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Colby College Catalogue
2001-2002



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2001-2002



Colby College Catalogue

SEPTEMBER 2001-AUGUST 2002

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 & 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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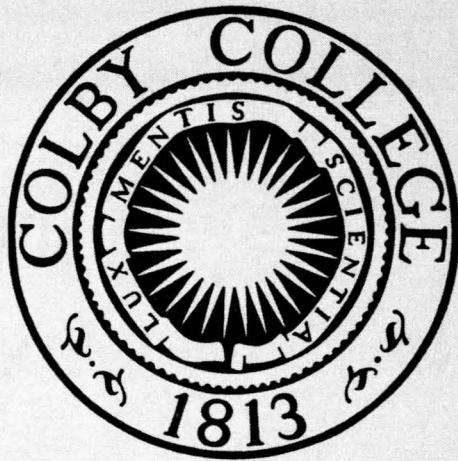
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Colby's Mission and Goals

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 62 buildings have been constructed since 1937.

Today, Colby's 1,800 students—evenly divided between men and women—come from virtually every state and more than four dozen foreign countries. Alumni, numbering more than 21,000, are represented in all 50 states and almost 70 foreign countries. Students may choose from some 500 courses in 41 major fields and have wide flexibility in designing independent study programs, electing special majors, and participating in internships and exchange programs. More than 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. The Commons Plan, which followed the 1984 decision to withdraw recognition from Colby's several fraternities, offers a number of advantages to students. There are three 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.

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 Anthony-Mitchell-Schupf residence halls, Averill Hall, and the residence halls of the Hillside Complex and The Heights.

Johnson-Chaplin Commons is named for Franklin Winslow Johnson and for Jeremiah Chaplin. Johnson was Colby's 15th president (1929-42), who inspired the College's move to the Mayflower Hill campus. Chaplin was Colby's founder and first president, who served from 1818 to 1833. This Commons includes Johnson Hall, East Quad, and the residence halls of Piper, Drummond, and Goddard-Hodgkins as well as West Quad, and Grossman, Treworgy, Pierce, and Perkins-Wilson residence halls.

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 Dana, Foss, Woodman, Coburn, and Mary Low.

The Harold and Bibby Alford Residence Complex offers independent living for more than 100 seniors each year. Each of the 22 apartment-style units has a full kitchen, bath, and single rooms.

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
1979-2000	WILLIAM R. COTTER
2000-	WILLIAM D. ADAMS

Accreditation and Memberships Accredited by New England Association of Schools & Colleges, Maine Department of Education, American Chemical Society, and Accreditation Association for Ambulatory Health Care. 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.

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 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 900,000 items, and the online catalog and the library's electronic indexes and Internet files are available on library workstations and computers campus-wide. 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, Bowdoin, and the University of Maine has resulted in mutual online 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/library/>).

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 Macintosh and 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 2000 systems are available in the Lovejoy Cluster (Lovejoy 400). Macs are located in the Olin computer classroom (Olin 323) and Windows 2000 computers are located in the library cluster (Miller 16) and the Davis Educational Foundation Electronic-Research Classroom in the library. Specialized Macintosh and Windows computing facilities dedicated to particular departments are located in Biology, Chemistry, Computer Science, Economics, Geology, Language Resource Center, Mathematics, Music, Physics, and Psychology. About 92 percent of all students own a computer.

Central 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' online catalog and links to various academic databases are also available.

Colby's data communications network, built around a gigabit 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. The College has high-speed (10 mbps partial T3) Internet access.

Assistance can be obtained from the student consultants at Student Computer 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 online 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 60 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 as well as video conference facilities, is maintained. Through its satellite downlink and commercial cable services 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 (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 programs 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. Health care professionals attend about 10 CME offerings at Colby each summer.

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 behavioral disorders, emergency medicine, 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 lacrosse, soccer, football, basketball, baseball, cross country, and other sports are available. In the summer of 2001, Colby was host to the five-week-long Canada/USA Math Camp for mathematically talented high school students from around the world and to Gear Up, a federal program helping to raise the aspirations of seventh graders.

During the academic year, the office arranges annual conferences such 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 coordinates 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 advisors 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 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 advisors.

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, job search, 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 also are 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 throughout the year. 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. The LSAT and MCAT are administered at Colby at least twice 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 also available in the Office of Career Services.

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-two percent of the members of the Class of 2001 graduated from Colby in four years. The six-year graduation rate of the Class of 1999 was 88 percent.

Application Schedule

November 15: Deadline for filing applications for fall option early decision admission and financial aid. Notification: December 15.

December 1: Deadline for filing applications for midyear transfer admission. Notification: December 31.

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

January 1: 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. Group information sessions also are available on most weekdays at 10:45 a.m. and 2:45 p.m.

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 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 36 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 Colby juniors 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 two fall semester abroad options, which are described on page 37. A student who participates in one of the College's fall-semester-abroad programs enters Colby with a group of friends acquired through the program and with enough credits to progress toward the degree at the same pace as his or her classmates.

Transfer Students and Veterans First consideration in admission is for first-year students, but some transfer students are accepted each year. Admission by transfer is open to those with strong academic and personal records from accredited colleges or universities. Transfer application forms may be obtained from the Admissions Office.

Credits from accredited institutions are generally accepted for courses comparable to those offered at Colby in which grades of C or better are received. No more than 64 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 immunization series. Discuss with a home health care provider the advisability of chicken pox and meningitis vaccines. Arrangements can be made through the Health Center to receive these non-required vaccines.

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 35.

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, must 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 1.

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 advisor to international students on immigration matters. An intensive English Bridge Program during the fall semester serves conditionally admitted students whose TOEFL or other verbal 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 the admitted student's Web site and 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 advisors, 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 first-year students who intend to take Mathematics 101, 121, 122, 131, or 161 in the fall semester. 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.

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 advisors and with the chair of the Department of Mathematics.

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

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 also are 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 2001-2002

	<i>Sem. I</i>	<i>Sem. II</i>	<i>Total</i>
Comprehensive Fee	\$17,145	\$17,145	\$34,290

Calendar of Payments 2001-2002

<i>Upon Acceptance for Admission:</i> Admission deposit—new students only (nonrefundable).	\$300
<i>August 1:</i> One half of annual basic charges, less admission deposit if applicable.	\$17,145
<i>August 1:</i> Colby Outdoor Orientation Trip fee—new students only.	\$200
<i>January 1:</i> One half of annual basic charges.	\$17,145

Deposits

Admission Deposit for All New Students: A nonrefundable deposit of \$300 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. Students who receive federal loans or grants should be enrolled for at least 12 credit hours per semester to qualify for these funds. In these exceptional cases, students may be charged on a credit hour basis at the rate of \$1,010 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. Students living in The Harold and Bibby Alford Residence Complex will receive a rebate of \$935 per semester and will receive 100 meals 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 \$2,045 per semester and will receive 100 meals 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 or Colby-Bates-Bowdoin 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 and CBB 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 Colby and CBB abroad programs. All Colby and CBB abroad programs require a \$500 attendance deposit. Semester fees for the 2001-2002 Colby and CBB off-campus programs are as follows:

Semester Charges

Colby in Cork	\$17,145
Colby in Dijon	\$17,145
Colby in St. Petersburg	\$17,145
Colby in Salamanca	\$17,145
Colby in Washington	\$12,000
CBB London Center	\$17,145
CBB Quito Center	\$17,145
CBB Cape Town Center	\$17,145

Students who expect to transfer credits for full-time study in an approved 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 \$2,900 for tuition only for participating in the January Program.

Miscellaneous Charges

Applied Music: A student receiving musical instruction under the applied music program during any semester or Jan Plan is charged a fee of \$210 per semester for a half-hour (\$420 per hour) of instruction each week for credit or non-credit. Music majors are eligible for subsidized instruction; refer to the "Music" section in this catalogue for details.

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 staff 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 normally are 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.

Prior to registration day each year, student 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 day. 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.

Notwithstanding any other provision in this catalogue, a student's account, including tuition, room and board, fees, charges, and fines, must be paid in full before that student will be allowed to receive transcripts, participate in the annual room draw process, participate in baccalaureate or commencement exercises, or receive a degree or diploma.

In the event that a student account is delinquent, the account may be placed with a collection agency or an attorney for collection. All collection costs, including attorney's fees, will be charged to the student.

The College does not accept either credit cards or post-dated checks for payment of student account charges. A fee of \$15 is charged for any returned check.

Late Payment Fees A late payment fee of 1.5 percent of an unpaid balance of \$1,000 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 (4130 Mayflower Hill) 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 more than \$13 million annually in grants, loans, and campus employment to approximately 1,100 full-time students, or 65 percent of the enrollment.

The average aid package awarded to 615 students in 2000-2001 was \$20,560. In addition to Colby's own programs, these awards include the full range of federal and state financial aid programs, including Federal Pell Grants, Federal Supplemental Educational Opportunity Grants (FSEOG), Federal Perkins Loans, Federal College Work-Study, and Federal Stafford Loans.

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 the College Scholarship Service Profile and the Colby aid supplement 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 aid supplement and either the Colby financial aid application or the CSS Profile form and Colby aid supplement 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 also is 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 those listed in the "Off-Campus Study Handbook."

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.

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.

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.

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 director of counseling services or the 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 live in three residential Commons, accommodating approximately 550 students each. Individual residence hall sizes range from 30 to 166 students per building. All class years are housed in each building, with the exception of the Harold and Bibby Alford Residence Complex, which houses only seniors.

Students are expected to live in College housing as assigned by the Office of the Dean of Students and are required to subscribe to an 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 published 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) For the classes of 2002, 2003, and 2004: a minimum of 120 credit hours earned in at least eight semesters of full-time college-level study. Among the 120 credit hours, up to 15 may be earned in courses taken on a satisfactory/unsatisfactory basis, and up to 15 may be applied from field experience credits.

For the Class of 2005 and after: a minimum of 128 credit hours earned in at least eight semesters of full-time college-level study. Among the 128 credit hours, up to 15 may be earned in courses taken on a satisfactory/unsatisfactory basis, and up to 15 may be applied from field experience credits.

Quality Requirement At least a 2.00 cumulative grade point average. For each credit hour, a mark of:

A earns four points.

B earns three points.

C earns two points.

D earns one point.

