutics in Theology
- Russian Sociology*
- 233 Russian Women's Writing
 273 The Family
 276 Sociology of Gender
 355 African-American Women and Social Change
 376 Seminar: Divorce and Contemporary Society
 391 Gender and Public Policy
- Spanish*
- 334 Women in Hispanic Texts

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Corporate Name

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PAUL JACQUES SCHUPF, M.A. '91, Hamilton, New York, *Paul J. Schupf Associates* (2001)

ELAINE ZERVAS STAMAS '53, M.A. '92, Scarsdale, New York (2000)

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Faculty Representatives

FERNANDO Q. GOUVÊA, Ph.D., Waterville, Maine, *Associate Professor of Mathematics* (2000)

ADRIANNA M. PALIYENKO, Ph.D., Albion, Maine, *Associate Professor of French* (1999)

Student Representatives

BENJAMIN LANGILLE '99, Lawrenceville, New Jersey (1999)

BRADEN D. SICCHITANO '99, Wellesley, Massachusetts (1999)

¹Former chair of the board.

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CLIFFORD ALLAN BEAN '51, M.A. '70, M.B.A., 1970-1976

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

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

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

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JOHN LAWRENCE BURNS, M.A. '78, D.Sc., 1978-1982²

E. MICHAEL CAULFIELD '68, M.A. '93, M.B.A., 1993-1996

JOHN GILRAY CHRISTY, M.A. '84, M.A., 1984-1992

JANE WHIPPLE CODDINGTON '55, M.A. '94, M.L.S., 1994-1998

- JOHN WILLIAM DEERING '55, M.A. '78, 1978-1981
- WARREN JOHN FINEGAN '51, M.A. '80, 1980-1989
- JEROME F. GOLDBERG '60, M.A. '89, J.D., 1991-1994
- RAE JEAN BRAUNMULLER GOODMAN '69, M.A. '83, Ph.D., 1983-1989
- PETER GEOFFREY GORDON '64, M.A. '95, M.B.A., 1995-1998
- DEBORAH ENGLAND GRAY '85, M.A. '92, J.D., 1992-1998
- NISSIE GROSSMAN '32, M.A. '65, M.B.A., 1965-1970, 1971-1981
- EUGENIE HAHLBOHM HAMPTON '55, M.A. '72, 1972-1978
- WALLACE MEREDITH HASELTON, M.A. '71, 1971-1977, 1978-1981
- GEORGE EDWARD HASKELL JR. '55, M.A. '92, 1992-1997
- NANCY SPOKES HAYDU '69, M.A. '86, M.C.R.P., 1986-1994
- PHILIP WILLIAM HUSSEY JR. '53, M.A. '81, 1981-1987
- ROBERT SPENCE LEE '51, M.A. '75, 1975-1995
- ROBERT ALLEN MARDEN '50, M.A. '68, LL.B. '51, 1968-1993
- DAVID MARVIN MARSON '48, M.A. '84, 1984-1993
- RITA ANN McCABE '45, M.A. '66, 1966-1972, 1973-1983
- LAWRENCE CARROLL McQUADE, M.A. '81, LL.B., 1981-1989
- C. DAVID O'BRIEN '58, M.A. '75, 1975-1985
- KERSHAW ELIAS POWELL '51, M.A. '82, D.M.D., 1982-1988
- PATRICIA RACHAL '74, M.A. '80, Ph.D., 1983-1986
- HENRY WESTON ROLLINS '32, M.A. '62, 1962-1968
- ROBERT CONVERSE ROWELL '49, M.A. '61, 1961-1967
- ROBERT SAGE '49, M.A. '74, 1974-1993
- DWIGHT EMERSON SARGENT '39, M.A. '56, M.A. '58, 1958-1964, 1971-1974
- RICHARD ROBERT SCHMALTZ '62, M.A. '76, 1976-1995
- EUGENE CHARLES STRUCKHOFF '44, M.A. '67, LL.B., 1967-1970
- W. CLARKE SWANSON JR., M.A. '70, LL.B., 1970-1976
- ARTHUR TOTTEN THOMPSON '40, M.A. '70, M.B.A., Sc.D. '69, 1970-1974
- SIGRID EMMA TOMPKINS '38, M.A. '70, LL.B., 1970-1976, 1977-1985
- BARBARA HOWARD TRAISTER '65, M.A. '88, Ph.D., 1988-1994

BETH BROWN TURNER '63, M.A. '89, M.A., 1989-1996

EDWARD HILL TURNER, M.A. '82, A.B., L.H.D. '73, 1983-1991³

PETER AUSTIN VLACHOS '58, M.A. '77, 1977-1980

JEAN MARGARET WATSON '29, M.A. '65, M.A., 1965-1971

RALPH SAMUEL WILLIAMS '35, M.A. '73, L.H.D. '72, M.B.A., 1973-1983⁴

ROBERT FREDERIC WOOLWORTH, M.A. '65, 1965-1977

²Died September 1996

³Died August 8, 1997.

⁴Died May 3, 1998.

Overseers

TODGER ANDERSON '67, Englewood, Colorado, *President, Denver Investment Advisors*, Visiting Committee on Health Services (2001)

HAROLD ALFOND, L.H.D. '80, Waterville, Maine, *Chairman of the Board, Dexter Shoe Company*, Visiting Committee on Physical Education and Athletics (Life Overseer)

WILLIAM LEE ALFOND '72, Boston, Massachusetts, *Director and Vice President of Sales (Athletic Division), Dexter Shoe Company*, Visiting Committee on Physical Education and Athletics (1999)

LEON R. ALLEN, B.A., London, England, *Private Investor; Chairman and CEO, The Tetley Group; Chairman, Devro plc.; Retired Chairman and CEO, Del Monte Foods International Ltd.; Trustee, The Royal Association for Disability & Rehabilitation (U.K.)*, Visiting Committees on History and on Off-Campus Study (2000)

PATRICIA DOWNS BERGER '62, M.D., Brookline, Massachusetts, *Internist*, Visiting Committee on Physics and Astronomy (2001)

LEON C. BUCK '84, J.D., Greenbelt, Maryland, *Chief of Staff/Legislative Director for Congresswoman Sheila Jackson Lee* (2002)

PAUL O. BOGHOSSIAN III '76, M.B.A., Jamestown, Rhode Island, *President, Concordia Co., Inc.; President, StrategiComp. Inc.*, Visiting Committee on Psychology (2000)

PETER C. CLARK '75, New Boston, New Hampshire, *Private Investor*, Visiting Committee on American Studies (2001)

NANCY CARTER CLOUGH '69, M.Ed., Contoocook, New Hampshire, *Psychoeducational Evaluator, Pembroke School*, Visiting Committees on Psychology, on Spanish, and on Women's Studies (2001)

BROOKE D. COLEMAN '92, M.S., Salem, Massachusetts, *Student Residence Director, Salem State College* (2002)

LAURENCE E. CUDMORE '58, Pocasset, Massachusetts, *Retired President, Retail, Sears Roebuck & Company*, Visiting Committee on Government (1999)

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JOHN B. DEVINE JR. '78, Phoenix, Maryland, *Business Development Manager, Procter & Gamble*, Visiting Committees on Computer Services, on Dining Services, and on Development and Alumni Relations (2002)

GERALD DORROS, M.D., Scottsdale, Arizona, *Cardiologist and Cardiovascular Interventionist, Milwaukee Heart Vascular Clinic; Medical Director, William Dorros-Isadore Feuer Interventional Cardiovascular Disease Foundation, Ltd.*, Visiting Committees on Classics, on Physics, and on Admissions and Financial Aid (2002)

JOAN FEITLER, Chicago, Illinois, *Retired Educational Consultant* (2001)

LAWRENCE K. FLEISCHMAN '75, M.B.A., Dix Hills, New York, *President, Capital Vision Group, Inc.*, Visiting Committee on Dining Services (2000)

ROBERT ALAN FRIEDMAN, M.A. '88, M.B.A., Scarsdale, New York, *Limited Partner, The Goldman, Sachs Group L.P.*, Investment Committee of the Board of Trustees (2000)

PATRICIA ORR FROST '59, Miami Beach, Florida, *Vice Chair, The National Museum of American Art Commission of The Smithsonian Institution; Chair of the Board, Florida International University*, Visiting Committee on Art and the Museum of Art (2000)

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SOL HURWITZ, B.A., Rye, New York, *Retired President, Committee for Economic Development*, Visiting Committees on Psychology, on Communications, on English, and on Music (2001)

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PETER G. JORDAN '80, M.S., Brooklyn, New York, *Dean of Student Enrollment, New York Institute of Technology* (2002)

KENDRA KING '94, M.A., Columbus, Ohio, *Student, Ohio State University* (2002)

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PETER HAROLD LUNDER '56, D.F.A. '98, Waterville, Maine, *Co-Chairman, Treasurer, and Director, Dexter Shoe Company*, Visiting Committees on Physical Plant, on Art and the Museum of Art, and on Physical Education and Athletics (Life Overseer)

DEBORAH MARSON '75, J.D., Newton Centre, Massachusetts, *Senior Corporate Counsel, The Gillette Company*, Visiting Committee on English (2000)

DAVID WILLIAM MILLER '51, M.A., East Dennis, Massachusetts, *David W. Miller Associates*, Visiting Committees on Communications and on Geology (2000)

ALAN BENNETT MIRKEN '51, New York, New York, *President, Aaron Publishing Group*, Visiting Committees on American Studies, on Communications, and on the Library (2000)

WILLIAM J. MONTGORIS, B.B.A., Franklin Lakes, New Jersey, *Chief Operating Officer, Bear Stearns & Co.*, Visiting Committee on Development and Alumni Relations (2002)

SUSAN JACOBSON NESTER '88, Bowie, Maryland, *Director, Broadcast Media, Independent Insurance Agents of America; Vice President, Carden Communications*, Visiting Committee on Dining Services (2001)

KATHRYN P. LUCIER O'NEIL '85, M.B.A., Manchester, Massachusetts, *Investment Consultant, Cambridge Associates* (2002)

PAUL S. OSTROVE '53, Roslyn, New York, *Paul Stuart, Inc.*, Visiting Committee on Geology (1999)

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M. JANE POWERS '86, M.S.W., Medford, Massachusetts, *Director of Day Treatment Program, St. Ann's Home* (2002)

DAVID PRESTON, M.B.A., Old Lyme, Connecticut, *President, Scott & Daniells, Inc.*, Visiting Committees on Dining Services, on African-American Studies, on Chemistry, on Spanish, and on Art and the Museum of Art (2000)

THOMAS R. RIPPON '68, Mifflinburg, Pennsylvania, *President, T.R. Rippon Associates*, Visiting Committees on East Asian Studies and on Music and the Performing Arts (1999)

MILDRED PAFUNDI ROSEN, LL.B., New York, New York, *Attorney, N. Hilton Rosen, P.C.*, Visiting Committees on Dining Services and on Career Services (2000)

JENNIFER ALFOND SEEMAN '92, Houston, Texas, *Homemaker* (2002)

HENRY JOSEPH SOCKBESON '73, J.D., *Tribal Attorney, Mashantucket Pequot Tribe in Connecticut*, Visiting Committees on History and on Music (2001)

PAUL GERARD SPILLANE JR. '79, M.B.A., Darien, Connecticut, *Managing Director and Head of Global Market Sales for North America, Deutsche Bank North America/Deutsche Morgan Grenfell Bank/C.J. Lawrence, Inc.*, Visiting Committee on Education (2001)

CICELY FINLEY TAYLOR '94, Metairie, Louisiana, *Homemaker* (2002)

JUDITH PROPHETT TIMKEN '57, Lafayette, California, *Art Docent, Oakland Museum; Trustee, California College of Arts and Crafts; San Francisco Ballet, East Bay Regional Chair; San Francisco Ballet School Committee, Visiting Committees on Music and the Performing Arts and on Art and the Museum of Art* (2000)

DENNIS HOK-SHOU TING '60, Causeway Bay, Hong Kong, *Chairman of the Board, Kader Industrial Company, Limited, Visiting Committees on East Asian Studies and on International Studies* (1999)

ALFRED TRAVERSI '74, M.B.A., Concord, Massachusetts, *President, Customer Services Group, Lexmark International* (2002)

RICHARD Y. UCHIDA '79, J.D., Bow, New Hampshire, *Attorney, Richard Y. Uchida P.L.L.C.* (2002)

ALLAN VAN GESTEL '57, LL.B., Rockport, Massachusetts, *Associate Justice, Massachusetts Superior Court, Visiting Committees on English, on Development and Alumni Relations, on Sociology and Anthropology, and on American Studies* (1999)

DIANE GERTH VAN WYCK '66, J.D., New York, New York, *Senior Vice President, Taxes, American Express Travel Related Services, Visiting Committees on Classics, on East Asian Studies, and on Health Services* (2001)

THOMAS JOHN WATSON III '69, M.A. '75, J.D., Wilton, Connecticut, *Attorney-at-Law, Visiting Committee on Admissions and Financial Aid* (1999)

NANCY GREER WEILAND '65, Ph.D., New York, New York, *Assistant Professor and Research Scientist, Rockefeller University* (2002)

OWEN W. WELLS, J.D., Falmouth, Maine, *President and CEO, Libra Foundation* (2002)

ANNE CLARKE WOLFF '87, M.B.A., Chicago, Illinois, *Managing Director, Solomon Smith Barney, Inc.* (2001)

JONATHAN ZUHOVITZKY, B.S.Sc., New York, New York, *Partner-Investment Banker, 1st Capital Advisors Inc.* (2001)

Overseers Visiting Committees 1997-98

PSYCHOLOGY September 14-16, 1997 / Nancy Carter Clough '69, chair; Cheryl Booker Gorman '74; Jerome F. Goldberg '60; Douglas Weldon, Hamilton College, consultant.