Each *plus* mark earned is: .3 quality point per credit hour added.

Each *minus* mark is: .3 quality point per credit hour deducted.

Distribution Requirement No part of any requirement can be satisfied with the satisfactory/unsatisfactory option or field experience credits.

English Composition: English 115 (Composition) is required.

Foreign Language: This requirement may be met in one of four ways:

(1) By attaining before entrance a score of 64 or higher on the SAT-II Subject Test in a foreign language or in the Colby language placement test taken during orientation or a score of 4 or 5 in Advanced Placement language or literature or 6 or 7 in an International Baccalaureate higher-level exam or 7 on a subsidiary exam. Refer to the section on 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 Salamanca, Spain, or Dijon, France. The Salamanca language program is available either fall or spring semester; the Dijon program is available in the fall semester only. These programs are open to first-year students, sophomores, and juniors.

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

Areas: Students are required to pass one three- or four-credit-hour course in each of Areas I, II, III, IV, and VI, and *two* courses in Area V. Normally, students will be expected to complete these requirements during their first three years. Course descriptions in the catalogue include a key to the appropriate area(s) met by specific courses.

Area I ARTS: Courses in the history, theory, and/or practice of the creative arts.

Area II HISTORICAL STUDIES: Courses that investigate human experience by focusing on the development of cultures and societies as they evolve through time.

Area III LITERATURE: Courses that focus on literary works of the imagination and/or written texts in which ideas and creative or aesthetic considerations play a crucial role.

Area IV QUANTITATIVE REASONING: Courses that focus on quantitative or analytic reasoning about formally defined abstract structures.

Area V NATURAL SCIENCES: Courses that focus on the understanding of natural phenomena through observation, systematic study, and/or theoretical analysis. At least *one* course taken to satisfy Area V must contain a substantial laboratory component.

Area VI SOCIAL SCIENCES: Courses that focus on theoretically and methodologically directed inquiry into various aspects of human behavior and interaction.

Diversity: Students are required to pass one course centrally concerned with how diversities among peoples have contributed to the richness of human experience. Courses that may be taken to fulfill the requirement are those that (a) focus on history, perspectives, or culture of non-Western peoples or on a culture whose origins lie outside of the European traditions; (b) focus on issues and/or theories of ethnicity, gender, or class as these may be found anywhere in the world; or (c) examine the nature, history, and workings of prejudice as experienced by any group. Courses meeting this requirement are identified in catalogue descriptions.

Wellness: The purpose of Colby’s Wellness requirement 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. All students must meet the requirement by attending eight of 12 lectures offered during the first two semesters of their enrollment. Participation in physical education activities is encouraged for all students. Attendance at wellness lectures or participation in physical education activities does not earn academic credit hours.

Major Requirement Each student must satisfy requirements of a major. Near the end of the first year, students are asked to make a declaration of intent regarding a major, either by electing a specific major or by filing an “Undeclared” statement. A major may be chosen in a single subject, in one of a number of designated combinations, or in an individually designed independent major. Students are encouraged to re-examine their choices of major during the sophomore year and are required to declare a major prior to electing courses for their junior year. The respective academic departments and programs specify the courses constituting a major; requirements are detailed in the section “Courses of Study.”

With the consent of the departments or programs concerned, a student may change majors. Forms for officially effecting such change can be obtained from the Registrar’s Office. A student may change majors at the end of the junior year if the equivalent of at least 12 credit hours, with a 2.00 average, has been earned in the new major. If, in the senior year, the average in

courses completed toward the major falls below 2.00, the major requirement is not fulfilled, and the degree cannot be awarded.

Any student whose major average falls below 2.00 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

American Studies

Anthropology

Art

Biology

Chemistry

Chemistry-A.C.S.

Chemistry-Biochemistry

Classical Civilization

Classical Civilization-Anthropology

Classical Civilization-English

Classics

Classics-English

Computer Science

East Asian Studies

Economics

Economics-Mathematics

English

Environmental Policy

French Literature

French Studies

Geology

Geology-Biology

German Language and Literature

German Studies

Government

History

International Studies

Latin American Studies

Mathematics

Mathematics-Mathematical Sciences

Music

Performing Arts (through the Class of 2002)

Philosophy

Philosophy-Mathematics

Physics

Psychology

Religious Studies

Russian Language and Culture

Sociology

Spanish

Theater and Dance (beginning with the Class of 2003)

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: Cell and Molecular Biology/Biochemistry

Chemistry: Environmental Sciences

Economics: Financial Markets

Geology: Earth Science

Geology: Environmental Science

Minors In addition to a major, students may also elect a minor. A minor normally consists of five to seven courses and involves a coherent progression of courses including both introductory exposure to a field of knowledge and advanced work. A minor must include at least four courses taken in addition to courses taken to satisfy requirements for any major or other minor. Students must maintain a 2.00 average in the minor. Current minors are:

Administrative Science

African Studies

African-American Studies

Anthropology

Art

Chemistry

Chinese

Classical Civilization

Classics

Computer Science

Creative Writing

East Asian Studies

Economics

Education

Education: Professional Certification

Environmental Studies

Geology	Philosophy
German	Physics
Human Development	Psychology
Indigenous Peoples of the Americas	Religious Studies
Japanese	Russian Language and Literature
Jewish Studies	Science, Technology, and Society
Mathematics	Theater and Dance (beginning with the Class of 2003)
Music	Women's Studies
Performing Arts (through the Class of 2002)	

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 advisors who accept responsibility for the program throughout its course. Many such majors are interdisciplinary; in these cases, two advisors, 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 Studies 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. Students enrolled in CBB programs during the spring semester must complete one January Program in addition to the program completed in their first year. 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 Career Services Office. 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 For the classes of 2002, 2003, and 2004: 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.

For the Class of 2005 and after: A student returning to college after an absence must meet any new requirements for graduation if fewer than 65 Colby credit hours had been earned prior to the absence. If more than 64 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, biology, chemistry, computer science, East Asian studies, economics, English, environmental studies, French, government, history, international studies, Latin American studies, mathematics, 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 Studies Committee and pursued under the guidance of a faculty member. Students applying to the Senior Scholars Program will normally be expected to have a grade point average of at least 3.3 in their major. Students submit a midyear report on the project; their final report is judged by three faculty readers. Upon successful completion of the program with a minimum grade of B+, the senior scholar's report is deposited in the College library. Application must be made during the student's junior year. Inquiries should be directed to the committee chair.

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 Scholars status, election to Phi Beta Kappa, or status as Bixler or Dana scholars are printed in the annual commencement program.

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 available from the Registrar's Office as "Critical Dates and Deadlines."

The College's official means of communication is electronic. Students are expected to activate their Colby e-mail accounts and to check them regularly, as many official notices from the administration and the faculty are sent only as electronic mail. Academic records, including courses a student has taken and the student's status with respect to fulfillment of academic requirements, are available in a password-protected environment through the registrar's Web site.

Student's Program The student at Colby normally takes from 12 to 18 credit hours in each semester and one offering during the January term. 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. In so doing, a student will be subject to review by the Committee on Academic Standing. Varsity athletes must consult with the director of athletics, the associate dean of students for academic affairs, and their academic advisor regarding how the reduced course load may affect athletic eligibility.

Each first-year student has a faculty advisor to assist in planning the academic program. A new faculty advisor is assigned when the student has selected a major. Approval of the faculty advisor(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 advisor should discuss a prospective program, noting carefully the recommendations and requirements in areas of major study. The initial selection of a major is by no means final; students are encouraged to explore alternative options throughout their sophomore year.

Selection of Courses Each semester students select programs of study for the following semester. Students select courses via the World Wide Web after consultation with academic advisors. Selections are confirmed or denied following review of courses against academic departments' criteria for course limits and priorities, after which students may add or drop courses via the Web, subject to rules stated for each course.

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 and available on the Web.

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 advisor(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 Other than 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 day (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, with the permission of the instructor, during the first eight class days (hereafter referred to as the “add period”) in either semester.

Dropping Courses All students enrolled full time at Colby—senior, junior, sophomore, and first-year—may drop courses via the Web through the mid-semester drop date. The specific drop dates for each year are published in “Critical Dates and Deadlines,” available on the Web or from the Registrar’s Office.

Students’ schedules are available on the Web. It is each student’s responsibility to ensure that his or her registrations are accurate and that they are maintaining a full course load of 12 or more credits (see “Student’s Program” above). “Dropped” courses will not appear on the student’s permanent record or transcript. Students may not drop a course simply by absenting themselves from its meetings. Absence without formally dropping a course subjects the student to a mark of *F* in the course.

Withdrawal from Courses Only first-year students may withdraw from courses until the last day of classes and receive the mark of *W*. Appropriate forms, approved by advisor 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* nor *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 Students are expected to attend all of their classes and scheduled course events in any semester or January and are responsible for any work missed. Failure to attend can lead to a warning, grading penalties, and/or dismissal from the course with a failing grade.

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. Grades can be viewed on the Web the day following

the faculty's grade reporting deadline; 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 January 15 for first semester, the Tuesday following spring break for January credit courses, or July 1 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 advisor and with any extracurricular advisor, 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 advisors 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 a student's return to the College, his or her records 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.

For the classes of 2005 and after, class standing is as follows:

First-year standing: fewer than 26 credit hours or fewer than two semesters.

Sophomore standing: 26 to 57 credit hours and two or three semesters.

Junior standing: 58 to 89 credit hours and four or five semesters.

Senior standing: 90 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 for Newly Admitted Students 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.

- (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) Refer to "Advanced Standing" in the section titled "Admission" in this catalogue for additional programs in which credit may be earned.

Transferred Credits for Currently Enrolled (Matriculated) Students 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.

- (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.

Individuals 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) of the student or former student. There is no charge for the transcript itself; fees will be assessed for special requests such as immediate delivery or transmission by overnight courier or fax. (Note 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.

Academic Programs

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

Division of Humanities, Professor Patrick Brancaccio, chair, includes the departments of Art, Classics, East Asian Studies, English, French, German and Russian, Music, Philosophy, Spanish, Theater and Dance.

Division of Social Sciences, Professor James Meehan, chair, includes the departments of Administrative Science, Anthropology, Economics, Government, History, Psychology, Religious Studies, Sociology.

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

Division of Interdisciplinary Studies, Professor Thomas Tietenberg, chair, includes the department of Physical Education and the programs of African Studies, African-American Studies, American Studies, Creative Writing, Education and Human Development, Environmental Studies, International Studies, Jewish Studies, Latin American Studies, Science, Technology, and Society, and 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 Abroad Colby maintains an Office of Off-Campus Study to help students make plans to study abroad or at a few domestic off-campus programs that are integrated into each student's major and academic program. 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 only, to Colby programs and approved non-Colby programs. Students are required to consult their major and minor advisors, as well as the off-campus faculty liaison in their major department, before making plans for study abroad. Sophomores will receive a handbook detailing procedures and listing approved Colby and non-Colby programs early in the fall semester. Applications for off-campus study during the year 2002-2003 are due by March 15, 2002, regardless of the semester for which the student is applying. With some limited exceptions, Colby students normally study abroad for one semester. See the Office of Off-Campus Study for details.

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. These programs are available to sophomores and juniors.

Colby in Salamanca: This program provides the opportunity for students to learn Spanish at the University of Salamanca, one of the oldest universities in Europe. Students reside with families, attend intensive language courses, and have a full schedule of excursions to enrich their knowledge of Spanish life and culture. The program is under the supervision of a resident Colby director and is offered in the fall and spring semesters. 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, at the University of Burgundy. 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-Sponsored First-Year Programs The College offers the following programs abroad designed specifically for entering first-year students:

Colby in Salamanca: Refer to description above.

Colby in Dijon: Refer to description above.

Colby-Sponsored Programs Abroad for Juniors 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 the junior year. Colby offers study programs in Ireland, France, 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 the fall or spring semester.

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 or spring semester.

Colby in Dijon: For students who have satisfied the language requirement, Colby in Dijon offers advanced French language courses as well as courses in literature and history. Students live with French families and participate in a rich program of cultural excursions. This program is offered during the fall semester only.

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-Bates-Bowdoin (CBB) Study Abroad Programs A major grant by the Andrew W. Mellon Foundation has enabled Colby, Bates and Bowdoin colleges to establish a study abroad consortium. There are three CBB centers abroad, each offering a variety of study programs under the supervision and direction of faculty members from all three colleges. CBB centers include:

CBB London Center: Administered by Colby College, the CBB London Center is located on Bloomsbury Square, near the British Museum. In 2001-2002 it will offer programs in biology, English literature, government, and performing arts. Elective courses and internships are offered each semester.

CBB Quito Center: Administered by Bates College, the CBB Center in Quito, Ecuador, is housed at the Andean Center for Latin American Studies (ACLAS). In 2001-2002 it will offer a program in tropical ecology.

CBB Cape Town Center: Administered by Bowdoin College, the CBB Cape Town Center is located in a secure residential neighborhood. Students take two courses at the center and two with South African faculty at the University of Cape Town. In 2001-2002 it will offer programs in history, art history, and archaeology.

Courses for the CBB London Center, Fall Semester 2001

Biology Program (Mr. Greenwood, Colby)

The Cell Cycle and Its Control (Mr. Greenwood, Colby)

Studies recent biomedical research into the cellular mechanisms that control the cell cycle, the tightly regulated process by which cells reproduce. Investigates the signal transduction pathways that trigger cell cycle events, the anomalies that frequently occur in the cell cycle control of cancerous cells, and how cancer cell lines persist. Researchers from the London area will address the class on specific topics. Prerequisites: one (preferably two) years of biology and one year of chemistry.

One or two of the following courses offered at the University of East London: immunology, toxicology, medical parasitology, infectious disease process, pharmacology (University of East London faculty).

English Literature Program (Mr. Freedman, Bates)

The English Stage: 1580 to 1725 (Mr. Freedman, Bates)

Drawing equally on Elizabethan, Jacobean, Restoration, and 18th-century plays, explores the continuation of theater after Shakespeare and the explosion of playwrights by the early 1700s, reflecting on Samuel Johnson's comments about the barbarity of Elizabethan drama compared with the refinement of his own. Considers the growing ethnic, racial, and marital changes that London undergoes during this period and their appearance in performance. Contemporary productions in London's environs by both well-known and lesser-known companies, as well as theatrical and costume museums, will be attended. The nature of the viewing audience and its class representation may also be discussed.

Disease and the City (Mr. Freedman, Bates)

Considers fictional writings that contextualize London, as well as other cities, by authors such as Defoe (*Journal of the Plague Year*), DeQuincey (*Confessions of an Opium Eater*), Dickens (*Bleak House*), Dostoevsky (*Crime and Punishment*), Woolf (*Mrs. Dalloway*), and Eliot (*The Wasteland*). Investigates changes in the concepts of physical and mental illnesses and the complex social structures denoted in fiction by prostitution, homosexuality, lesbianism, asylums, consumption, and syphilis. Works by critics such as Foucault, Gilman, Hyam, and Hackings will serve to introduce these topics.

Art: The Growth of a World-Class City (Mr. Plant)

Traces the artistic transformation of the medieval town of London into a major city. Examines such topics as urban planning, public buildings, palaces, churches, sanitation systems, emigration patterns, monasteries and hospitals, trade and craft in the course of an exploration of the growth of London from 50,000 inhabitants in the mid-16th century to well over one million inhabitants by the mid-19th century. Students will be asked to envisage by way of painting, drawing, map, or other documented means the "old London" amidst the new.

Other Options offered at the CBB London Center, Fall Semester 2001

Art History: Britain and the Baroque (Mr. Harwood, Bates)

Examines the significant change of direction for British artistic culture when the British elite of the 17th and early 18th centuries embraced and patronized the forms and meanings of European baroque painting, architecture, and landscape architecture. Consideration of how late 16th-century British painting (especially portraiture) and architecture (Hatfield House) set the stage for understanding later transformations under the influence of European painters and designers. Particular attention is paid to Anthony Van Dyck and the transformation of the portrait, and to the architects Inigo Jones, Christopher Wren, and John Vanbrugh. Operates

almost entirely outside of the classroom, taking full advantage of such sites and museums in and around London as the National Gallery, Hatfield House, Hampton Court, Greenwich, Chiswick House, and Blenheim Palace.

Art History: Nature, Nationalism, and New Money: British Art 1750-1850 (Mr. Harwood, Bates)

Considers British painting from William Hogarth to the Pre-Raphaelite Brotherhood, following several interconnected themes related to nature, nationalism, and new money: the startling rise to social, economic, and political prominence in the 18th century of numerous individuals who had made considerable money through trade and manufacturing; the emergence of a public discussion of the concept of taste; the transformation of the art market in painting; the relationship of evolving conceptions of nature to the emergence of great landscape painting in England, most notably with Constable and Turner; and the definition of the Gothic style in architecture as both rooted in natural forms and expressive of national character and the national past. Meets almost entirely outside of the classroom and takes full advantage of London's museums.

Theater and Dance: Text and Performance (Ms. Sullivan and Mr. Gordon)

Designed to make students into informed theatergoers. Through attendance at 12 major professional productions and the reading of the texts upon which the productions are based, gives an overview of London's current theater season as well as a taste of various types of theater. Enrollment limited to 15 students.

English: Postcolonial Fiction in English (adjunct British faculty)

Covers novels and short stories written in English by the citizens of former British colonies. The regions will be as various as the fiction itself and may include Canada, Australasia, the Caribbean, India, and Africa.

Government: Contemporary British Politics (Mr. Lodge)

A comparative politics course examining the British system of government and the most important issues and developments in British politics since 1945. Topics include parliamentary government, the evolving party system, electoral behavior, the rise and fall of the welfare state, Thatcher's economic revolution, race relations, the break-up of the Empire, NATO, the European Union, Welsh and Scottish devolution, and North Ireland.

Economics: Economic Integration of the European Union (Mr. Staab)

Provides a comprehensive examination of the processes of European economic integration and offers a critical analysis of EU policies in their broader political-economic context. Also focuses on the external dimension of Europe in the global economy and is therefore divided into four parts: a historical overview of the main economic events and currents is followed by a brief introduction to the key institutions and processes. Then shifts attention to the analysis of the main economic policies that continue to shape the integration processes of the EU, including the Single Market, Economic and Monetary Union, or the Common Agricultural Policy. Closes with a look at the EU and its impact on global economics, ranging from the WTO to EU enlargement and the Third World.

History: Archaeology of Roman Britain (Mr. Casey)

The course examines the impact of the Roman Conquest on Britain in the first to fifth centuries A.D. in the light of modern studies of cultural and technological interaction. Emphasis is placed upon the archaeological evidence for cultural change, adaptation, and resistance through detailed studies of key monuments and excavations. Material cultural evidence such as coins, pottery, glass, and other artifacts is examined. Contemporary historical narratives are examined and contrasted with less formal written evidence such as inscriptions and graffiti. A program of site and museum visits is an essential element of the course. Recent visits have included

Hadrian's Wall, Fishbourne Villa, the Roman Baths at Bath, and the British and London museums. No knowledge of Latin is needed as sources will be studied in translation.

English: The History of London through Literature (Mr. Crane)

This course will explore the history of London through its literature and art. It will look at the ways in which writers over the last 300 years have responded to the city and also will look at the works of contemporary novelists who are turning to its past in order to understand the cultural and political challenges of modern London.

Courses for the CBB London Center, Spring Semester 2002

Government Program: The New Europe (Ms. Yoder, Colby)

Subnational Politics in Europe: A Europe of the Regions (Ms. Yoder, Colby)

Focuses on regionalism in Western Europe, examining the cases of northern Italy, Brittany, the Basque country and Catalonia, eastern Germany, and of course, Scotland, Wales, and Northern Ireland.

Supranational Politics in Europe: The European Union (Ms. Yoder, Colby)

Introduction to the theories of integration, the evolution of the EU, and the current controversies over widening the scope of EU membership to include postcommunist countries and over deepening the extent of EU authority to include, for example, foreign policy and security matters.

British Politics in the Post-World War II Period (adjunct British faculty)

Introduction to the challenges to and changes in British politics in the post-World War II period and to the main actors, institutions, and policy debates in Britain today, in particular concerning the issues of subnational and supranational challenges to central political authority. Provides the British perspective on devolution and European integration, two of the most important political issues in the country today.