STUDENT AFFAIRS September 21-23, 1997 / Paul A. Nussbaum, chair; Rae Jean Braunmuller Goodman '69; Reginald G. Blaxton '74; David Winer, Trinity College, consultant.

EDUCATION AND HUMAN DEVELOPMENT October 26-28, 1997 / James B. Crawford '64, chair; Virginia L. Coates Denton '69; Kay Johnston, Colgate University, consultant.

INTERNATIONAL STUDIES November 9-11, 1997 / Lawrence C. McQuade, chair; Dennis Hok-shou Ting '60; Joel E. Cutler '81; Neil Waters, Middlebury College, consultant.

AMERICAN STUDIES February 22-24, 1998 / Allan van Gestel '57, chair; Barbara Howard Traister '65; Peter C. Clark '75; Timothy Spears, Middlebury College, consultant.

DINING SERVICES March 1-3, 1998 / John B. Devine Jr. '78, chair; Lawrence K. Fleischman '75; Susan Jacobson Nester '88; Ted Mayer, Harvard University, consultant.

PHILOSOPHY March 15-17, 1998 / Sol Hurwitz, chair; Timothy B. Hussey '78; Robert S. Lee '51; Walter Sinnott Armstrong, Dartmouth College, consultant.

HEALTH SERVICES April 26-28, 1998 / David M. Lawrence, chair; Janet Gay Hawkins '48; Todger Anderson '67; Ellen M. Grunblatt, University of Maine at Farmington, consultant; Robert Kazin, Hamilton College, consultant.

Museum of Art Board of Governors 1997-98

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 JOHN E. SHORE '59, J.D., Cincinnati, Ohio, *president, J.E. Shore Enterprises, Inc.*
 WILLIAM G. TSIARAS '68, M.D., Barrington, Rhode Island, *chair, department of ophthalmology, Brown University, art collector*
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BARBARA BONE LEAVITT '52, *chair, Awards Committee*

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SUSAN JACOBSON NESTER '88, *chair, Nominating Committee*

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Faculty 1997-99

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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, 1988-98

EDWARD HARRY YETERIAN, M.A. '91, Ph.D. (Trinity, Connecticut), 1978-
Audrey Wade Hittinger Katz and Sheldon Toby Katz Distinguished Teaching Professor of Psychology, Vice President for Academic Affairs and Dean of Faculty, 1998-

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

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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

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

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., 1965-97

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

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

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Professor of Physical Education, Emeritus; Director of Athletics, 1967-87

CHARLES ABBOTT MEADER, M.A. '96, M.F.A., 1961-74, 1983-98

Professor of Art, Emeritus

WILLIAM BLACKALL MILLER, M.A. '74, Ph.D., 1956-82, February-June 1984

Professor of Art, Emeritus

JOHN S. MIZNER, M.A. '80, Ph.D., 1963-98

Dana Professor of English, 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

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Dana Professor of Philosophy, Emeritus; Visiting Professor of Philosophy 1990-91

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Professor of Psychology, Emeritus

HAROLD RICHARD PESTANA, M.A. '85, Ph.D., 1959-97
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 REUMAN¹, M.A. '69, Ph.D., 1956-91
Dana Professor of Philosophy, Emeritus

YVONNE RICHMOND ROWE '55, M.A. '79, M.B.A., 1958-94
Professor of Administrative Science, Emerita

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 TURNER², 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., 1965-88
Professor of Government, Emeritus

RALPH SAMUEL WILLIAMS '35³, 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 August 29, 1997.

²Deceased August 8, 1997.

³Deceased May 3, 1998.

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, Thomas J. Morrione, sociology, Clifford Reid, economics, 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. Shari Dunham and Stephen Dunham, biochemistry.

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. Robert L. McArthur, philosophy.
- 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 É. Holly, mathematics, 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 alumnus. 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. Howard N. Lupovitch, Jewish studies.

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), 1996-
Resident 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.² (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, 1993-1998

TERRY J. ARENDELL, Ph.D.¹ (United States International, California at Berkeley), 1994-
Associate Professor of Sociology

ARIEL CARLOS ARMONY, Ph.D. (Buenos Aires, Ohio, Pittsburgh), 1998-
Assistant Professor of Government

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

MICHELE SANDRINE BACHOLLE, Ph.D. (Lycée Millet [France], Massachusetts at Amherst, Connecticut), 1998-
Visiting Assistant Professor of French

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

JEFFREY SAMUEL BARKIN, Ph.D. (Toronto, Columbia), 1998-
Visiting Assistant Professor of Government and Environmental Studies

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 1996-98
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-
Associate Professor of Chinese

BARBARA ANNE BEST, Ph.D. (Florida, Johns Hopkins, Duke), 1993-98
Assistant Professor of Biology

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

JOHN BEUSTERIAN, M.A. (Michigan at Ann Arbor, Wisconsin at Madison), 1997-98
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), 1996-98
Visiting Assistant Professor of Spanish

PAMELA ANN BLAKE, Ph.D.⁴ (St. Lawrence, Cornell), 1985-93; 1994-96; 1997-98
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]), 1996-98
Artist in Residence in Ballet

CHRISTINE BOWDITCH, Ph.D.⁴ (Bates, Pennsylvania), 1991-98
Assistant Professor of Sociology; Visiting Assistant Professor of Sociology, 1998-

JAMES FINNEY BOYLAN, M.A. (Wesleyan, Johns Hopkins), 1988-
Associate Professor of English; Resident Director of Colby in Cork Program, 1998-99

PATRICK BRANCACCIO, M.A. '79, Ph.D.³ (Brooklyn, Ohio State, Rutgers), 1963-
John and Caroline Zacamy Professor of English

BRADFORD O. BRATTON, Ph.D. (Oakland University, Northeastern, Universität Regensburg, West Germany), 1997-98
Visiting Assistant Professor of Biology

OTTO BRETSCHER, Ph.D. (Zurich, Harvard, Zurich), 1998-
Visiting Assistant Professor of Mathematics

LYN MIKEL BROWN, Ed.D.⁵ (Ottawa, Harvard), 1991-
Associate 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

CHESHIRE CALHOUN, Ph.D. (Northwestern, Texas at Austin), 1991-
Associate Professor of Philosophy

ALEC DUNCAN CAMPBELL, Ph.D. (Columbia, UCLA, California), 1998-
Assistant Professor of Sociology

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; Resident Director of Colby in Dijon Program, September-
December 1998*

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

CLARE BATES CONGDON, Ph.D. (Wesleyan, Michigan), 1998-
Visiting Assistant Professor of Computer Science

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

ANTHONY JOSEPH CORRADO JR., Ph.D. (Catholic University, Boston College),
February 1986-
Associate Professor of Government

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

ELEANOR CHRISTINE COURTEMANCHE, M.A. (Yale, Cornell), 1998-
Visiting Instructor in English

- MARK DAVIS, B.A. (Hobart), 1998-
Adjunct Instructor of Physical Education and Athletics
- GUILAIN PIERRE DENOEU, Ph.D. (Grenoble [France], Georgetown, Princeton), 1990-
Associate Professor of Government
- ANDREW JOHN DEPHTEREOS, M.F.A.⁴ (St. Lawrence, Colorado State), 1997-
Visiting Assistant Professor of English
- JULIE WELLWOOD DE SHERBININ, Ph.D. (Yale, Amherst, Cornell), 1993-
Assistant Professor of Russian
- ELIZABETH R. DESOMBRE, Ph.D.¹ (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.¹ (Colby, Michigan), 1989-
Associate Professor of Economics
- ANDREA ENNIO DORIGO, Ph.D. (Rome [Italy], California at Los Angeles), 1997-98
Assistant Professor of Chemistry
- 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
- SHARI ULDRICH DUNHAM, Ph.D. (Drew, MIT), 1998-
Dr. Gerald and Myra Dorros Assistant Professor of Biochemistry
- STEPHEN ULDRICH DUNHAM, Ph.D. (Hamline, Montana State), 1998-
Dr. Gerald and Myra Dorros Assistant Professor of Biochemistry
- BEVIN ENGMAN, M.F.A. (William and Mary, Portland School of Art, Pennsylvania), 1996-
Assistant Professor of Art
- BARRY MICHAEL FARBER, M.B.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. (Rhode Island at Kingston, Rutgers), 1983-
Professor of Biology
- GUY THEOPHILE FILOSO, M.A. '81, Ph.D. (Rollins, Middlebury, Rochester), 1969-
Professor of French

DAVID WARREN FINDLAY, Ph.D. (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.¹ (Bucknell, Notre Dame), 1986-
Associate Professor of Economics and International Studies

BATYA FRIEDMAN, Ph.D.³ (California at Berkeley), 1991-
Associate Professor of Computer Science

KENNETH STANLEY GANZA, Ph.D. (Wabash, Indiana), 1989-98
Chiang Ching-Kuo Foundation Assistant Professor of Art

SANDRA I. GARABANO, Ph.D. (Universidad Nacional de Córdoba, Colorado at Boulder), 1998-
Visiting Assistant Professor of Spanish

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), 1993-
Adjunct Instructor in Physical Education

MARK GODOMSKY, B.A. (Bates), 1998-
Adjunct Instructor of Physical Education and Athletics

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, Iowa, Colorado State), 1997-
Visiting Assistant Professor of Geology

SANDY GRANDE, Ph.D. (Syracuse, Kent State), 1995-
Assistant Professor of Education and Human Development

ARTHUR DAVID GREENSPAN, M.A. '91, Ph.D.¹ (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
- JONATHAN FRANCIS HALLSTROM, Ph.D.¹ (Oregon State, Iowa), 1984-
Associate Professor of Music
- HIROKO HARADA, Ph.D. (Baika Women's College [Japan], New Hampshire,
Illinois at Urbana), 1995-98
Visiting Assistant Professor of 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
- PATRICIA A. HEID, Ph.D. (Northwestern, California at Berkeley), 1997-98
Visiting Assistant Professor of Spanish
- PATRICIA BURTON HELM, M.A.⁴ (Colorado College, Pennsylvania), February-May
1990, February-May 1991, 1995-
Assistant Professor of Music
- PEYTON RANDOLPH HELM, M.A. '90, Ph.D. (Yale, Pennsylvania), 1988-
Professor of Classics; Vice President for Development and Alumni Relations
- BILL CONARD HENRY, Ph.D. (Maine, Wisconsin at Madison), 1993-
Assistant Professor of Psychology
- GINA ANN HERRMANN, M.A. (Cornell, Columbia), 1998-
Assistant Professor of Spanish
- ANTHONY PAUL HESS, M.S. (Oregon, Columbia), 1986-98
Faculty Member without Rank: Art and Music Librarian
- JAN STAFFORD HOGENDORN, M.A. '76, Ph.D. (Wesleyan, London School of
Economics), 1963-64, 1966-
The Grossman Professor of Economics
- JAN ÉLISE HOLLY, Ph.D.¹ (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.¹ (Millsaps, Boston University), 1959-
Dana Professor of Philosophy

ELIZABETH QUAY HUTCHISON, Ph.D. (Harvard, California at Berkeley), 1996-98
Visiting Assistant Professor of History