Performing Arts Program (Ms. Wing, Colby)

Comedy and Revolution: London Style (Ms. Wing, Colby)

Focuses on the generic imperatives of comedy and how playwrights have used comic shape for social and political critique throughout the ages. Begins with a study of the origins of comedy within the Western tradition, examining both its ritual and its structural components; readings traverse several centuries, starting with Aristophanes and theories of early fertility rituals. Then turns specifically to British playwrights, from Ben Jonson through Oscar Wilde, from George Bernard Shaw through Joe Orton. Includes visits to comedy clubs and improvisational "Theatresport" venues in London and to other pertinent productions.

Women Playwrights in Britain Since the 1970s (Ms. Wing, Colby)

Considers the work of Caryl Churchill and less well-known playwrights and cooperative theater groups whose experimental approaches to theater and investigation of the intersection of sexual, social, and theatrical politics were stimulated by political and social unrest throughout Europe and the United States in the late '60s and early '70s. Also investigates the new generation of women writers whose works are just now being staged throughout London, from "pub theatres" to the West End. Examines the theatrical process from a feminist perspective, with guest speakers from the wide range of women working in all aspects of London theater.

Other Options offered at the CBB London Center, Spring Semester 2002

Theater and Dance: Text and Performance (Ms. Sullivan and Mr. Gordon) (see description above)

English: Postcolonial Fiction in English (adjunct British faculty) (see description above)

Government: Contemporary British Politics (Mr. Lodge) (see description above)

Economics: Economic Integration of the European Union (Mr. Staab) (see description above)

History: Archaeology of Roman Britain (Mr. Casey) (see description above)

English: The History of London through Literature (Mr. Crane) (see description above)

Courses for CBB Quito Center, Fall Semester 2001

Tropical Ecology Program (Mr. Wheelwright, Bowdoin)

Tropical Ecology: Concepts and Methods (Mr. Wheelwright, Bowdoin)

Covers the fundamental principles of ecology with special reference to tropical systems. Through integrated lectures, readings of the primary literature, and field exercises, emphasizes three aspects of the study of ecology, in a tropical context: theoretical concepts (population dynamics, biogeography, ecosystem classifications, etc.); natural history (classification and evolutionary relationships of the major Ecuadorian groups of plants and animals, etc.); and methods (hypothesis formulation and testing of experimental design, statistical analysis, graphics, etc.). Seminar presentations in English and Spanish are an important part of the course; course work is concentrated at the beginning of the semester in order to prepare students for independent research projects. Classroom concepts are illustrated through field trips.

Tropical Ecology: Independent Research Project (Mr. Wheelwright, Bowdoin)

Students work independently or in small groups to explore specific questions in tropical biology, in consultation with the instructor or possibly local and visiting faculty and graduate students. Different prospective study sites are visited; the semester begins with one or two short-term research projects focused on discrete questions. With a better idea of the sorts of systems and taxa they enjoy working with—and of the types of pitfalls involved in field research—students are expected to write up independent research projects in the form of a paper for publication and to present the results of their research to their peers and perhaps to Ecuadorian students as well.

Environmental Issues in Ecuador (adjunct faculty)

Introduces students to environmental issues in Ecuador, particularly the complicated ones that confront developing countries, tropical countries, and countries with large indigenous populations. Investigates questions and concepts such as the roles of governmental and nongovernmental organizations (NGOs), indigenous and European attitudes toward nature, economic pressures and incentives, political institutions, citizen involvement, environmental education, land ownership patterns, population growth, and environmental legislation. Possible field trips may include visits to waste treatment plants, NGOs, or the legislature as well as interviews with students, agricultural workers, and policy makers.

All courses except Spanish language are taught in English. Spanish language courses are taught by faculty of the Andean Center for Latin American Studies (ACLAS). Students are required to take one Spanish language course unless they can demonstrate fluency in the language, in which case a Spanish literature course is substituted. Spanish language skills are tested upon arrival at Quito.

Courses for CBB Cape Town Center, Fall Semester 2001

Art History Program (Ms. McGee, Bowdoin)

Arts of Resistance (Ms. McGee, Bowdoin)

Using a comparative model, examines the various ways in which artists have used and continue to use the visual arts as a vehicle of protest, to give voice to various forms of oppression, or to spawn change. Examines South African art in the context of varying art movements, such as

Chicano art and the art of Black Power, and investigates the relationship of art to issues of race, gender, class, and other systems of power.

Contemporary South African Art (Ms. McGee, Bowdoin)

An introduction to South African art, followed by close examination of the contemporary arts of South Africa. The particular focus is Cape Town and the surrounding townships. Field trips to museums, galleries, and artists' cooperatives are an intrinsic part of the course, in which the academic side of art history comes face to face with the commercial, the communal, the personal, and the professional. Students will develop a relationship with a practicing artist, curator, gallery, or museum professional or with a community arts center. Final projects will bring together the experiential, historical, and theoretical.

History Program (Mr. Webb, Colby)

Environmental History of Africa: Major Issues in African Environmental History (Mr. Webb, Colby)

Examines the significance of the introduction of domesticated animals, plants, and technologies; biological imperialism; historical epidemiology; European and African images of the natural world; the international conservation movement and the creation of game parks; and the environmental justice movement. Students write short weekly response papers that analyze the assigned readings. Some day travel within the Cape Town region is planned.

AIDS in Southern Africa: History, Politics, Epidemiology, and Cultures of the Epidemic (Mr. Webb, Colby)

Investigates what is thought in South Africa about the origin(s) and transmission of AIDS; what accounts for the high percentage of HIV-positive people in South Africa; why the government has been reluctant to adopt Western strategies for coping with the epidemic; and how South Africans deal with people who have AIDS. An array of local experts will address various aspects of Southern Africa's biggest public health problem. Students will carry out an independent research project working with local NGOs in the Cape Town area.

Students also take two courses at the University of Cape Town.

Courses for CBB Cape Town Center, Spring Semester 2002

Archaeology Program (Mr. MacEachern, Bowdoin)

The Emergence of Civilizations (Mr. MacEachern, Bowdoin)

Considers the reason for the fall from favor of the concept of "civilizations" among many professional archaeologists; considers more generally the characteristics of state-level societies. Examines the development of complex societies in different areas of the world where these societies developed with few outside influences, concentrating primarily upon the Near East and sub-Saharan Africa but with consideration also given to Mesoamerica, the Indus Valley, and China. Investigates the attributes of a "civilization," the utility of a distinction between "primary" and "secondary" states, and the importance of factors such as trade, warfare, and population density and subsistence strategies in the rise of politically complex societies.

Culture and Archaeology: Using the Present to Understand the Past (Mr. MacEachern, Bowdoin)

Employs ethnoarchaeology, the discipline through which archaeologists use information collected from ethnographic and historical sources, and present-day observations to gain insights into the functioning of past societies. First examines the use of ethnographic analogy by archaeologists and then how ethnoarchaeologists use studies of present-day material culture to inform and enrich archaeological reconstructions. Uses a number of examples from southern Africa as well as from other areas of the continent, the Americas, and Asia. Also discusses

the relationships and discontinuities between historical and anthropological accounts of past lifeways.

Students also take two courses at the University of Cape Town.

Other Study Programs Abroad For programs not sponsored by Colby, the College requires that students obtain approval for their course of study before the stated deadline; 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 during the academic year 2002-2003, a preliminary application must be filed with the Off-Campus Study Office by November 15, 2001, and a final application submitted by March 15, 2002. Students receiving financial aid continue to receive that aid if they attend a Colby-approved program.

In addition to its own programs and CBB programs, the College approves study at a number of institutions and programs throughout the world that meet Colby's standards for academic rigor. With the exception of Colby's language acquisition programs in Salamanca and Dijon, 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.

Foreign Exchange Colby has an exchange program with the École Normale Supérieure in Lyon, 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.

Approved Domestic Programs Students wishing to participate in approved domestic programs must meet the same deadlines for preliminary and final applications as students who wish to study abroad. These programs are listed in the "Off-Campus Study Handbook" available each fall and on the Off-Campus Studies Web site. Opportunities include:

Exchange programs: Colby participates in student exchange programs with Howard University in Washington, D.C., and Clark Atlanta University in Atlanta, Georgia. 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.

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

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 Career Services. Students planning to participate in field experience must be aware of deadlines for filing applications.

ROTC: Colby students may participate in Reserve Officer Training programs offered at other Maine sites. Information about these programs is available in the Dean of Students Office.

Professional Preparation Many Colby graduates go on to study for advanced degrees in specialized areas of concentration. Specific committees of the College are available for professional preparation advice in the following areas:

Law and Government Service: The prelaw advisor 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 advisor 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 advisors 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 serves all Colby students: among them, first-year composition students; students with particular writing difficulties, including learning differences; senior scholars; students for whom English is not their first language; job and graduate school applicants; Watson Fellowship candidates, and many others. The Farnham Writers’ Center schedule includes both daytime and evening hours. The center is located in Miller Library 9C.

Courses of Study

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 course level and 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: open to sophomores and classes above
- 300: open to juniors and seniors
- 400: restricted to seniors

Permission of the instructor is required to confirm enrollment in a course of a level not open to the student's class.

Prerequisites: Course descriptions include specific *prerequisites* when these are required by instructors. *Permission of the instructor is required to enroll in any course for which the student has not satisfied a stated prerequisite.*

Curriculum: Departments have the option to offer particular courses in either one or both semesters and/or 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

The curriculum for each semester, available at the Registrar's Office and on the Registrar's Web page, provides information about the time and place of classes as well as their final examination group numbers. Course enrollment limits and priorities for admission to courses are set by departments; this information is also included in the curriculum from which courses are selected.

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.

Faculty on leave or directing Colby programs abroad are listed on page 249.

Area Requirements: 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

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

Credit Hours Credit hours published are per semester and are indicated in each course description as well as in the 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.

"**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 Nelson and Leonard Reich; Visiting Professor George Miaoulis; Visiting Assistant Professors Thomas Haigh, William Lee, and Barry Farber

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 Computer Science 113, 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.

Course Offerings

212fs American Business and Management A broad perspective on business and management provided through consideration of the historic, ethical, financial, organizational, and economic issues that managers face. Emphasis is placed on competitiveness. Based on text, readings, and lectures. *Four credit hours.* S. HAIGH

221fj 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.* FARBER

[250] Industry, Technology, and Society, 1750-1915 Listed as Science, Technology, and Society 250 and cross-listed as History 242 (q.v.). *Four credit hours.* H.

[251] Industry, Technology, and Society Since 1900 Listed as Science, Technology, and Society 251 and cross-listed as History 243 (q.v.). *Four credit hours.* H.

298s Technology, Information, and Business Since 1865 *Four credit hours.* H. HAIGH

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.* 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.* 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.* MIAOULIS

335s Strategic Planning in Business An analysis of the interrelationships between management, marketing, and strategic planning in the business sector. *Prerequisite:* Administrative Science 212. *Three or four credit hours.* MIAOULIS

354s Law in American Society Providing 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; class participation through discussions, debate, and mock trials. *Four credit hours.* S. LEE

373f Operations Research Listed as Mathematics 373 (q.v.). *Four credit hours.* BHARATH

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 Studies

Director, PROFESSOR SUELLEN DIACONOFF (Semester I), PROFESSOR JAMES WEBB (Semester II)
PROGRAM FACULTY AND ADVISORY COMMITTEE: *Professors Catherine Besteman (Anthropology), Guilain Denoeux (Government), Diaconoff (French), Anindyo Roy (English), André Siamundele (French), Webb (History); Martha Denney (Off-Campus Study)*

Africa is a continent of 30 million square kilometers, 54 countries, and 748 million people. It represents one of the culturally and ecologically richest areas in the world and has a history and future integrally connected to both the Americas and Europe.

The African Studies Program offers a minor that is both flexible and interdisciplinary and can be combined with a wide range of majors. In particular, it supports and complements majors in anthropology, French studies, environmental policy, history, government, and international studies.

Students may complete all their requirements for the minor in English or, if they are students of French, will take several of their courses in French. For opportunities involving the independent study of other African languages, please see the director.

The minor is composed of six courses, including a research seminar in which a major piece of writing on an African subject will be produced. Since foreign experience is an essential complement to traditional class work on campus, all students are strongly encouraged to include study abroad in an African nation, whether on the CBB Cape Town program or on another approved academic program in Africa.

Requirements for the Minor in African Studies

- (1) Six courses including: two core courses, History 261 and Anthropology 237;
- (2) Two additional courses such as the following or from approved study abroad courses: Anthropology 254 Women of the African Diaspora, English 348 Postcolonial Literatures, French 238 Introduction to Francophone Africa, French 397 African Cinema, French 398 France and Africa, History 364 African Economic History;
- (3) One course in African-American studies from the following: American Studies 276 African-American Culture in the United States, Anthropology 231 Caribbean Society and Culture, English 343 African-American Literature, History 247 African-American History, from Slavery to Freedom, Religious Studies 356 The African-American Religious Experience, Sociology 357 Civil Rights, Black Power, and Social Change;

(4) One research seminar, in the senior year, serving as the capstone experience and requiring a substantial research project dealing with Africa, such as Anthropology 452 Anthropology of Power, Environmental Studies 493 Environmental Policy Seminar, Government 451 Political Violence, Revolutions, and Ethnic Conflict, History 481 Ecology and History, or French 493 when the theme is appropriate.

African-American Studies

Director, 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 Theater and Dance), Cedric Bryant (English), Gilkes (African-American Studies and Sociology), Thomas R.W. Longstaff (Religious Studies), Paul Machlin (Music), Phyllis Mannocchi (English), Margaret McFadden (American Studies), David Nugent (Anthropology), John Sweney (English), James Webb (History), and Robert Weisbrot (History); Instructor Maritza Straughn-Williams (Anthropology and African-American Studies); also Frances Parker (assistant director, library), Geraldine Roseboro (associate dean of students and director of 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, American Studies 271, 275, 493, English 255, 256, 343, 413 (when appropriate), History 131, 132, and 247; one course selected from Music 133 (when appropriate), 232, 238, or American Studies 282; either History 342 or 442; two courses selected from American Studies 493, Anthropology 211, 213, 217, 231, 254, 354, Religious Studies 356, Sociology 252, 354, 355, 357, or Women's Studies 221; and at least one course focused on Africa or the Caribbean, preferably selected from Anthropology 231, 237, 254, Government 297A, History 297B, 364, and Theater and Dance 349B. Course substitutions and exchanges may be made in consultation with the advisor.

Requirements for the Minor in African-American Studies

Seven courses including African-American/American Studies 276; either English 343 or 413 (when appropriate); History 247; one course selected from Music 133 (when appropriate), 232, 238, or American Studies 275, 282; at least one course focused on Africa or the Caribbean; and two courses selected from American Studies 493, Anthropology 217, 231, 254, Religious Studies 356; Sociology 252, 354, 355, 357, or Women's Studies 221. Course substitutions and exchanges may be made in consultation with the advisor.

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. Minors and majors are instructed to inform faculty that they are African-American studies minors or African-American/American studies joint majors when seeking the permission of the instructor to register for courses or when asking that prerequisites be waived.

Course Offerings

- 231f Caribbean Society and Culture** Listed as Anthropology 231 (q.v.). *Four credit hours.* S, D. STRAUGHN-WILLIAMS
- 238s Burnt Biscuits and Green Onions: From Rhythm and Blues to Soul** Listed as Music 238 (q.v.). *Four credit hours.* A, D. MACHLIN
- 254f Women of the African Diaspora** Listed as Anthropology 254 (q.v.). *Four credit hours.* S, D. STRAUGHN-WILLIAMS
- 276s African-American Culture in the United States** Listed as American Studies 276 (q.v.). *Four credit hours.* S, D. 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
	275 Gender and Popular Culture
	493 Seminar in American Studies
<i>Anthropology</i>	211 Indigenous Peoples and Cultures of North America
	213 Human Rights and Indigenous Peoples
	354 Native American Religion and Empowerment
<i>English</i>	255 Studies in American Literary History
	256 Studies in American Literary History
	413 Authors Courses (when appropriate)
<i>History</i>	131 Survey of United States History, to 1865
	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 African Popular Culture
<i>Anthropology</i>	213 Human Rights and Indigenous Peoples
	217 Race and Ethnicity: Cross-Cultural Perspectives
	231 Caribbean Society and Culture
	237 Ethnographies of Africa
	254 Women of the African Diaspora
<i>English</i>	343 African-American Literature
	413 Authors Course (when appropriate)
	493 Seminar (when appropriate)
<i>Government</i>	297A African Politics in Comparative Perspective
<i>History</i>	247 African-American History, from Slavery to Freedom
	261 African History
	297B The Atlantic Slave Trade
	342 Crisis and Reform: American Society and Politics in the 1960s
<i>Music</i>	133 American Music (when appropriate)
	232 Jazz History
	238 Burnt Biscuits and Green Onions: From Rhythm and Blues to Soul

<i>Religious Studies</i>	356 The African-American Religious Experience
<i>Sociology</i>	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>Theater and Dance</i>	349B Contemporary Drama and Performance in Africa
<i>Women's Studies</i>	221 Gender, Race, and the Politics of Difference

American Studies

Director, ASSOCIATE PROFESSOR CEDRIC GAEL BRYANT

ADVISORY COMMITTEE: Professors Terry Arendell (*Sociology and Women's Studies*), Charles Bassett (*American Studies and English*), Patrick Brancaccio (*English and Theater and Dance*), Bryant (English), Alec Campbell (*Sociology*), Debra Campbell (*Religious Studies*), Anthony Corrado (*Government*), James Fleming (*Science, Technology, and Society*), Cheryl Townsend Gilkes (*African-American Studies and Sociology*), Natalie Harris (English), Peter Harris (English), Jeffrey Kasser (Philosophy), Elizabeth Leonard (History), Paul Machlin (Music), Sandy Maisel (Government), Phyllis Mannocchi (English), Michael Marlais (Art), Margaret McFadden (American Studies), Thomas Morrione (Sociology), Richard Moss (History), Patricia Onion (English), Leonard Reich (*Administrative Science and Science, Technology, and Society*), Laura Saltz (*American Studies and Art*), Katherine Stubbs (English), Pamela Thoma (*American Studies and Women's Studies*), Robert Weisbrot (History); Adjunct Instructors Linda Goldstein and Kenneth Eisen

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 14 courses—five in American studies (American Studies 271, 393, 493, and two electives), three in American history (History 131 or 231, 132 or 232, and one elective at the 300-level or above), three in American literature (English 255, 256, and one elective at the 300-level or above), and a three-course thematic concentration, approved by the American studies advisor, selected from the following list of appropriate courses.

Of the required courses, History 131/231 and 132/232 and American Studies 271 should be taken before the end of the second year.

The point scale for retention of the major applies to all courses offered toward the major. No requirement for the major may be taken satisfactory/unsatisfactory. No more than five courses taken abroad may be counted toward the major.