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

Laura L. Jackson, B.A. (New Hampshire at Durham), 1998-
Visiting Instructor in Music

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

REBECCA M. JOHNSTON, Ph.D. (Colorado at Boulder), 1997-98
Clare Boothe Luce Assistant Professor of Biology

RANDOLPH MARTIN JONES, Ph.D. (UCLA, California at Irvine), 1998-
Visiting Assistant Professor of Computer Science

PETER H. KAHN JR., Ph.D.^{1,4} (California at Berkeley), 1991-98
Assistant Professor of Education

JANICE ARMO KASSMAN, M.A. (SUNY 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.⁴ (Northwestern, Cornell), 1968-
Dana Professor of Creative Writing

DERMOT KEOGH, M.A., Ph.D. (University College Dublin, University College Cork [Ireland]), 1997-98
Visiting Professor of History

D. WHITNEY KING, Ph.D. (St. Lawrence, Rhode Island), 1989-
Associate Professor of Chemistry

WILLIAM MARTIN PHILLIPS KLEIN, Ph.D. (Northwestern, Princeton), 1991-
Associate Professor of Psychology

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

ROBERT ANDRÉ LAFLEUR, Ph.D.⁴ (Carleton, Chicago), 1994-98
Assistant Professor of History and East Asian Studies; 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. (College of New Rochelle, California at Riverside), 1992-

Associate Professor of History

JOHN ROBERT LIKINS, M.L.S.³ (Colgate, Simmons), November 1984-

Faculty Member without Rank: Technical Services Librarian

EVA LINFIELD, Ph.D. (Wellesley, Brandeis), 1993-

Associate Professor of Music

LEO LIVSHITS, Ph.D.¹ (Waterloo [Canada], Toronto [Canada]), 1994-

Assistant Professor of Mathematics

THOMAS RICHMOND WILLIS LONGSTAFF, M.A. '84, Ph.D.¹(Maine, Bangor Theological, Columbia), 1969-

Crawford Family Professor of Religious Studies

DAVID MARTIN LUBIN, M.A. '94, Ph.D. (Ohio State, Yale), 1983-

James M. Gillespie Professor of Art and American Studies

HOWARD NATHAN LUPOVITCH, Ph.D. (Michigan, Columbia), 1998-

Pulver Family Assistant Professor of Jewish 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

L. SANDY MAISEL, M.A. '83, Ph.D.¹ (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.¹ (Pennsylvania, Columbia), 1977-

Professor of English

KASHIF S. MANSORI, B.A. (Wesleyan), 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.¹ (Villanova, Temple), 1972-

Professor of Philosophy; Dean of Admissions and Financial Aid, 1982-85; Vice President for Academic Affairs and Dean of Faculty, 1988-98; Christian A. Johnson Professor of Integrated Studies, 1998-

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

JAMES RICHARD MCINTYRE, Ph.D. (Michigan State), 1976-
Associate Professor of German; Director of Career Services, 1982-91

CHARLES ABBOTT MEADER, M.A. '96, M.F.A.⁴ (Dartmouth, Colorado), 1961-74, 1983-98
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

WEIWEI 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 Chemistry

LUIS MILLONES-FIGUEROA, B.A. (Pontificia Universidad Católica del Peru, Lima), 1998-
Assistant Professor of Spanish

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

GARY MIRACLE, Ph.D. (Michigan State, Wisconsin at Madison), 1998-
Visiting Assistant Professor of Chemistry

GARRY MITCHELL, M.F.A. (Hawaii at Honolulu, Pratt Institute), 1996-98
Visiting Assistant Professor of Art

JOHN S. MIZNER, M.A. '80, Ph.D. (Antioch, Pennsylvania), 1963-98
Dana Professor of English

THOMAS JACK MORRIONE '65, M.A. '85, Ph.D. (Colby, New Hampshire, Brigham Young), 1971-
Dana Professor of Sociology

LARKSPUR SOLVI MORTON, M.S. (Hamline, California at Davis), 1998-
Visiting Instructor in Biology

JANE MERYL MOSS, M.A. '90, Ph.D.¹ (Wellesley, Yale), 1979-
Robert E. Diamond Professor of Women's Studies and French

RICHARD JAMES MOSS, M.A. '90, Ph.D.¹ (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.³ (SUNY at Albany, Vermont), 1992-
Miselis Professor of Chemistry

JAMES ALAN MURRAY, Ph.D. (Cornell, Washington), 1998-
Visiting Assistant Professor of Biology

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, 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

DAVID LESLIE NUGENT, Ph.D. (Michigan, Columbia), 1989-
Associate Professor of Anthropology

STEVEN R. NUSS, Ph.D. (Wisconsin at Madison, The Graduate School and University
Center at 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

JOHN O'HALLORAN, Ph.D. (University College Cork), 1998-
Visiting Professor of Biology

JORGE OLIVARES, M.A. '93, Ph.D.¹ (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

CANDICE PARENT, B.S. (Maine at Farmington), 1998-
Adjunct Instructor of Physical Education and Athletics

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), 1997-98
Visiting Assistant Professor of German

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

VÉRONIQUE BRÍGIDA PLESCH, Ph.D.¹ (Swiss Maturité fédérale, University of
 Geneva [Switzerland], Princeton), 1994-
Assistant Professor of Art

MARIANO BEN PLOTKIN, Ph.D. (Belgrano [Argentina], Buenos Aires, California at
 Berkeley), 1995-98
Assistant Professor of Latin American History

TAMAE KOBAYASHI PRINDLE, M.A.'98, Ph.D. (SUNY at Binghamton, Washington
 State, Cornell), 1985-
Professor of Japanese

MARILYN RUTH PUKKILA, M.A., M.S.L.S. (Michigan, Aberystwyth [Wales],
 Columbia), March 1984-
Faculty Member without Rank: Reference Librarian

TARJA RAAG, Ph.D.¹ (Skidmore, Indiana), 1995-
Assistant Professor of Psychology

DEBORAH RANDALL, M.F.A. (California College of Arts and Crafts, Savannah
 College of Art Design), 1998-
Assistant Professor of Art

ROMITA RAY, Ph.D. (Smith, Yale), 1998-
Visiting Instructor in Art

SCOTT HALL REED III, M.F.A.⁴ (Rhode Island School of Design), February 1987-
Associate Professor of Art

LEONARD S. REICH, M.A. '95, Ph.D.¹ (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-
Dana 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

PATRICIA MARY ROBINET, M.S. (Colorado State, Kentucky), 1998-
Visiting Instructor in Psychology

- KENNETH AARON RODMAN, M.A. '98, Ph.D. (Brandeis, Massachusetts Institute of Technology), 1989-
Professor of Government and International Studies
- NICHOLAS LEROY ROHRMAN, M.A. '77, Ph.D. (Butler, Miami [Ohio], Indiana), 1977-
Professor of Psychology
- HANNA M. ROISMAN, M.A. '94, Ph.D. (Tel Aviv University, Washington at Seattle), 1990-
Professor of Classics
- JOSEPH ROISMAN, M.A. '94, Ph.D. (Tel Aviv University, Washington at Seattle), 1990-
Professor of Classics
- ANN ROSS, M.A. (Maine at Orono, Wesleyan), 1997-98
Visiting Adjunct Instructor in Performing Arts
- PAUL ROSS, D.MUS. '86, Artist's Diploma⁴ (Toronto Conservatory, Juilliard), 1986-
Artist in Residence in Music
- ANINDYO ROY, Ph.D.¹ (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), 1996-98
Visiting Professor of Spanish
- JEAN MARIE SANBORN, M.A. '97, Ph.D.⁴ (Mount Holyoke, Harvard, Union for Experimenting Colleges and Universities), 1976-
Professor of English; Director of the Farnham Writers' Center, 1984-
- BETTY GAIL SASAKI, Ph.D. (California at Santa Barbara, California at Berkeley), 1991-
Associate Professor of Spanish
- STEVEN EARL SAUNDERS, Ph.D. (Carnegie-Mellon, Pittsburgh), 1990-
Associate Professor of Music
- RAFFAEL MARCUS SCHECK, Ph.D. (Kantonsschule Wettingen [Switzerland], Universität Zurich [Switzerland], Brandeis), 1994-
Assistant Professor of History
- RICHARD CRITTENDEN SEWELL, M.A., 1974-
Adjunct Associate Professor of Performing Arts; Director of Powder and Wig
- THOMAS WAYNE SHATTUCK, Ph.D. (Lake Forest, California at Berkeley), 1976-
Associate Professor of Chemistry
- ERICA RACHEL SILBERSHER, M.S. (Harpur, Smith), 1996-
Adjunct Assistant Professor of Physical Education
- DAVID LAWRENCE SIMON, M.A. '88, Ph.D.¹ (Boston University, London), 1981-
Jetté Professor of Art; Resident Director of Colby in London Program, 1998-99

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, M.A. '97, Ph.D. (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. (Hartwick, Pennsylvania State), 1967-
Professor of Chemistry

GAIL ELLEN SPAIEN, M.F.A. (Southern Maine, San Francisco Art Institute), 1997-98
Assistant Professor of Art

DEBRA ALISON SPARK, M.F.A.^{1,4} (Yale, Iowa), February 1995-
Associate Professor of Creative Writing

TIMOTHY J. STEIGENGA, Ph.D. (Calvin, North Carolina at Chapel Hill), 1997-98
Visiting Assistant Professor of Government

MARC ROBERT STEIN, Ph.D. (Wesleyan, Pennsylvania), 1996-98
Visiting Assistant Professor of History

SUSAN BLAIR STERLING, Ph.D.⁴ (Wellesley, California at Berkeley), 1988-89, 1992-98
Visiting Assistant Professor of English; Acting Director of the Farnham Writers' Center, 1996-98

ANDREI VLADIMIROVICH STRUKOV, B.S.⁴ (Komi State Pedagogical Institute
[Russia]), 1992-98
Visiting Instructor in Russian

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

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

- PHILIP C. THERUVAKATTIL, Ph.D. (Indian Institute of Technology [India], Iowa State), 1997-98
Visiting Assistant Professor of Mathematics
- TRACEY THEYERL, M.S. (N. Michigan, Wyoming), 1998-
Adjunct Instructor of Physical Education and Athletics
- PAMELA S. THOMA, Ph.D. (Ohio State, Colorado), 1996-
Assistant Professor of American Studies and Women's Studies
- ROGER THOMPSON, Ph.D. (Stanford, Yale), 1998-
Visiting Assistant Professor of History and East Asian Studies
- JAMES CAMPBELL THURSTON, M.F.A. (Ohio Wesleyan, Northwestern), 1988-
Adjunct Associate Professor of Performing Arts
- THOMAS HARRY TIETENBERG, M.A. '84, Ph.D. (U.S.A.F. Academy, University of the East in the Philippines, Wisconsin), 1977-
Mitchell Family Professor of Economics
- JAMES TORTORELLA, B.S. (Maine), 1996-
Adjunct Assistant Professor of Physical Education
- CHERYL TSCHANZ, M.M. (Peabody Conservatory, Indiana, 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
- TED WILLIAM UNDERWOOD, Ph.D. (Williams, Cornell), 1998-
Assistant Professor of English
- TIMOTHY PETER VACHON, M.A.⁴ (Maine at Orono, Washington at Seattle), 1996-
Visiting Instructor in Classics
- ANDREA L. VOLPE, B.A. (Oberlin), 1998-
Visiting Instructor in History
- JAMES L.A. WEBB JR., Ph.D.³ (Johns Hopkins), 1987-
Associate Professor of History; Resident Director of I.S.L.E in Sri Lanka, September-December 1998
- 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-
- ANKENEY WEITZ, Ph.D. (Cornell, Kansas), 1998-
Assistant Professor of Art and East Asian Studies
- 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)

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), 1997-98
Visiting Assistant Professor of Mathematics and Statistics

JANE K. WHITEHEAD, Ph.D.⁴ (Wellesley, Trinity, Yale), 1996-98
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.¹ (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

MONICA WOOD, M.Ed. (Georgetown, Southern Maine), 1998-
Visiting Assistant Professor of English

W. ARNOLD YASINSKI, M.A. '90, M.B.A., Ph.D.³ (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; Vice President for Academic Affairs and Dean of Faculty, 1998-

CHARLOTTE M. YETMAN, M.F.A. (Pennsylvania State, New York University), 1997-98
Visiting Artist in Performing Arts

JENNIFER A. YODER, Ph.D. (Akron, Maryland), 1996-
Assistant Professor of Government and International Studies

DAVID ZAZZARO, B.A. (Drew), 1998-
Adjunct Instructor of Physical Education and Athletics

KAREN V. HALL ZETROUER, Ph.D. (Florida), 1995-
Visiting Assistant Professor of Spanish

HONG ZHANG, Ph.D. (Huazhong Normal [China], Wuhan [China], Columbia), 1995-
Visiting Assistant Professor of Chinese

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

¹On leave full year 1998-99.

²On leave first semester 1998-99.

³On leave second semester 1998-99.

⁴Part time.

⁵Professors Lyn Brown and Mark Tappan share a joint appointment; Professors Shari Dunham and Stephen Dunham 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. (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

GORDON LARGE, B.M. (Ithaca College), 1995-
Trombone

MARK LEIGHTON, M.A. (New England Conservatory), 1981-
Classical Guitar

GAYLE E. MAROON, B.M. (Syracuse), 1995-
Piano

ELIZABETH E. PATCHES, M.M. (Michigan), 1992-
Voice

JOANN WESTIN, February 1996-
Piano

JEAN ROSENBLUM, B.A. (Oberlin), 1973-
Flute

CHRISTOPHER KELLY WHITE, M.Mus. (California State, Southwestern Louisiana), 1990-98
Saxophone, 1998-

ERIC THOMAS, B.M. (New England Conservatory of Music), 1998-
Director of Band Activities

Marshals

F. RUSSELL COLE, M.A. '90, Ph.D.

ADRIANNA PALIYENKO, Ph.D.

College Marshals

Laurie Osborne, Ph.D.
D. Whitney King, 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

Betsy Brown, Ph.D., 1990-
Research Scientist in Biology

Peter H. Kahn Jr., Ph.D., 1998-
Research Associate in Education and Human Development

Jay Labov, Ph.D., 1997-
Research Scientist in Biology

William Lemon, Ph.D. 1997-98
Research Scientist in Biology

Melissa Walt Thompson, 1998-
Research Associate in East Asian Studies

Charles Forcey, 1998-
Research Associate in History

Henry Walker, Ph.D., 1993-
Research Associate in Religious Studies

Associates, Assistants, Fellows, and Interns

Andrea L. Volpe, B.A., 1997-98
Faculty Fellow in Art and American Studies

William C. Lemon, Ph.D. 1997-98
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 Associate 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
- CHARLES JONES, 1998-
Instrument Maintenance Technician
- SHU-HUEI HSIANG, B.A., 1998-
Language Assistant in Chinese
- CAMILLE COOK PRICE, Ph.D., 1997-98
Faculty Fellow in Computer Science
- BLANCHE BRICKA, 1997-98
Language Assistant, French
- HELENE PIALOUX, 1998-
Language Assistant, French
- BRUCE RUEGER, Ph.D., 1984-
Senior Teaching Associate in Geology
- CHRISTOPH VOJC, 1997-98
Language Assistant, German
- MANUELA KRÄMER, 1998-
Language Assistant, German
- JOHN B. LYON, Ph.D., 1998-
Faculty Fellow in German
- JAMES McDONALD BURNS, M.A., 1998-
Faculty Fellow in History
- JULIA EMILIA RODRIGUEZ, M.A., 1998-
Faculty Fellow in History and Latin American Studies
- ZAFARYAB AHMED, 1998-
Oak Fellow in International Human Rights
- ARTHUR L. FIGLIOLA, M.A., M.S., 1998-
Faculty Fellow in Italian
- NARUMI KUNI, 1997-1998
Language Assistant in Japanese
- YUKARI WATASHIBA, 1998-
Language Assistant in Japanese
- KENNETH H. PRICE, Ph.D., 1997-98
Faculty Fellow in Mathematics
- TODD MICHAEL BORGERDING, M.A., 1997-98
Faculty Fellow in Music

JOHN DOUGLAS ERVIN, M.A., 1989-
Technical Director, Performing Arts

MARK N. COSDON '89, M.A., 1998-
Faculty Fellow in Performing Arts

JEFFREY LEE KASSER, M.A., 1998-
Faculty Fellow in Philosophy

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

COLLEEN BURNHAM, 1992-
Teaching Associate in Psychology

CARLEEN RENE MANDOLFO, M.A., 1998-
Faculty Fellow in Religious Studies

DANIEL LOURIE, 1997-98
Language Assistant in Russian

FYODOR SHUMILOV, 1998-
Language Assistant in Russian

ROSA ANA HERRERO MARTIN, 1998-
Language Assistant in Spanish

MATTHEW A. KUCHAR '97, 1998-
Farnham 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

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 1998-99

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, EDWARD H. YETERIAN, M.A. '91, Ph.D., 1978-

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, JAMES FINNEY BOYLAN, M.A., 1988-

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

Co-Director of Colby in Cuernavaca, CATHERINE LOWE BESTEMAN, Ph.D., 1993-

Director of Colby in Dijon, A. MICHELLE CHILCOAT, M.A., 1995-

Director of Colby in London, DAVID L. SIMON, M.A. '88, Ph.D., 1981-

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-

Slide Curator, MARGARET E. LIBBY '81, 1986-

Library Technology Specialist, LAWRENCE W. BROWN, M.A., 1994-

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-

A Friend's Director of the Museum of Art, HUGH J. GOURLEY III, A.B., 1966-

Museum Preparator, GREGORY J. WILLIAMS, 1990-

Director of Athletics, RICHARD L. WHITMORE JR., M.A. '90, M.Ed., 1970-

Associate Director of Athletics and Senior Women's Administrator, MARCELLA K. ZALOT, M.S., 1997-

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-

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

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

Student Financial Services Assistant, ELIZABETH H. BOWEN '81, M.A., 1998-

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*, RICHARD C. NALE, J.D., 1994-
Director of Security, PETER S. CHENEVERT, 1997-
Assistant Director of Security, DANIEL L. BENNER, B.S., 1993-
Assistant Director of Security for Campus ID-Card System and Dispatch Center,
 JOSEPH L. POOLE, 1998-
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-
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-
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, GREGORY C. STRUVE, 1996-
Macintosh Language Instruction Specialist, CHRISTOPHER J. DELUCIA, M.A., 1998-
Director of Administrative Information Technology Services, CATHERINE L. LANGLAIS, B.A.,
 1996-
Senior Systems Analyst, ELIZABETH N. SCHILLER, M.F.A., 1987-
Information Systems Analyst, STEVEN L. DAMREN, 1998-
Director of Technical Services, DAVID W. COOLEY, M.Div., 1978-
Senior UNIX Systems Administrator, JEFF A. EARICKSON, Ph.D., 1995-
UNIX Workstation Administrator, JOHN W. KUEHNE, Ph.D., 1996-
Network Administrator, BRIAN ZEMRAK, 1998-
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, JOSEPH KLAUS, A.A.S., 1998-
Manager, Johnson/Chaplin Commons, DANIEL A. ROY, B.A., 1992-
Manager, Johnson/Chaplin Commons, DORINDA C. STARK, B.S., 1997-
Manager, Lovejoy Commons, SCOTT MONGEON, B.A., B.S., 1993-
Manager, Lovejoy Commons, ERIC LADD, 1997-
Production Manager, Lovejoy Commons, JAMES GAGNON, 1993-
Manager, Mary Low Commons, TERRY LANDRY, 1997-
Manager, Spa, HEATHER PARKHURST, B.A., 1997-
Catering Manager, JEFFREY H. BRIDGES, A.A.S., 1997-
Director of Special Programs, JOAN SANZENBACHER, M.S.Ed., 1978-
Assistant Director of Special Programs, KRISTIN C.D. 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-
Campus Horticulturist/Landscaper, DALE M. DEBLOIS, B.S., 1998-
Supervisor, Mechanical Services, PAUL E. LIBBY, B.S., 1994-
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, R. NEAL PATTERSON, B.A., 1995-

Natural Programmer, MARTIN D. GARBE, A.A.T., 1995-

Director of Alumni Relations, MARGARET VIENS '77, 1994-

Assistant Director of Alumni Relations, MARGARET BERNIER '81, 1997-

Assistant Director of Alumni Relations, JENNIFER E. SPIESS '98, 1998-

Director of Annual Giving, DAVID R. BEERS '85, 1998-

Administrative Assistant to the Director of Annual Giving, ANN M. HURLBURT, B.S., 1980-

Associate Director of Annual Giving, REBECCA L. BIRRELL '92, 1995-

Assistant Director of Annual Giving, SUSAN M. PRENTICE '97, 1997-

Director of Major Gifts, JANET KOLKEBECK, M.A., M.B.A., 1995-

Major Gifts Officer/Director of Regional Campaigns, ALLYSON L. GOODWIN '87, 1995-

Major Gifts Officer, AVRUM R. VINICK, B.A., 1997-

Senior Research Specialist, JULIE MACKSOUD, B.A., 1993-

Administrative Assistant for Research, DEBORAH J. OUELLETTE, B.S., 1988-

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-

Assistant Director of Admissions and Financial Aid, MOLLY A. BRACKEN '97, 1997-

Assistant Director of Admissions and Financial Aid, NATALIE C. COLLINS '97, 1997-

Assistant Director of Admissions and Financial Aid, MICHAEL F. MONTGOMERY '96, 1997-

Assistant Director of Admissions and Financial Aid, MATTHEW B. RUSS '96, 1997-

Admissions Counselor, KATHERINE JOLY DEVINE, B.A., 1986-

Director of Financial Aid, LUCIA W. WHITTELEY '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/Coordinator of New Media, 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-
- 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-
- Acting Director of Communications, STEPHEN B. COLLINS '74, 1993-
- Administrative Assistant to the Director of Communications, JOANNE A. LAFRENIERE, 1969-
- Illustrator/Graphic Designer, LEO A. PANDO, B.F.A., 1997-
- 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, 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 BOLDOC-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-
- Assistant Athletic Trainer, CHRISTINA M. LOVETT, B.S., 1998-
- Director of Counseling Services, PATRICIA NEWMEN, 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 1997-98.

	Men	Women	Total				
All Areas	847	957	1804	Washington	12	17	29
Alabama	1	2	3	West Virginia	-	1	1
Alaska	1	-	1	Wisconsin	6	5	11
Arizona	1	2	3	Wyoming	-	1	1
California	33	51	84				
Colorado	11	11	22	Foreign Countries	39	29	68
Connecticut	79	93	172	Bermuda	1	-	1
Delaware	-	3	3	Bolivia	-	1	1
District of Columbia	4	7	11	Brazil	-	1	1
Florida	11	11	22	Bulgaria	-	2	2
Georgia	5	4	9	Canada	14	3	17
Hawaii	1	4	5	China	-	1	1
Illinois	21	15	36	Czech Republic	1	-	1
Indiana	1	2	3	Ecuador	-	1	1
Iowa	-	3	3	England	1	1	2
Kansas	4	1	5	France	-	2	2
Kentucky	3	1	4	Germany	-	1	1
Louisiana	-	6	6	Greece	2	-	2
Maine	95	123	218	Hong Kong	1	2	3
Maryland	17	13	30	Hungary	-	1	1
Massachusetts	190	224	414	India	2	-	2
Michigan	5	11	16	Ireland	1	-	1
Minnesota	14	13	27	Japan	1	6	7
Mississippi	2	-	2	Kenya	2	1	3
Missouri	5	4	9	Malaysia	-	1	1
Montana	2	2	4	Norway	1	-	1
Nebraska	-	1	1	Pakistan	2	1	3
New Hampshire	50	52	102	Philippines	2	-	2
New Jersey	39	45	84	Poland	-	1	1
New Mexico	1	3	4	Saudi Arabia	-	1	1
New York	73	79	152	Scotland	-	1	1
North Carolina	5	5	10	Singapore	1	-	1
Ohio	13	13	26	South Korea	1	-	1
Oregon	5	10	15	Sri Lanka	1	-	1
Pennsylvania	33	19	52	Turkey	2	-	2
Rhode Island	20	22	42	Ukraine	-	1	1
South Carolina	2	1	3	United Arab Emirates	-	1	1
South Dakota	-	2	2	United Kingdom	2	-	2
Tennessee	1	4	5				
Texas	11	6	17				
Utah	-	3	3				
Vermont	16	16	32				
Virgin Islands	1	-	1				
Virginia	14	17	31				