Honors Program

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

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

Course Offerings

115j The Image of Women and Men in American Film How 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.* D. EISEN

[213] 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. Normally offered every other year. *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. A wide selection of cultural texts, from all periods of American history, explores 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 are studied, with a focus on what it means, and has meant, to be an American. *Four credit hours.* MCFADDEN, SALTZ

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. Recent feminist approaches to the study of popular culture provide theories on how contemporary films, music, advertising, toys, television, magazines, and popular fiction help to construct us as gendered individuals. Also listed as Women’s Studies 275. *Four credit hours.* D. 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. GILKES

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

282s American Popular Culture An examination of “popular” culture and its relationship to “folk,” “mass,” and “high” cultures. Primary issues considered: (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.* MCFADDEN

297f History of Photography Listed as Art 297 (q.v.). *Three or four credit hours.* SALTZ

315f Contemporary Asian-American Women Writers Listed as Women’s Studies 315 (q.v.). *Four credit hours.* L, D. THOMA

334f Film and Society An examination of films of the 1940s—the classics of American cinema—and their obsession with the themes of darkness and disorder. Emphasis on film genre, including film noir, melodrama, the western, the war film. Issues considered: techniques of visual analysis; the use of film theory to understand the ways genres construct oppositions of male/female, self/other, order/chaos, American/alien; connections between 1940s films and their contexts, including such turbulent events as World War II and HUAC (House Un-American Activities Committee). *Four credit hours.* SALTZ

378s American Dreams: The Documentary Film Perspective The American experience as viewed through the lenses of American documentary filmmakers and videographers. The issues of documentary: reality or art, truth-telling or fiction-making, propaganda or objective presentation, responsibility of the filmmaker. A study of all the different visions of America that documentaries have created: from its historical roots (*The Plow That Broke the Plains*, Frank Capra's war documentaries) through its classic examples (*High School*, *Thin Blue Line*, *Berkeley in the 1960s*, *Hoop Dreams*) to its most current realizations (*It Was a Wonderful Life*, *Tongues Untied*), part of a renaissance in American documentary, born out of the new filmic expression of the most marginalized groups in American society. *Four credit hours.* D. MANNOCCI

393f Proseminar: "American" Identities A proseminar is required of all majors, preferably during the junior year. While topics will vary, all will introduce students to various theoretical approaches to American studies issues and prepare them for advanced work in senior seminars and/or individual or honors projects. Fall 2001: "Writing Race, Gender, Ethnicity, and Sexuality in American Studies." An exploration of recent interdisciplinary scholarship that engages questions of identity, particularly in relation to various conceptions of community and "American culture." Racial, gender, ethnic, and sexual identities, both individual and collective, are considered social constructions in the field of American studies and have become central to current debates about cultural production, reception, and formation in the United States. Special attention devoted to theoretical influences and methodological approaches, preparing students for advanced critical work in senior seminars and/or individual projects. Students will read broadly and analyze studies of literature, landscape, television, film, music, advertising, the Internet, and disease. *Prerequisite:* Junior standing as American studies major. *Four credit hours.* THOMA

398As Alternative Popular Cultures Representing contemporary gay, lesbian, bisexual, and transgendered lives. Popular culture aimed at a broad national audience has not typically represented gay, lesbian, bisexual, or transgendered people with much sympathy or accuracy. Drawing on critical models from queer theory, this course offers an interdisciplinary exploration of contemporary popular texts (narrative films, video, television programs, popular fiction, and coming out stories, cartoons, comedy, Internet sites, performance art, and music) created by and for gay, lesbian, bisexual, and transgendered people about their own (quite diverse) lives. Other topics include camp, drag, voguing, musicals, queering "straight" texts, political activism, and the backlash in the media against the new visibility of GLBT issues (same-sex marriage, gays in the military, the "Ellen" controversy, the dangers of Tinky Winky). *Prerequisite:* American Studies 275 or 282. *Four credit hours.* D. MCFADDEN

398Bs Culture and Literature of the American South Listed as English 398A (q.v.). *Four credit hours.* BRYANT

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

493Af 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. From a grounding in the history of the decade and in cultural theory, how cultural texts like films, novels, music, music videos, advertising, plays, news media, and television were instrumental in shaping national political culture and American identity. *Prerequisite:* Senior standing as an American studies major. *Four credit hours.* MCFADDEN

493Bs Seminar: American Studies An interdisciplinary seminar incorporating theoretical approaches to the study of American thought and culture. Topics will vary. *Prerequisite:* Senior standing as an American studies major. *Four credit hours.* INSTRUCTOR

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>	354 Law in American Society
<i>Anthropology</i>	211 Indigenous Peoples and Cultures of North America
	217 Race and Ethnicity: Cross-Cultural Perspectives
	254 Women of the African Diaspora
	313 Researching Cultural Diversity
	354 Native American Religion and Empowerment
<i>Art</i>	277 American Visual Arts I
	353 Contemporary Art, 1914 to the Present
	493 Seminar (when appropriate)
<i>Economics</i>	231 Environmental and Natural Resource Economics
	254 The Economics of Women, Men, and Work
	274 American Economic History
	312 Topics in Law and Economics
<i>Education</i>	215 Children and Adolescents in Schools and Society
	235 Revolutionary Multiculturalism
	332 Women, Girls, and the Culture of Education
	336 American Education: Historical and Philosophical Foundations
<i>English</i>	255 Studies in American Literary History I
	256 Studies in American Literary History II
	333 Modern American Drama, 1920-1970
	336 Early American Women Writers
	338 American Renaissance I: Poe, Hawthorne, and Melville
	339 American Renaissance II
	341 American Realism and Naturalism
	342 American Indian Literature
	343 African-American Literature
	345 Modern American Fiction
	347 Modern American Poetry
	351 Contemporary American Poetry
	353 The American Short Story
	362 Art and Oppression: Lesbian and Gay Literature and Modern Society
	413 Authors Courses (when appropriate)
	457 American Gothic Literature
	493 Seminar in American Literature
<i>Government</i>	211 The American Presidency
	212 The American Congress
	213 United States Senate Simulation
	214 Parties and the Electoral Process
	231 United States Foreign Policy: The Cold War

- 273 American Political Thought
 297B Urban Government and Politics
 298 Religion and Politics in the United States
 310 Interest Group Politics
 313 Constitutional Law I: Federalism
 314 Constitutional Law II: Individual Rights
 316 Presidential Electoral Politics
 335 United States-Latin American Relations
 351 United States Policy Toward the Middle East
 371 Foundations of American Constitutionalism
 412 Tutorial: The Politics of Presidential Elections
 413 Seminar: Policy Advocacy
 414 Seminar: Ethics in Politics
 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
 233 Not Work: The Rise of Sport and Leisure in America
 234 The American Revolution
 239 The Era of the Civil War
 247 African-American History, from Slavery to Freedom
 281 Jews and Judaism in America
 333 American Cultural History, 1600-1865
 334 U.S. Cultural History, 1860-1974
 336 America: The New World, 1607-1783
 338 Struggling from Revolution to Civil War
 340 Biographies and Autobiographies of Great American Women
 342 Crisis and Reform: American Society and Politics in the 1960s
 347 America in Vietnam
 433 Research Seminar: U.S. Cultural History, 1890-1915
 435 Research Seminar: The American Civil War
 447 Research Seminar: The Cold War
- Music*
- 133 American Music
 232 Jazz History
 236 American Musical Theater in the 20th Century
 238 Burnt Biscuits and Green Onions: From Rhythm and Blues to Soul
- Philosophy*
- Psychology*
- 352 American Philosophy
 237 Psychology of Language
 253 Social Psychology
 352 Sex and Gender Seminar
 356 Social Psychology Seminar
- Religious Studies*
- 217 Religion in the United States
 256 Religion in Film and Fiction
 257 Women in American Religion
 318 Seminar: Mary Daly
 356 The African-American Religious Experience
- Science, Technology,
and Society*
- 250 Industry, Technology, and Society, 1750-1915
 251 Industry, Technology, and Society Since 1900
 271 History of Science in America
 393 Technology, War, and Society
- Sociology*
- 231 Contemporary Social Problems
 233 Crime and Justice in American Society
 238 The School in American Society

- 252 Race, Ethnicity, and Society
- 273 The Family
- 276 Sociology of Gender
- 277 Social Psychology
- 292 Social Change
- 334 Social Deviance
- 354 Sociology and the American Race Problem
- 355 African-American Women and Social Change
- 357 Civil Rights, Black Power, and Social Change
- 221 Gender, Race, and the Politics of Difference
- 311 Seminar in Feminist Theory

Women's Studies

Ancient History

In the Department of Classics.

The Classics Department offers courses listed in this catalogue under "Ancient History," "Classics," "Greek," and "Latin."

Course Offerings

[139] **Athens, Rome, and Jerusalem** Listed as Classics 139 (q.v.). *Three credit hours.*

[145] **Between Revolution and Tradition: Julius Caesar and Augustus** Listed as Classics 145 (q.v.). *Three credit hours.* H.

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 or four credit hours.* H. BARNARD

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

[234] **In Search of a Strong Man: Greece in the Fourth Century** Listed as Classics 234 (q.v.). *Three or four credit hours.* H.

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

297f **Anatomy of a Murder: The Fall of Ancient Rome** Why did the magnificent Roman Republic crumble and the Roman Empire fall, and who or what dunnit? Did Rome really "fall" at all? An examination of the last days of the Roman Republic and the birth of the Empire, including the role of historical giants such as Caesar and Cicero and Antony and Cleopatra. The difficulties Rome faced in the third and fourth centuries C.E., from lead poisoning and moral decadence to barbarian invasions and Christianity. How much of the concept of the "decline and fall" of Rome is accurate and how much is an illusion of propaganda and rhetoric? *Three or four credit hours.* H. BARNARD

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

[356] **Alexander the Great** Listed as Classics 356 (q.v.). *Four credit hours.* H.

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

398s Athens vs. Sparta: The First Cold War Of the many independent city-states, Athens and Sparta developed into the “super powers” of ancient Greece, eventually gathering up allies in a war that involved the entire Greek world. An examination of the unique natures of Sparta and Athens, which shared a common language and culture but little else: their government, religion, and society and the conflicts between them that influenced the course of Greek history. One was dedicated to democracy, expansion, culture, and learning; the other to warfare, isolation, discipline, and austerity. *Four credit hours.* **H.** BARNARD

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 CATHERINE BESTEMAN

Associate Professors Jeffery Anderson, Besteman, Mary Beth Mills, and David Nugent; Visiting Assistant Professor Andrew Brown; Instructor Maritza Straughn-Williams

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 taken in the senior year and chosen from courses at the 400 level; one culture area course selected from Anthropology 211, 231, 233, 235, 237, or 239 (or 297); one topics course selected from Anthropology 213, 214, 217, 252, 254, 256, 273 (or 297); and four courses chosen in consultation with the advisor with a view toward diversifying the program of study. A maximum of one course selected from the list of electives (preceding anthropology course descriptions below) 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. 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, 231, 233, 235, 237, or 239 (or 297); one topical course selected from Anthropology 213, 217, 252, 254, 256, or 273 (or 297); 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.

Attention is called to (a) the minor in indigenous peoples of the Americas (requirements are listed separately under the "Indigenous Peoples of the Americas" section of the catalogue) and to (b) the major in classical civilization-anthropology (requirements are listed in the "Classics" section of the catalogue).

Note: Anthropology 112 fulfills both the social sciences area (S) and the diversity (D) requirements. Subsequent courses, requiring 112 as prerequisite, do not carry those designations.