Degrees Awarded at Commencement Sunday, May 24, 1998

Bachelor of Arts

As of the Class of 1993

Christian Alexander Tosi, *Chestnut Hill, Mass.*

As of the Class of 1995

Benjamin Leo Bartlett, *Brooklyn, N.Y.*

As of the Class of 1997

Brian Keife Dowling, *Madison, Conn.*

Pauline Kennedy Smith, *Delmar, N.Y.*

The Class of 1998

Justin Christopher Ackerman, *Quincy, Mass.*

Eric Douglas Adams, *Boston, Mass.*

Kristelle Antoinette Aherne, *Pembroke, Mass.*

Karolos A. Alexakos, *Athens, Greece*

Rebecca Lynn Allen, *Belchertown, Mass.*

Julie Ann Alosi, *Mt. Holly, Vt.*

Gregory Max Alpert, *Glencoe, Ill.*

Kendra Page Ammann, *Manchester, Conn.*

Beth Lynn Anderson, *Saco, Maine*

Eric Senior Anderson, *Brooklyn, Conn.*

Jessie Ransom Anderson, *Norwell, Mass.*

Stephanie Lea Andriole South, *Deerfield, Mass.*

Emilie Catherine Archambeault, *Sunnyvale, Calif.*

Victoria Claire Marie Archibald, *Portola Valley, Calif.*

Erika Kathryn Ayers, *Gilford, N.H.*

Shannon Cooke Baker, *Oak Ridge, N.C.*

Amanda Virginie Bakian, *Ridgewood, N.J.*

Raja D. Bala, *San Antonio, Texas*

Jonathan Kevin Barry, *Salem, N.H.*

Andrea Susan Bassi, *Bangor, Maine*

Jacqueline Bates, *Spokane, Wash.*

Simeon Howell Bayles, *Tannersville, N.Y.*

Geoffrey Thomas Bennett, *Rosemont, Pa.*

David Alan Bernstein, *Lexington, Mass.*

Leah Bernstein, *Chappaqua, N.Y.*

Michael-Ben Bernstein, *Winnetka, Ill.*

Frances Lynn Berry, *New Gloucester, Maine*

Jodi Gaye Beznoska, *Moultonborough, N.H.*

Khushwant Bonnie Bhatia, *Burlington, Mass.*

Christian Francis Bitterauf, *Farmington, Maine*

Thomas Miles Bjorkman, *Weston, Mass.*

Jennifer Lea Blair, *Sioux City, Iowa*

Tamara Lynne Blair, *Whitefield, Maine*

Emily Alice Blood, *Concord, N.H.*

Sarah Alice Boehm, *Windsor, Conn.*

Jessica Elizabeth Bohn, *Charlotte, Vt.*

Jonathan Richard Bolton, *Ridgefield, Conn.*

Shana Marie Bondi, *Ballston Spa, N.Y.*

Scott D.A. Bonnell, *St. John's, Newfoundland, Canada*

Alison Sara Bornstein, *Newton Highlands, Mass.*

Cristy Lea Bouchard, *Sherman Station, Maine*

Sarah Diane Boulian, *Woodbridge, Conn.*

Peter Glenn Bowden, *Guilderland, N.Y.*

Montine Rebecca Bowen, *Hong Kong, People's Republic of China*

David Cameron Brenneman, *Natick, Mass.*

Scott Andrew Bridgman, *Hanover, N.H.*

Tasanee Mei Briggs, *Bangor, Maine*

Stephanie Lucille Brochu, *Stratton, Maine*

Allison Lesley Brown, *London, England*

Jeffrey Holden Brown, *Lebanon, N.H.*

Ellen Catherine Bruce, *McLean, Va.*

John Stephen Brunero, III, *West Warwick, R.I.*

Farrell Powers Burns, *Clinton, N.Y.*

Michael Jesse Carlson, *Oakland, Calif.*

Melissa Baynes Carpenter, *Hingham, Mass.*

Ann Marie Carroll, *Flushing, N.Y.*

Jaleel Sule Carter, *Roxbury, Mass.*

Paul Joseph Caruso, *Weston, Mass.*

Elizabeth Aimee Castagneto, *Peabody, Mass.*

Courtney Lynn Cataldi, *Quincy, Mass.*

William Walk Chamberlain, *Southwest Harbor, Maine*

Amy Christine Charles, *Bowerbank, Maine*

Mary Ellen Chisholm, *King, Ontario, Canada*

Karen A. Christensen, *Merrimack, N.H.*

Betsy Ann Clark, *South Easton, Mass.*

Peter Judd Clark, *Naugatuck, Conn.*

Patricia Ellen Claussen, *Madison, Conn.*

Carrie Louise Clough, *Santa Barbara, Calif.*

Allison Reed Clougher, *Montpelier, Vt.*

Christopher Augustin Coakley, *Westwood, Mass.*

Paul Leon Coffey, *New York, N.Y.*

Robin Dale Colby, *Waterville, Maine*

Dennis Michael Collum, *Avon, Mass.*

Devin Andrew Colman, *North Oaks, Minn.*

Katherine Jayne Conklin, *Huntington, Conn.*

Paul Campbell Conway, *Manchester, N.H.*

Elizabeth Marie Corbeil, *East Bridgewater, Mass.*

Deborah Ann Corliss, *Danvers, Mass.*

- Michael Gregg Corr, *Chappaqua, N.Y.*
 Charles Peter Costanzo Jr., *Madison, Conn.*
 Ryan Arthur Costello, *Mobile, Ala.*
 Amy Jeanette Cote, *Lewiston, Maine*
 Kristen Elizabeth Crowley, *Needham, Mass.*
 Preston Nathaniel Curtis, *Atlanta, Ga.*
 Michael John Cuzzi, *Waltham, Mass.*
 Elizabeth Ann Czernicki, *Wakefield, R.I.*
 Karl Vincent Dahlfred, *Londonderry, N.H.*
 Katherine Mead Daugherty, *West Newbury, Mass.*
 Laura Elizabeth DeMarco, *Wilmington, Mass.*
 Elizabeth Anne Deschenes, *Waltham, Mass.*
 Jenna Anne DeSimone, *Winchester, Mass.*
 Mayra Elise Diaz, *Lawrence, Mass.*
 Bohumila Anna Dickson, *Lebanon, N.J.*
 David Morgan Dodwell, *Warwick, Bermuda*
 Vladik Dorjets, *Brookline, Mass.*
 Isa Ilana Dorros, *Scottsdale, Ariz.*
 Erik Thomas Dreisbach, *Atherton, Calif.*
 Katherine Clark Driscoll, *West Bridgewater, Mass.*
 Henry Andrew Drude, *West Hartford, Conn.*
 Marjorie Rose Drummond, *Highland Plantation, Maine*
 Merritt Michael Duff, *Hastings-on-Hudson, N.Y.*
 Kate Evelyn Dunlop, *New London, N.H.*
 Harris Brett Eisenstadt, *Toronto, Ontario, Canada*
 Martin John Elwell, *Lynn, Mass.*
 Sarah Colton Eno, *Lyme, Conn.*
 William Adán Estrada, *Los Angeles, Calif.*
 Stephen Clinton Ewing, *Wellesley, Mass.*
 Meghan Shea Fallon, *Sudbury, Mass.*
 Tara Dawn Falsani, *Duluth, Minn.*
 Gretchen Ann Faulkner, *Littleton, Mass.*
 Sarah Jean Felice, *Ridgefield, Conn.*
 Peter Christopher Felmy, *Manchester, N.H.*
 David Ross Fenton, *Amherst, N.H.*
 Julie Marie Clare Fidaleo, *La Jolla, Calif.*
 James R. Fiebelkorn, *Minnnetonka, Minn.*
 Jared Mitchell Fine, *Westbury, N.Y.*
 Jeana Lyn Flahive, *Stoneham, Mass.*
 Rebecca Wilson Floor, *Belmont, Mass.*
 Terrence William Flynn, *Braintree, Mass.*
 Winnie Fong, *Quincy, Mass.*
 Karen Rae Fontaine, *Old Orchard Beach, Maine*
 Kevin Patrick Fontanella, *Newington, Conn.*
 Amy Elizabeth Forrer, *Brinklow, Md.*
 Jonathan Neil Foster, *Manchester, N.H.*
 Patrick William Fournier, *Bellows Falls, Vt.*
 Brian Alexander Frank, *Essex Fells, N.J.*
 Sara Elizabeth Frantz, *Columbus, Ohio*
 Jason Ward Frederick, *Dover-Foxcroft, Maine*
 Justin Stewart Fredrickson, *Gettysburg, Pa.*
 Cameron Wolcott Frothingham, *Morristown, N.J.*
 Justin Messier Gadbois, *Worcester, Mass.*
 Michael Henry Gallant, *South Portland, Maine*
 James Thomas Gaul, *Hingham, Mass.*
 Alexis Kathleen Gendron, *Hingham, Mass.*
 Alyssa Giacobbe, *Warwick, R.I.*
 Joan Elizabeth Giblin, *Stoughton, Mass.*
 Brian Matthew Gill, *Marshfield, Mass.*
 Brendan Robert Gmyrek, *Oslo, Norway*
 Matthew McLeod Godsey, *Leverett, Mass.*
 Rebecca Lee Golden, *Cohasset, Mass.*
 Heather Anne Golding, *Walpole, Mass.*
 David Alan Goldman, *Woodbury, N.Y.*
 Mark William Golub, *Miami, Fla.*
 Elizabeth Gomez, *Santa Ana, Calif.*
 Christina Ann Goudreau, *Manchester, N.H.*
 Natalie Alicia Granado, *La Pastora Village, Lopinot, Trinidad*
 Meredith Elaine Greene, *Leominster, Mass.*
 Holly Ann Grochmal, *Rehoboth, Mass.*
 Joel Robert Grossbard, *Millwood, N.Y.*
 Marjorie Gretchen Guglielmo, *Opelousas, La.*
 Tessa Lauren Gurley, *Concord, Mass.*
 Robert P. Gutierrez, *Secaucus, N.J.*
 Bianca Muriel Guzman, *Scottsdale, Ariz.*
 Julianne Gwin, *Tarzana, Calif.*
 Marc Alan Hachey, *Winslow, Maine*
 Carrie Elizabeth Haight, *Laramie, Wyo.*
 Kristofer DeMuth Hamel, *Cumberland Center, Maine*
 Walid Munir Hamzi, *Waterbury, Conn.*
 Mary Joann Harnden, *Schenectady, N.Y.*
 James Lee Harris, *Kansas City, Kan.*
 Samuel Harris, *Ashland, N.H.*
 Laurel Elizabeth Hart, *St. Paul, Minn.*
 Meghan Vaile Hauptli, *Miami, Fla.*
 Sarah Althouse Heath, *Albuquerque, N.M.*
 Vanessa Maria Hernandez, *Fairfield, Conn.*
 Geoffrey Todd Herrick, *Topsfield, Mass.*
 Carrie Helaine Heyman, *Alexandria, La.*
 Laura Marie Higginson, *New Providence, N.J.*
 Stephen Jeffrey Higgs, *Birmingham, Mich.*
 Liza Bette Hillel, *East Hampton, N.Y.*
 Philip Nathan Hindin, *Newton, Mass.*
 William Thomas Hiscock, *Allendale, N.J.*
 Lauren Nicole Hoisington, *Norwich, Vt.*
 Mary Calder Holahan, *Fairfield, Conn.*
 Yunhee Hong, *Westwood, Mass.*
 Elizabeth Furnivall Hooper, *Hastings-on-Hudson, N.Y.*
 Kari Elizabeth Hoose, *Potsdam, N.Y.*
 Clayton James Houchin, *Bakersfield, Calif.*
 Alexander Benjamin Howard, *Baltimore, Md.*
 Alyssa Bach Hughes, *Princeton, N.J.*
 Corley Bauer Hughes, *Poulsbo, Wash.*
 Sandra Jean Hughes, *Livermore Falls, Maine*