Course Offerings

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.* S, D. FACULTY

113s Language, Culture, and Society A broad introduction to the relationship of language to cultural context and social organization, surveying basic concepts, case studies, and major theoretical perspectives in the field of anthropological linguistics. An overview of past and contemporary approaches focuses on language structure, dialectal variation, gender-based differences, linguistic relativity, language change, poetics, language universals, literacy, the evolution of human communication, language engineering, and more, to develop 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. *Four credit hours.* S, D. ANDERSON

175f Ordering the Cosmos Listed as Classics 175 (q.v.). Requires concurrent enrollment in Philosophy 175; admission by application. *Four credit hours.* BARRETT

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

213f 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. An overview of the contemporary state of indigenous peoples utilizing online 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. *Four credit hours.* ANDERSON

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. *Four credit hours.* STRAUGHN-WILLIAMS

231s Caribbean Society and Culture An examination of the historical and contemporary development of the Caribbean; careful consideration to the racial and ethnic composition of its people. Issues such as family, class, color, gender, politics, and economic underdevelopment provide an understanding of the problems currently facing the region. Also listed as African-American Studies 231. *Prerequisite:* Anthropology 112. *Four credit hours.* STRAUGHN-WILLIAMS

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

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

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

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

[252] Hunger, Poverty, and Population: The Anthropology of Development Examining theoretical approaches to problems of development in addition to anthropological studies of different forms of non-Western economies, 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. *Prerequisite:* Anthropology 112. *Four credit hours.*

254f Women of the African Diaspora The ways in which race, class, and gender have structured the lives of women of the African Diaspora. Case studies from Brazil, the United States, and the Caribbean are examined to learn how these factors shaped the political, economic, and social positions of the women in their respective societies. Also listed as African-American Studies 254. *Prerequisite:* Anthropology 112. *Four credit hours.* STRAUGHN-WILLIAMS

256f Land, Food, Culture, and Power An examination of cultural and political aspects of land and other resource use in contexts of culture contact and/or social change, drawing from a variety of ethnographic examples in different parts of the world. A focus on two primary subsistence systems: wet rice agriculture as practiced in South and Southeast Asia and hunting-

gathering as experienced by native North Americans. How local systems of subsistence production have been incorporated into and threatened by national and global economic relations and structures through processes of colonization and the growth of transnational capitalism. Enrollment limited. *Prerequisite:* Anthropology 112. *Four credit hours.* MILLS

264s China in Transition: An Anthropological Account Listed as East Asian Studies 254 (q.v.). *Four credit hours.* S, D. ZHANG

273f Medical Anthropology All human groups have ways of explaining illness and disease. Students gain an insider's view of how different cultures define and treat disease/illness. Emphasis on the study of cultural beliefs, rituals, population shifts, and environmental factors related to health. *Prerequisite:* Anthropology 112. *Four credit hours.* STRAUGHN-WILLIAMS

[275] The Anthropology of Expressive Culture An introduction to the study of such cultural forms as art, music, dance, theater, and poetry from an anthropological viewpoint. Emphasizes discussion of ethnographic case studies and students' own experiences to gain an understanding of questions asked by anthropologists, as distinct from the approaches and concerns of historians, critics, practitioners, and fans. Examines the concepts of "creativity" and "expression" cross-culturally. Explores the role of the individual practitioner in his or her social context and considers the relationships of aesthetic production and reception to social and political structure and change. *Prerequisite:* Anthropology 112. *Four credit hours.*

297Af Socialist and Post-Socialist Eurasia Ethnographies from the 1980s and 1990s that examine how the societies of the former Soviet Union and its Eastern European client states have actually functioned. How local, intensive, ethnographic research can contradict or complement other kinds of economic, political, and sociological analysis. *Prerequisite:* Anthropology 112. *Four credit hours.* BROWN

297Bf Utopia, Nostalgia, and Anthropology How models of peasants and "primitive peoples" have been used by "civilized" thinkers to imagine alternative or utopian visions of the past and future and the ambivalent role that anthropology has played in this undertaking. An exploration into the nature of the violent, often genocidal relationship between the institutions of civilization and the actual people who have been so mythologized. *Prerequisite:* Anthropology 112. *Four credit hours.* BROWN

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. *Prerequisite:* Anthropology 112 and one other anthropology course. *Four credit hours.* BROWN

[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. *Prerequisite:* Anthropology 112 and one other anthropology course. *Four credit hours.*

332s Ancestors, Descendants, and Legacies—Anthropology and Its Histories Anthropology emerged as a separate discipline in the 1800s, the first systematic attempt to study human social and cultural diversity. While early anthropologists often operated under assumptions that have

no place in today's discipline, many of their questions continue to fascinate their intellectual descendants. 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. *Four credit hours.* MILLS

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

354s Native American Religion and Empowerment 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 considered as dynamic modes of survival, empowerment, and renewal in the face of Euro-American domination. Indigenous, anthropological, and Euro-American perspectives on religion are brought into balanced dialogue and exchange. *Prerequisite:* Anthropology 112 or 211. *Four credit hours.* ANDERSON

373f The Anthropology of Gender and Sexuality Gender and sexuality represent fundamental categories of human social and cultural experience; in every human society, understandings about gender and sexuality constitute powerful aspects of individual identity that shape and are shaped by key aspects of social relations and cultural belief. Yet specific beliefs and social structures vary tremendously across cultures. An investigation of the varied ethnography of gender and sexuality as well as important theoretical concerns: how meanings are attached to the human body, the production and reproduction of gender hierarchies, and the processes by which gender and sexual meanings (and associated social forms) may be transformed or contested in our own and other societies. *Prerequisite:* Anthropology 112 and one other anthropology course. *Four credit hours.* MILLS

398s Anthropology in the Cities: The Theory and Practice of Urban Ethnography Local social, economic, and ecological environments are increasingly urban. However, the techniques, methodologies, and research questions of socio-cultural anthropologists were refined in the very different settings of villages, bands, and tribes. An examination of the movement of anthropological projects into the cities and the development of social scientific analysis of urban life. *Four credit hours.* S. BROWN

[411] Thesis: Indigenous Peoples of the Americas A thesis paper based on fieldwork 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 advisor to plan and share work and research experiences. *Prerequisite:* Permission of the instructor. *Four credit hours.*

452s 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. How power dynamics develop and structure social interaction, undergird ideological systems, drive the global and local distribution of wealth, and support regimes of terror. Students study instances of dissension, resistance, and rebellion fueled by power inequalities; readings lead through analysis of class, gender, and race into the terrain of cognition and the construction of knowledge. *Prerequisite:* Anthropology 112 and one other anthropology course. *Four credit hours.* BESTEMAN

456s The Anthropology of Time The manifold types and functions of “time” in human cultures, societies, histories, and languages; how time both organizes and is shaped by human thought, action, social relations, and communication. 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 works of Marx, Weber, Durkheim, Mauss, Evans-Pritchard, Whorf, Geertz, Bourdieu, Leach, Bakhtin, Munn, Sahlins, and others. The question of the relationship between time and humanness in both its particularity and generality. *Prerequisite:* Senior standing as an anthropology major. *Four credit hours.* ANDERSON

[459] The Anthropology of Violence As anthropologists have become increasingly attentive to the realities of violence in the modern world, the discipline has struggled with how to approach issues of moral relativism, fieldwork methodologies, and theoretical approaches to the cross-cultural study of violence. An overview of different theoretical understandings of violence; analyses of the relationship between violence and state formation; justifications for violent political action against the state and by the state against its citizenry; the rise and significance of an international industrial-military complex; and anthropological case studies of contemporary violence. Formerly listed as Anthropology 359. *Prerequisite:* Anthropology 112 and one other anthropology course. *Four credit hours.*

483f, 484s 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, of which one course may be elected toward the anthropology major or minor:

<i>African-American Studies</i>	276	African-American Culture in the United States
<i>American Studies</i>	276	African-American Culture in the United States
	277	Introduction to Asian-American Cultures
<i>History</i>	364	African Economic History
	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

Art

Chair, ASSOCIATE PROFESSOR VÉRONIQUE PLESCH

Professors Harriett Matthews, David Simon, and Michael Marlais; Associate Professors Plesch and Scott Reed; Assistant Professors Bevin Engman, Laura Saltz, and Ankeney Weitz; Visiting Assistant Professors Dee Peppe and Garry Mitchell; Adjunct Instructors Samuel Atmore, Jere DeWaters, and Nancy Meader; Faculty Fellow Kenneth Rasmussen

The Art Department includes practicing artists and art historians. With special studios for drawing, photography, printmaking, and sculpture, the department offers 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 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 advisors 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.

Course Offerings

111f Survey of Western Art A survey of the history of painting, sculpture, and architecture: Egyptian pyramids through Gothic cathedrals. *Four credit hours.* **A.** MARLAIS, PLESCH

112s Survey of Western Art A survey of the history of painting, sculpture, and architecture: Renaissance Italy through contemporary America. *Four credit hours.* **A.** MARLAIS, PLESCH

113j Photography An exploration of photography as a creative medium, providing students with the basic information needed to produce black and white photographs. Topics include camera functions, lens functions, film processing, printmaking, and aesthetics. Considerable out-of-class time required. Evaluation will be based on effort and proficiency. Students must have a 35mm camera. Nongraded. Estimated cost for materials: \$85. *Two credit hours.* DEWATERS

114j Pottery An introduction to forming clay by pinching, making slabs and coils, and wheel throwing; decorating and glazing; and firing in an electric kiln. Historical and theoretical issues will be discussed. Nongraded. Estimated cost for materials: \$35. *Two credit hours.* MEADER

115j Advanced Photography An exploration of the more advanced technical controls available to the black and white photographer: the Zone System, applied photographic chemistry, parametric testing, etc. Students unfamiliar with the terms need not be intimidated. Daily shooting assignments, group and individual critiques, and discussions of aesthetic questions designed to expand students' personal photographic vision. Class meetings, additional assignments, and darkroom work. Required: a working knowledge of basic black and white development and printing techniques and an adjustable 35mm or larger format camera, one with shutter speed and aperture that can be set manually and with either a built-in or hand-held light meter. Nongraded. Estimated cost of materials and membership in the Colby Photographers for darkroom access: \$165. *Prerequisite:* Permission of the instructor. *Two credit hours.* 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. Students who consider continuing in studio art courses are strongly urged to complete Art 131 in their first year at Colby. *Three credit hours.* A. ENGMAN, MITCHELL, REED