- Elizabeth Jae Ivry, *Katonah, N.Y.*
 Christina Mary Jacobson, *Warwick, R.I.*
 Matthew Paul Jancovic, *Belgrade, Maine*
 Harold Carl Jenkins III, *Lake Forest, Ill.*
 Nancy Joachim, *Garnerville, N.Y.*
 Douglas L. Jocelyn III, *Westlake Village, Calif.*
 Ashley E. Johnson, *Washington, District of Columbia*
 Elizabeth Colby Johnson, *Norwood, Mass.*
 Jennifer Lynne Johnson, *North Reading, Mass.*
 Benjamin Donald Johnston, *Middlebury, Vt.*
 Ffiona Maile Jones, *Honolulu, Hawaii*
 Laura Ruth Jordan, *Falmouth, Maine*
 Amie Carroll Joseph, *Winchester, Mass.*
 Nima Karamouz, *Waban, Mass.*
 Brent George Katz, *New York, N.Y.*
 Elena Bushnell Kavanagh, *South Norwalk, Conn.*
 Brendan William Kearney, *Salisbury, Md.*
 Tracey Lynne Keefe, *Braintree, Mass.*
 Alison Lee Kelleher, *Cape Neddick, Maine*
 Cornelius William Kelleher, *Troy, N.Y.*
 Geoffrey Robert Kelsey, *Barrington, R.I.*
 Alan Andrew Kennedy, *Palo Alto, Calif.*
 Christine Lockwood Kennedy, *Newtown, Pa.*
 Nabla M. Kennedy, *Marlton, N.J.*
 Elizabeth Spencer Kies, *Old Greenwich, Conn.*
 Candace Jennifer Kim, *Andover, Mass.*
 Christian Jay King, *Sidney, Maine*
 Matthew William King, *West Hartford, Conn.*
 Daniel Boris Kipervaser, *Coral Gables, Fla.*
 Sarah Elizabeth Kopczynski, *Canaan, N.H.*
 Edward Kimball Kostrowski Jr., *Chatham, N.J.*
 Julia Perdunn Kovacs, *New Vernon, N.J.*
 Holly Ann Kozlowski, *Camillus, N.Y.*
 Sarah Anne Kramers, *Hanover, Mass.*
 Brigitte Elise Krantz, *Boulder, Colo.*
 Elizabeth Margaret Krenicky, *West Hartford, Conn.*
 David Kenneth Kriegh, *Los Altos Hills, Calif.*
 Anne Kathleen Kuniholm, *Pound Ridge, N.Y.*
 Rachel Lyn LaFollette, *Johnson City, Tenn.*
 Abigail Eliza Lambert, *New Castle, N.H.*
 Kevin Philip Chavoor Landis, *Sacramento, Calif.*
 Elise Christine Landry, *Rumson, N.J.*
 Kara Anne Landry, *Hollis, N.H.*
 Jennifer Anne Lane, *Marlborough, Mass.*
 Emily Jane Larsen, *Sioux Falls, S.D.*
 Katharine Ann Laurence, *Rockport, Maine*
 Michael Gerald Lawrence, *Williston, Vt.*
 Miguel Leff, *Chula Vista, Calif.*
 Elizabeth Lucille Letcher, *Mount Desert, Maine*
 Emily Jordan Levin, *New York, N.Y.*
 Michael Morgan Libsch, *Boca Raton, Fla.*
 Ying Lin, *Shanghai, China*
 Benjamin Daniel Ling, *Houston, Texas*
 Andrew Whittemore Littell, *Jacksonville, Fla.*
 Katherine Lundgren Littell, *Jacksonville, Fla.*
 Katrine Margrethe Løfberg, *Princeton, N.J.*
 Cynthia Ann Lohmann, *Alexandria, Va.*
 Dagan Allan Loisel, *Wells, Maine*
 Nicolas Lombardi, *Warren, R.I.*
 Derek Noble Luke, *Scarborough, Maine*
 Amy Adrienne Lyons, *Sebago Lake, Maine*
 Daniel Joseph Maccarone, *Brockton, Mass.*
 Nathan R. MacDonald, *Newton, Mass.*
 Melissa Alexander Maclin, *Alexandria, Va.*
 Robyn Danielle Maco, *Madison, Conn.*
 Brenda Jean Madison, *Manchester, Maine*
 Andrew Schuyler Magary, *Litchfield, Conn.*
 Elizabeth Weddell Magyar, *Lloyd Harbor, N.Y.*
 Rory Francis Maher, *Port Washington, N.Y.*
 Ashley Lloyd Malcolm, *Greenwich, Conn.*
 Peter Coleman Manning, *Winchester, Mass.*
 Heather Allyson Markham, *Winchester, Mass.*
 Jill Elizabeth Marshall, *Meriden, N.H.*
 Amy Jesslin Martin, *Worcester, Vt.*
 Amy Joy Lynne Mason, *Knoxville, Tenn.*
 Nicholas Radcliff Maumenee, *Stevenson, Md.*
 Katharine Christine McClelland, *Los Angeles, Calif.*
 Lindsay Hamilton McConchie, *Lincoln, Mass.*
 Martin Andrew McCullough, *Westbrook, Maine*
 Margaret Lindsay McKelvie, *Wilmington, Del.*
 Stephen Leland Measelle, *New York, N.Y.*
 Hallie Meltzer, *Standish, Maine*
 Joanna Catherine Meronk, *Ojai, Calif.*
 Myles Elliott Merrell, *Potomac, Md.*
 Ann Elizabeth Merselis, *Wayland, Mass.*
 Elizabeth Cabell Metcalfe, *St. Louis, Mo.*
 Alice Marie Miller, *Cobleskill, N.Y.*
 Anne Elisabeth Miller, *Tyngsboro, Mass.*
 Carolyn Hilmér Miner, *Westwood, Mass.*
 Alexis Anne Molloy, *Garden City, N.Y.*
 Nicola Jane Drury Moody, *Westport, Conn.*
 Warren L. Moon, *Brooklyn, N.Y.*
 Matthew Jackson Morse, *Falmouth, Maine*
 Ann Elizabeth Mortenson, *Mora, Minn.*
 Kristin Lee Mott, *West Bath, Maine*
 Scott James Muchow, *Arlington, Va.*
 Lisa Christine Murphy, *Portsmouth, R.I.*
 Jeffrey Jason Myler, *Contoocook, N.H.*
 Kazumi Nakanishi, *Tokyo, Japan*
 Jody Elizabeth Navitsky, *New Hartford, Conn.*
 Graham Scott Nelson, *North Andover, Mass.*
 Erik Sherwood Neumann, *Los Altos, Calif.*
 Mark Andrew Nichols, *Haverhill, Mass.*
 Gregory Joseph Noblet, *Vassalboro, Maine*
 Sonja Grace Noll, *North Kingstown, R.I.*
 Daniel Robert Noyes, *Plymouth, Mass.*
 Thayer Elizabeth Oberg, *York Harbor, Maine*
 Kevin William O'Brien, *Andover, Mass.*
 Christopher Edward O'Connor, *Darien, Conn.*
 Jon James Olinto, *Milton, Mass.*

- Kimberly Anne Olson, *Stoneham, Mass.*
 Peter Joseph O'Nei, *Marlborough, Mass.*
 Kate June Opalack, *Washington, District of Columbia*
 Jeffrey Ward Oppenheimer, *Wellesley, Mass.*
 Sarah Elizabeth Ostermueller, *Fairfield, Conn.*
 Marie-Claire Lucia Overgaag, *Santa Barbara, Calif.*
 Katherine Spessard Page, *Chappaqua, N.Y.*
 Matthew Anthony Paquin, *Falmouth, Maine*
 Kristen Ann Paratore, *Carlisle, Mass.*
 Michael Stuart Pearl, *New Canaan, Conn.*
 Adam Emerson Pearsall, *Johnsburg, N.Y.*
 Eben Andrew Peck, *Plymouth, Mass.*
 Janine Carole Perkins, *Litchfield, Conn.*
 Darren Austin Perry, *North Conway, N.H.*
 Jennifer Park Phelps, *Pasadena, Calif.*
 Amy Beck Piantedosi, *Harvard, Mass.*
 Casey Jay Piche, *Weston, Mass.*
 Gregoire Bisson Cooper Picher, *Toronto, Ontario, Canada*
 Mary Ingram Pierce, *Mercer, Maine*
 Kathleen Pigeon, *West Bridgewater, Mass.*
 Ellen Eve Pignatella, *New Britain, Conn.*
 Chad Michael Pimentel, *Fairhaven, Mass.*
 Elisabeth Aimee Pimentel, *Wallingford, Conn.*
 Heather M. Piper, *Presque Isle, Maine*
 Brooke Stephanie Pisarsky, *Southington, Conn.*
 Todd Wesley Poling, *Owensboro, Ky.*
 Ethan Josiah Pope, *Old Saybrook, Conn.*
 Andrew Johnson Porter, *North Franklin, Conn.*
 Graham B. Quigley, *Beverly, Mass.*
 Camden Liana Quimby, *Augusta, Maine*
 Nathan Matthew Radcliffe, *Auburn, Maine*
 Kenneth Paul Raiche, *West Newbury, Mass.*
 Adam Joseph Rana, *Chappaqua, N.Y.*
 Emily Lucia Record, *Readfield, Maine*
 Leslie Jean Record, *Plattsburgh, N.Y.*
 Jeffrey Scott Reed, *Cranston, R.I.*
 Emily Elizabeth Reith, *Morgan Hill, Calif.*
 Jessica Susan Rice, *Walpole, Mass.*
 Pia Mary Rice, *Darien, Conn.*
 Sara Rigelhaupt, *Boston, Mass.*
 Chera De'Ahn Rodgers, *Jacksonville, Fla.*
 Jennifer Marie Rose, *Orinda, Calif.*
 Gloria Jean Rottell, *Westport, Conn.*
 Hope Elizabeth Rowan, *Wayland, Mass.*
 Berit Bettina Rupp, *Duesseldorf, Germany*
 Per Kristofer Saari, *Bozeman, Mont.*
 Karin Danielle Sachs, *Newton, Mass.*
 Omar Martin Gregorio Sánchez, *Harvard, Mass.*
 Sean David Sandler, *Danvers, Mass.*
 John Phillip Sauter Jr., *Littleton, N.H.*
 Sara Beth Scarborough, *Eliot, Maine*
 Joshua Stevens Scharback, *Needham, Mass.*
 Karen Elizabeth Schlein, *Lexington, Mass.*
 Michael W. Schoolman, *Setauket, N.Y.*
 Elizabeth Kirk Schuler, *Wayland, Mass.*
 Brian H. Schusterman, *Massapequa Park, N.Y.*
 Dawn Amy Seckler, *Long Grove, Ill.*
 Kaushik Gautam Sen, *Bombay, India*
 Elizabeth Margaret Shanley, *Hingham, Mass.*
 Kenneth Andrew Shaw, *Owings Mills, Md.*
 Deborah Ann Shea, *Andover, Mass.*
 Julie Marie Shea, *Hartford, Conn.*
 Christopher Eric Shepley, *Brewer, Maine*
 Samantha Jean Sheridan, *Darien, Conn.*
 Yuko Shimohira Machidashi, *Tokyo, Japan*
 Scott Alan Shirey, *Atkinson, N.H.*
 David Thomas Shivas, *Rockaway, N.J.*
 Mary Ellen Shuttleworth, *Virginia Beach, Va.*
 Brett Rudolph Siewert, *Pittsford, N.Y.*
 Meaghan Anne Sittler, *East Amherst, N.Y.*
 Stephanie Linda Small, *Dover, N.H.*
 Andrew Charles von Schilling Smith, *New Canaan, Conn.*
 Jennifer Elaine Smith, *Cushing, Maine*
 Kristina Alexander Smith Ponte, *Vedra Beach, Fla.*
 Taylor D. Smith, *Collinsville, Conn.*
 Alexander Wiley Sobel, *West Hartford, Conn.*
 Kevin Francis Soja, *Ballston Lake, N.Y.*
 Jeni Kate Spear, *Chatham, Mass.*
 Jennifer Elizabeth Spiess, *Amherst, N.H.*
 David Stuart Spiro, *Princeton, N.J.*
 Kirsten Sivertson Staaterman, *Wellesley, Mass.*
 Monica Merriss Staaterman, *Wellesley, Mass.*
 Erin Paige Starvel, *Old Greenwich, Conn.*
 Brock Tyler Stensrud, *Lake Forest, Ill.*
 Jennifer Christianne Stephens, *Stoughton, Mass.*
 David Perry Stern, *Rockville, Md.*
 Suzanne Nicole Stonehouse, *Hingham, Mass.*
 Kristina Marie Straus, *Redwood City, Calif.*
 Matthew Michael Strobl, *West Yarmouth, Mass.*
 Clay Knoll Surovek, *West Palm Beach, Fla.*
 Sandra Suzan Swanson, *Portland, Ore.*
 Sean Lewis Sweeney, *Dover, Mass.*
 Emily Elizabeth Taxson, *Falls Church, Va.*
 Katie Michele Taylor, *Wilmington, Del.*
 Andrew Holden Techet, *Raleigh, N.C.*
 Mary Terrill Thach, *St. Louis, Mo.*
 Robyn Renee Thomlinson, *East Patchogue, N.Y.*
 Maria Ariane Thompson, *Braintree, Mass.*
 Kevin Zimmermann Thurston, *Paris, Maine*
 Catherine Muller Torphy, *Little Compton, R.I.*
 Sonia Totten Setagaya, *Tokyo, Japan*
 Rebecca Louise Troeger, *Norwich, Conn.*
 Mikel M. Truman, *Biddeford, Maine*
 Mariana McMullen Upmeyer, *Stockton, N.J.*
 Jeffrey James Urban, *Rochester, N.Y.*
 Alison Huston Van Vort, *Wellesley, Mass.*
 Christine Fair Vaughn, *Denver, Colo.*
 Palma Maria Vizzoni, *Flemington, N.J.*

Jon Michael Brian Vore, *Amherst, N.H.*
 Joshua Percy Walton, *West Paris, Maine*
 Gregory Michael Wehmeyer, *Springvale, Maine*
 Andrew L. Weinstein, *Montclair, N.J.*
 Scott Freeman Welch, *Lewiston, Maine*
 Leah Dobson West, *Minneapolis, Minn.*
 Rachel Stowell Westgate, *Mattapoissett, Mass.*
 Kate Westhaver, *Milton, Mass.*
 Karen Louise Whalley, *Concord, Mass.*
 Wells Cooper Wheeler, *Lake Forest, Ill.*
 Hilary Bowen White, *Dover, Mass.*
 Matthew Chamberlain White, *Miami, Fla.*
 Sarah Louise Whitford, *Westerly, R.I.*
 Kristin Mary Wildman, *West Hartford, Conn.*
 Julie Ann Williams, *Old Saybrook, Conn.*
 Scott White Williams Jr., *Cumberland Foreside, Maine*
 Stuart Atwood Willson, *Seattle, Wash.*
 Kristen Elizabeth Wilson, *Lake Placid, N.Y.*
 Mignon Michelle Winger, *DeWitt, N.Y.*
 Randi Meredith Wolf, *West Des Moines, Iowa*
 Abigail Corinna Wolfson, *Harvard, Mass.*
 Shelley Kay Wollert, *Lawrenceville, N.J.*
 Alice Yee-Ching Wong, *Berkeley, Calif.*
 Kevin Wong, *Hong Kong, People's Republic of China*
 Julee Cameron Wood, *Yarmouth, Maine*
 Sara Ann Woodberry, *Orinda, Calif.*
 Lesley Joyce Woods, *Bow, N.H.*
 Jenna Rachelle Wright, *North Brookfield, Mass.*
 Nicolas Warren Wright, *Willimantic, Conn.*
 Mika Yamauchi Yonago-shi, *Tottori, Japan*

Robert Andrew Young, *Medway, Mass.*
 Teri Lynn Young, *Park City, Utah*
 Alice Lynn Zecher, *Madison, N.J.*
 Gilia Zuhovitzky, *Tel-Aviv, Israel*

Degrees Awarded in October As of the Class of 1997

Michael Brian Coyle, *Dover, Mass.*
 Kristina Adeline Dix, *West Buxton, Maine*
 Kristin Marie Raffetto, *Salisbury, Md.*

Honorary Degrees

Stephen Breyer
Doctor of Laws

Paula Crane Lunder
Doctor of Fine Arts

Peter H. Lunder '56
Doctor of Fine Arts

Normal F. Ramsey
Doctor of Science

John Edgar Wideman
Doctor of Letters

Honors

Senior Marshal

Brigette Elise Krantz

Bachelors's Degrees with Honors

Summa Cum Laude

Emilie Catherine Archambeault

Andrea Susan Bassi

Sarah Alice Boehm

Shana Marie Bondi

David Cameron Brenneman

Robin Dale Colby

Jeana Lyn Flahive

Mary Joann Harnden

Alan Andrew Kennedy

Brigette Elise Krantz

Kevin Philip Chavoor Landis

Elizabeth Lucille Letcher

Michael Morgan Libsch

Ying Lin

Anne Elisabeth Miller

Jody Elizabeth Navitsky

Catherine Muller Torphy

Mika Yamauchi

Magna Cum Laude

Kendra Page Ammann

Jonathan Kevin Barry

Jodi Gaye Beznoska

Emily Alice Blood

Jonathan Richard Bolton

Peter Glenn Bowden

Tasane Me Briggs

Jeffrey Holden Brown

John Stephen Brunero III

Michael Jesse Carlson

William Walk Chamberlain

Paul Leon Coffey

Devin Andrew Colman

Kristen Elizabeth Crowley

Michael John Cuzzi

Laura Elizabeth DeMarco

Kate Evelyn Dunlop

Tara Dawn Falsani

Sarah Jean Felice

James R. Fiebelkorn

Karen Rae Fontaine

Amy Elizabeth Forrer

Joan Elizabeth Giblin

Christina Ann Goudreau

Meredith Elaine Greene

Holly Ann Grochmal

Laura Marie Higginson

Alyssa Bach Hughes

Elizabeth Jae Ivry

Elizabeth Colby Johnson

Holly Ann Kozlowski

Anne Kathleen Kuniholm

Kara Anne Landry

Benjamin Daniel Ling

Katrine Margrethe Løfberg

Cynthia Ann Lohmann

Dagan Allan Loisel

Derek Noble Luke

Amy Adrienne Lyons

Daniel Joseph Maccarone

Ashley Lloyd Malcolm

Katharine Christine McClelland

Hallie Meltzer

Sonja Grace Noll

Jon James Olinto

Katherine Spessard Page

Michael Stuart Pearl

Jennifer Park Phelps

Mary Ingram Pierce

Elisabeth Aimee Pimentel

Brooke Stephanie Pisarsky

Camden Liana Quimby

Nathan Matthew Radcliffe

Kenneth Paul Raiche

Per Kristofer Saari

Karin Danielle Sachs

Omar Martin Gregorio Sánchez

Dawn Amy Seckler

Kaushik Gautam Sen

David Thomas Shivas

Stephanie Linda Small

Jennifer Elaine Smith

Alexander Wiley Sobel

Jeni Kate Spear

Jennifer Elizabeth Spiess

Mikel M. Truman

Joshua Percy Walton

Gregory Michael Wehmeyer

Karen Louise Whalley

Kristin Mary Wildman

Julie Ann Williams

Mignon Michelle Winger

Shelley Kay Wollert

Cum Laude

Rebecca Lynn Allen

Erika Kathryn Ayers

Shannon Cooke Baker

Geoffrey Thomas Bennett
 Alison Sara Bornstein
 Cristy Lea Bouchard
 Sarah Diane Boulian
 Stephanie Lucille Brochu
 Elizabeth Aimee Castagneto
 Amy Christine Charles
 Mary Ellen Chisholm
 Carrie Louise Clough
 Allison Reed Clougher
 Katherine Jayne Conklyn
 Elizabeth Marie Corbeil
 Michael Gregg Corr
 Brian Keife Dowling '97
 Erik Thomas Dreisbach
 Katherine Clark Driscoll
 Harris Brett Eisenstadt
 Sarah Colton Eno
 Julie Marie Clare Fidaleo
 Jared Mitchell Fine
 Alexis Kathleen Gendron
 Mark William Golub
 Joel Robert Grossbard
 Tessa Lauren Gurley
 Robert P. Gutierrez
 Carrie Elizabeth Haight
 Kristofer DeMuth Hamel
 Samuel B. Harris
 Laurel Elizabeth Hart
 Carrie Helaine Heyman
 Stephen Jeffrey Higgs
 Liza Bette Hillel
 Philip Nathan Hindin
 Lauren Nicole Hoisington
 Mary Calder Holahan
 Corley Bauer Hughes
 Sandra Jean Hughes
 Christina Mary Jacobson
 Nancy Joachim
 Laura Ruth Jordan
 Alison Lee Kelleher
 Christine Lockwood Kennedy
 Nabla M. Kennedy
 Sarah Elizabeth Kopczynski
 Elizabeth Margaret Krenicky
 David Kenneth Kriegh
 Rachel Lyn LaFollette
 Abigail Eliza Lambert
 Elise Christine Landry
 Emily Jane Larsen
 Miguel Leff
 Emily Jordan Levin
 Andrew Schuyler Magary
 Elizabeth Weddell Magyar
 Jill Elizabeth Marshall
 Amy Jesslin Martin

Amy Joy Lynne Mason
 Martin Andrew McCullough
 Margaret Lindsay McKelvie
 Nicola Jane Drury Moody
 Kazumi Nakanishi
 Kate June Opalack
 Eben Andrew Peck
 Darren Austin Perry
 Amy Beck Piantedosi
 Gregoire Bisson Cooper Picher
 Ellen Eve Pignatella
 Adam Joseph Rana
 Leslie Jean Record
 Emily Elizabeth Reith
 Pia Mary Rice
 Sara Rigelhaupt
 Gloria Jean Rottell
 John Phillip Sauter, Jr.
 Elizabeth Kirk Schuler
 Brian H. Schusterman
 Elizabeth Margaret Shanley
 Scott Alan Shirey
 Mary Ellen Shuttleworth
 Kristina Marie Straus
 Emily Elizabeth Taxson
 Katie Michele Taylor
 Maria Ariane Thompson
 Sonia Totten
 Rebecca Louise Troeger
 Mariana McMullen Upmeyer
 Alison Huston Van Vort
 Christine Fair Vaughn
 Leah Dobson West
 Kate Westhaver
 Wells Cooper Wheeler
 Hilary Bowen White
 Abigail Corinna Wolfson
 Julee Cameron Wood
 Sara Ann Woodberry
 Jenna Rachelle Wright

Honors Programs

Honors in American Studies

Graham Scott Nelson
 Jon James Olinto
 Kevin Francis Soja
 Kristin Mary Wildman

Honors in Chemistry

Shana Marie Bondi
 Elizabeth Marie Corbeil
 Christina Ann Goudreau
 William Thomas Hiscock
 Elisabeth Aimee Pimentel
 Kenneth Paul Raiche
 Emily Elizabeth Reith

Honors in Computer Science

Michael Gregg Corr

Honors in Economics

Karolos A. Alexakos
 Laura Marie Higginson
 Michael Stuart Pearl
 Adam Joseph Rana

Honors in English

Ellen Catherine Bruce
 Carrie Louise Clough
 Katherine Jayne Conklin
 Harris Brett Eisenstadt
 Tara Dawn Falsani
 Mary Joann Harnden
 Alyssa Bach Hughes
 Holly Ann Kozlowski
 Daniel Joseph Maccarone
 Andrew Schuyler Magary
 Brooke Stephanie Pisarsky
 Andrew Charles von Schilling Smith
 Katie Michele Taylor
 Catherine Muller Torphy
 Kate Westhaver
 Shelley Kay Wollert

Honors in Environmental Policy

Stephen Jeffrey Higgs
 Amy Adrienne Lyons

Honors in Government

Kendra Page Ammann
 Jonathan Richard Bolton
 Elizabeth Jae Ivry
 Benjamin Daniel Ling

Honors in History

Jonathan Kevin Barry
 Anne Kathleen Kuniholm
 Scott Alan Shirey

Honors in International Studies

Jeana Lyn Flahive
 Liza Bette Hillel
 Stephanie Linda Small

Honors in Mathematics

Brigette Elise Krantz
 Anne Elisabeth Miller

Honors in Performing Arts

Shelley Kay Wollert

Honors in Philosophy

John Stephen Brunero III

Honors in Physics

Darren Austin Perry

Honors in Psychology

Elise Christine Landry
 Nathan Matthew Radcliffe

Distinction in the Major*Administrative Science*

Jason Ward Frederick

American Studies

James R. Fiebelkorn
 Kara Anne Landry
 Jeffrey Jason Myler
 Jon James Olinto

Anthropology

Rebecca Wilson Floor
 Vanessa Maria Hernandez
 Mary Calder Holahan
 Elizabeth Furnivall Hooper
 Amy Jesslin Martin
 Katherine Spessard Page
 Jennifer Park Phelps
 Pia Mary Rice
 Brian H. Schusterman
 Julie Ann Williams
 Mignon Michelle Winger
 Jenna Rachelle Wright

Art

Devin Andrew Colman
 Mary Joann Harnden
 Elena Bushnell Kavanagh
 Elizabeth Margaret Krenicky
 Ashley Lloyd Malcolm

Biology

Julie Ann Alosi
 Shannon Cooke Baker
 Emily Alice Blood
 Sarah Alice Boehm
 Sarah Diane Boulian
 Stephanie Lucille Brochu
 Elizabeth Aimee Castagneto
 Laura Elizabeth DeMarco
 Sarah Jean Felice
 Karen Rae Fontaine
 Amy Elizabeth Forrer
 Samuel B. Harris
 Alison Lee Kelleher
 Nabla M. Kennedy
 Daniel Boris Kipervaser
 Emily Jane Larsen

Michael Morgan Libsch
 Cynthia Ann Lohmann
 Dagan Allan Loisel
 Derek Noble Luke
 Amy Joy Lynne Mason
 Nicola Jane Drury Moody
 Mary Ingram Pierce
 Jennifer Elaine Smith
 Kristina Marie Straus
 Mariana McMullen Upmeyer
 Hilary Bowen White
 Sara Ann Woodberry

Chemistry

Andrea Susan Bassi
 Shana Marie Bondi
 Elizabeth Marie Corbeil
 Christina Ann Goudreau
 William Thomas Hiscock
 Alan Andrew Kennedy
 Elisabeth Aimee Pimentel
 Kenneth Paul Raiche
 Emily Elizabeth Reith
 Robyn Renee Thomlinson

Classical Civilization

Elisabeth Aimee Pimentel

Classics

Robin Dale Colby

Computer Science

Michael Gregg Corr

East Asian Studies

Tasanee Mei Briggs
 Winnie Fong
 Joan Elizabeth Giblin
 Mark William Golub
 Robert P. Gutierrez
 Yunhee Hong
 Amy Beck Piantedosi
 Mignon Michelle Winger

Economics

Emilie Catherine Archambeault
 Peter Glenn Bowden
 Jeffrey Holden Brown
 William Walk Chamberlain
 Corley Bauer Hughes
 Sandra Jean Hughes
 Rachel Lyn LaFollette
 Ying Lin
 Elizabeth Weddell Magyar
 Katharine Christine McClelland

Michael Stuart Pearl
 Adam Joseph Rana
 Elizabeth Kirk Schuler
 Kaushik Gautam Sen
 Stuart Atwood Willson

Economics-Mathematics

Laura Marie Higginson

English

Jonathan Kevin Barry
 Alison Sara Bornstein
 Carrie Louise Clough
 Katherine Jayne Conklin
 Marjorie Rose Drummond
 Kate Evelyn Dunlop
 Tara Dawn Falsani
 James R. Fiebelkorn
 Mary Joann Harnden
 Alyssa Bach Hughes
 Elizabeth Colby Johnson
 Benjamin Donald Johnston
 Laura Ruth Jordan
 Holly Ann Kozlowski
 Ashley Lloyd Malcolm
 Ellen Eve Pignatella
 Brooke Stephanie Pisarsky
 David Thomas Shivas
 Jeni Kate Spear
 Katie Michele Taylor
 Catherine Muller Torphy
 Rebecca Louise Troeger
 Mikel M. Truman
 Alison Huston Van Vort
 Rachel Stowell Westgate
 Kate Westhaver
 Karen Louise Whalley
 Shelley Kay Wollert

Environmental Policy

Stephen Jeffrey Higgs
 Emily Jane Larsen
 Michael Morgan Libsch
 Amy Adrienne Lyons

French Literature

Carrie Elizabeth Haight
 Elizabeth Lucille Letcher
 Maria Ariane Thompson

French Studies

Sarah Colton Eno
 Alexis Kathleen Gendron
 Nancy Joachim
 Abigail Eliza Lambert

Suzanne Nicole Stonehouse

Geology

Sarah Alice Boehm
Erik Thomas Dreisbach
Sarah Elizabeth Kopczynski
Adam Emerson Pearsall
Heather M. Piper

German

Deborah Ann Corliss
Camden Liana Quimby

Government

Kendra Page Ammann
Michael-Ben Bernstein
Jonathan Richard Bolton
Cristy Lea Bouchard
John Stephen Brunero III
Michael Jesse Carlson
Christopher Augustin Coakley
Elizabeth Jae Ivry
Emily Jordan Levin
Benjamin Daniel Ling
Kate June Opalack
Todd Wesley Poling
Omar Martin Gregorio Sánchez
Jennifer Elizabeth Spiess
Sonia Totten
Mikel M. Truman
Christine Fair Vaughn

History

Jonathan Kevin Barry
Michael Jesse Carlson
Karl Vincent Dahlfred
Kevin Patrick Fontanella
Meredith Elaine Greene
Holly Ann Grochmal
Philip Nathan Hindin
David Kenneth Kriegh
Anne Kathleen Kuniholm
Kevin Philip Chavoor Landis
Katherine Lundgren Littell
Carolyn Hilmér Miner
Kate June Opalack
Eben Andrew Peck
John Phillip Sauter, Jr.
Scott Alan Shirey
David Thomas Shivas
Mary Ellen Shuttleworth

Human Development (Independent)

Jessie Ransom Anderson
Leah Dobson West

International Studies

Justin Christopher Ackerman
Jodi Gaye Beznoska
David Cameron Brenneman
Brian Keife Dowling '97
Sarah Colton Eno
Jeana Lyn Flahive
Alexis Kathleen Gendron
Mark William Golub
Holly Ann Grochmal
Kristofer DeMuth Hamel
Liza Bette Hillel
Kari Elizabeth Hoose
Nancy Joachim
Abigail Eliza Lambert
Amy Adrienne Lyons
Kazumi Nakanishi
Sonja Grace Noll
Gloria Jean Rottell
Karen Elizabeth Schlein
Stephanie Linda Small

Mathematics

Rebecca Lynn Allen
Emilie Catherine Archambeault
Emily Alice Blood
Christine Lockwood Kennedy
Miguel Leff
Anne Elisabeth Miller
Kaushik Gautam Sen
Mika Yamauchi

Mathematics-Mathematical Science

Brigette Elise Krantz
Ying Lin

Music

Alexander Wiley Sobel
Emily Elizabeth Taxson

Performing Arts

Betsy Ann Clark
Paul Leon Coffey
Erik Thomas Dreisbach
Cameron Wolcott Frothingham
Kevin Philip Chavoor Landis
Daniel Joseph Maccarone
Hallie Meltzer
Joshua Stevens Scharback
Shelley Kay Wollert

Philosophy

John Stephen Brunero III
Michael John Cuzzi
Per Kristofer Saari

Physics

Darren Austin Perry
Emily Elizabeth Reith
Alexander Wiley Sobel
Joshua Percy Walton

Psychology

Nathan Matthew Radcliffe
Karin Danielle Sachs
Gregory Michael Wehmeyer
Sara Ann Woodberry

Religious Studies

Julianne Gwin
Ashley E. Johnson
Julie Marie Shea

Russian Language and Culture

David Cameron Brenneman
Kristofer DeMuth Hamel
Dawn Amy Seckler
Lesley Joyce Woods

Sociology

Erika Kathryn Ayers
Amy Christine Charles
Amy Jeanette Cote
Kristen Elizabeth Crowley
Bohumila Anna Dickson
Lauren Nicole Hoisington

Spanish

Mary Calder Holahan
Elizabeth Colby Johnson
Jody Elizabeth Navitsky
Sonja Grace Noll
Omar Martin Gregorio Sánchez

Women's Studies

Sarah Elizabeth Ostermueller
Rebecca Louise Troeger

Senior Scholars

David Cameron Brenneman
*The Evolution of the Literary Myth of St.
Petersburg between Two Revolutions*

Devin Andrew Colman
A Sculptural Abstraction of Landscape

Michael Gregg Corr
Computer Generated 3D Animation

Joan Elizabeth Giblin
A Cry from the Ruins

Elizabeth Margaret Krenicky
Epidiastroscope

Jeni Kate Spear

*Constructions of Eden and Innocence Lost in
Seamus Heaney's Selected Poems*

Phi Beta Kappa

Emilie Catherine Archambeault
Emily Alice Blood
Sarah Alice Boehm
Jonathan Richard Bolton
Shana Marie Bondi
Peter Glenn Bowden
David Cameron Brenneman
John Stephen Brunero III
William Walk Chamberlain
Robin Dale Colby
Sarah Jean Felice
James R. Fiebelkorn
Jeana Lyn Flahive
Amy Elizabeth Forrer
Christina Ann Goudreau
Meredith Elaine Greene
Holly Ann Grochmal
Mary Joann Harnden
Laura Marie Higginson
Alan Andrew Kennedy
Holly Ann Kozlowski
Brigette Elise Krantz
Kevin Philip Chavoor Landis
Kara Anne Landry
Elizabeth Lucille Letcher
Michael Morgan Libsch
Ying Lin
Benjamin Daniel Ling
Dagan Allan Loisel
Derek Noble Luke
Daniel Joseph Maccarone
Katharine Christine McClelland
Hallie Meltzer
Anne Elisabeth Miller*
Jody Elizabeth Navitsky*
Jon James Olinto
Mary Ingram Pierce
Camden Liana Quimby
Per Kristofer Saari
Kaushik Gautam Sen
Jennifer Elaine Smith
Jennifer Elizabeth Spiess
Catherine Muller Torphy
Joshua Percy Walton
Julie Ann Williams
Mika Yamauchi

*Elected in Junior Year

Julius Seelye Bixler Scholars

Emilie Catherine Archambeault
Brigette Elise Krantz
Ying Lin
Anne Elisabeth Miller
Jody Elizabeth Navitsky
Mika Yamauchi

Charles A. Dana Scholars

Andrea Susan Bassi
Shana Marie Bondi
Robin Dale Colby
Alan Andrew Kennedy
Kevin Philip Chavoor Landis
Kaushik Gautam Sen

Ralph J. Bunche Scholars

Khushwant Bonnie Bhatia
Tasanee Mei Briggs
Winnie Fong
James Lee Harris
Vanessa Maria Hernandez
Nancy Joachim
Chera De'Ahn Rodgers
Omar Martin Gregorio Sánchez
Emily Elizabeth Taxson

L.L. Bean Scholars

Amy Christine Charles
Sandra Jean Hughes
Gregory Joseph Noblet

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College Calendar 1998-99

First Semester

Tuesday, September 1
 Wednesday, September 2, through Saturday, September 5
 Sunday and Monday, September 6, 7
 Monday, September 7
 Tuesday, September 8
 Tuesday, September 8
 Wednesday, September 9
 Friday, October 2, through Sunday, October 4
 Friday, October 9, through Sunday, October 11
 Monday and Tuesday, October 19, 20
 Wednesday, November 25, through Sunday, November 29
 Friday, December 11
 Saturday, December 12
 Wednesday, December 16, through Monday, December 21
 Tuesday, December 22

Class of 2002 arrives for COOT²
 COOT²
 Orientation on campus
 Dorms open; upper classes arrive
 Registration
 Seminars meet
 First classes
 Family Weekend
 Homecoming
 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
 COOT² for new students

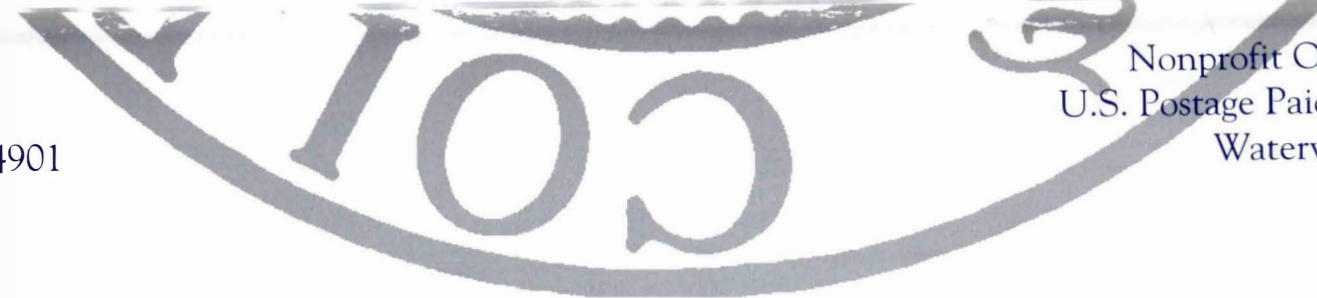
Second Semester

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

Notes

Notes



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Waterville, Maine 04901

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