[159] Creativity and Communication The nature of the book as a means of communication and as an art form. Students will learn several formats; each will design and create an original book incorporating both art and text. Nongraded. Studio fee of \$40 will cover cost of necessary materials, which must be special-ordered. *Two credit hours.*

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

173f Survey of Asian Art An introduction to the history of sculpture, painting, and architecture of India, China, and Japan, with emphasis on the distinctive cultural contexts in which the art forms developed. *Four credit hours.* A, D. RASMUSSEN

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.* MATTHEWS

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

[251] **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.*

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.* MATTHEWS

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

[271] **Modern European and American Architecture** The built environment, both architectural and urban, from the late 18th century to the 20th century. Themes include architectural design and aesthetics, the influence of technology on design, and the function of architecture in an industrial society. *Three or four credit hours.*

273f **The Arts of China** A historical introduction to the major art forms of China, from their beginnings in the Neolithic to the modern period. *Three or four credit hours.* D. RASMUSSEN

274s **The Arts of Japan** A historical introduction to the major art forms of Japan—painting, sculpture, ceramics, architecture, and prints—from their beginnings to the modern era. *Three or four credit hours.* D. RASMUSSEN

[275] **Classics of the Sound Cinema** Selected masterpieces of world cinema (1930-1960). Particular emphasis on developing skills for viewing films as a form of visual art. *Four credit hours.*

[277] **American Visual Arts I** American art and culture from the Colonial period through the early 20th century. *Three or four credit hours.*

281f **Photography I** An introduction to basic concepts, techniques, and materials of photography. Students must provide their own 35mm camera with manual control. *Prerequisite:* Art 131. *Three credit hours.* PEPPE

282s **Photography II** Further exploration of the materials, techniques, and ideas developed in Photography I, with emphasis on advanced technical controls of black and white photography and the growth of the student's personal photographic vision. *Prerequisite:* Art 281. *Three credit hours.* PEPPE

297f **History of Photography** An introduction to the major aesthetic debates surrounding the medium of photography, placing them in cultural context. Primary focus is on the Anglo-American tradition, emphasizing skills of visual analysis. *Three or four credit hours.* SALTZ

[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. *Three or four credit hours.*

[312] **Etruscan and Roman Art** Architecture, sculpture, and painting from the founding of Rome in the 8th century B.C. through its Christianization in the 4th century A.D. *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. *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.*

331s Art of the Renaissance in Northern Europe The art of France, Germany, and the Lowlands in the 15th and 16th centuries, with emphasis on the major painters from Van Eyck to Brueghel. *Prerequisite:* Art 111 or 112. *Three or four credit hours.* 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. *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. *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) or 242. *Three credit hours.* ENGMAN

342fs 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.* 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.*

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

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

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

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

[376] Chinese Painting An introduction to the history of Chinese painting. *Prerequisite:* Art 273. *Three or four credit hours.*

[394] Architecture A seminar investigation into a variety of topics that is designed to question the nature of architecture, the role of the architect, and the analysis of specific buildings. *Prerequisite:* Permission of the instructor. *Four credit hours.*

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.* 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.* ENGMAN

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

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

[475] 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.*

476f Museum Exhibition Seminar: Master Prints from the Colby College Museum of Art An opportunity for students to curate an art history exhibition for the Colby College Museum of Art. Students are responsible for selecting prints from the museum's collection, researching artists, subject matter, and technique, designing the exhibition, and writing scholarly texts. *Prerequisite:* Some background in art history. *Four credit hours.* MARLAIS, PLESCH

491f, 492s Independent Study Art History: Individual study of special problems in the history or theory of the visual arts. 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:* History: Permission of the instructor. Studio: A year of studio course work and permission of the instructor. *One to four credit hours.* FACULTY

[493] Senior Seminar in Art History Senior seminar in art history. Topics vary from year to year. *Four credit hours.*

Astronomy

In the Department of Physics and Astronomy.

Professor Murray Campbell

Course Offerings

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; laboratory for fourth credit. *Three or four credit hours.* N. CAMPBELL

[231] Introduction to Astrophysics Topics in astrophysics and observational astronomy. Observational topics, using the Collins Observatory, 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. Open to all students interested in science who have a working knowledge of high school algebra. Lecture and laboratory. *Four credit hours.* N.

Biochemistry

In the departments of Biology and Chemistry.

Courses described in this section are cross-listed in "Biology" and "Chemistry." Each department offers a concentration in cell and molecular biology/biochemistry.

Course Offerings

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. Lecture. *Prerequisite:* Biology 161, 162 or two core biology courses; Chemistry 241, 242. *Three or four credit hours.* MILLARD

372s Advanced Cell Biology Advanced study of major cellular processes, including the mechanisms of transport, sorting of cellular components, motility, cellular communication, and control of the cell-cycle. Includes extensive reading from the primary literature. *Prerequisite:* Biochemistry 367. *Four credit hours.* INSTRUCTOR

378s Molecular Biology An examination of how organisms maintain and express genetic information. Emphasis 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. Lecture and laboratory. *Prerequisite:* Biology 279, Chemistry 141, 142. *Four credit hours.* R. 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. *One credit hour.* R. JOHNSON

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 four credit hours.* FACULTY

Biology

Chair, ASSOCIATE PROFESSOR W. HERBERT WILSON JR.

Associate Chair, PROFESSOR FRANK FEKETE

Professors Arthur Champlin, F. Russell Cole, David Firmage, and Fekete; Associate Professors Bruce Fowles, Paul Greenwood, and Wilson; Assistant Professors Raymond Phillips, Russell Johnson, Catherine Bevier, Judy Stone, Andrea Tilden, and Lynn Hannum; Visiting Assistant Professor Keith Johnson; Senior Teaching Associates Elizabeth Champlin and Timothy Christensen; Teaching Associates Lindsey Colby and Scott Guay; Teaching Assistant Daniel Tierney; Research Scientist Bets Brown; Animal Care Technician Austin Segel

The Department of Biology provides its students with a background in, and an appreciation for, important aspects of classical and modern biology. 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, an ABI Prism DNA sequencer, 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 all fields of biology and in medical schools, dental schools, and veterinary colleges. Others are employed as research assistants, as teachers, 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, in ecology, or in one of the other biological disciplines. In recent years, graduates have enrolled in graduate programs in ecology, marine biology, natural resource management, public policy, and environmental health. Others are employed by federal and state agencies, private and public organizations, and consulting firms.

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 Program. 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. Colby also maintains affiliate status with the School for Field Studies and with the Semester in Environmental Science at the Marine Biological Laboratory, Woods Hole.

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

Thirty-one hours of course work in biology (excluding Advanced Placement credit), including a core sequence of three courses: Biology 179; one class in plant biology (Biology 171, 172 or 173); one class in zoology/ecology (Biology 174, 175, 176 or 177). At least one course with laboratory in evolutionary biology and ecology (Biology 177, 211, 257j, 258j, or 358j), in organismal biology (Biology 174, 175, 176, 214, 216, 276, 334, 357 or 373), and in cell and molecular biology (Biology 232, 238, 252, 274, 279, 297, 315, or 367). Seniors must enroll in Biology 490 in both semesters. In addition, Chemistry 141 and 142, or Chemistry 145; Mathematics 121 or 161 or equivalent, and one additional mathematics course numbered 112 or higher (excluding seminars).

Requirements for the Concentration in Environmental Science

Thirty-one hours of course work in biology (excluding Advanced Placement credit), including a core sequence of three courses: Biology 177, 179, and one class in plant biology (Biology 171, 172, or 173); 352, 493. At least one course with laboratory in organismal biology (Biology 174, 175, 176, 214, 216, 276, 334, 357, or 373), and in cell and molecular biology (Biology 232, 238, 252, 274, 279, 297, 315, or 367). Seniors must enroll in Biology 490 in both semesters. In addition, Chemistry 141 and 142, or Chemistry 145; Mathematics 121 or 161 or equivalent, Mathematics 112 or 231; Economics 133, 231; and two courses selected from the following: Biology 257j, 258j, 354, 358j, 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 program such as a School for Field Studies semester or a similar approved program.

Requirements for the Concentration in Cell and Molecular Biology/Biochemistry

Thirty-one hours of course work in biology (excluding Advanced Placement credit), including a core sequence of three courses: Biology 179; one class in plant biology (Biology 171, 172 or 173); one class in zoology/ecology (Biology 174, 175, 176 or 177); 367, 368 or 372, 378. At least one course with laboratory in evolutionary biology and ecology (Biology 177, 211, 257j, 258j, or 358j) and in organismal biology (Biology 174, 175, 176, 214, 216, 276, 334, 357 or 373).

Seniors must enroll in Biology 490 in both semesters. In addition, Chemistry 141 and 142, or 145, 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, 274, 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.

Honors Program in Biology

Biology majors with a minimum cumulative grade point average of 3.5 at the end of the January term of the junior year are eligible to apply for the Biology Honors Research Program during spring registration of the junior year. Honors research projects will be a total of seven to nine credits and will be conducted during each semester of the senior year (and may include Jan Plan). Completion of the Honors Program will include a written thesis, an oral presentation at the Colby Undergraduate Research Symposium, and successful completion of an oral examination given by the student's honors committee. Successful completion of the honors program will result in the degree being awarded "With Honors in Biology."

Note: Effective fall 2001, Biology 162 has been renumbered 179, and Biology 161 has been replaced by a series of courses numbered Biology 171-177, referred to collectively as "core biology courses" in prerequisites for subsequent courses.

Course Offerings

112f Heredity and Evolution An introduction to the concepts of heredity and evolution. Lecture only. Does not satisfy the laboratory science distribution requirement. Satisfies the non-laboratory science distribution requirement. Cannot be counted toward the biology major. Credit may not be obtained for both Biology 112 and either 162 or 179. *Three credit hours.* N. FOWLES

[115] Biology of Women An introduction to the biology of the female throughout her life span. Topics include reproductive anatomy, the menstrual cycle and its hormonal control, aspects of sexual function, contraception, pregnancy, childbirth, lactation, infertility and other gynecological problems, and menopause. Satisfies the non-laboratory science distribution requirement. Cannot be counted toward the biology major. Normally offered in alternate years. *Three credit hours.* N.

131f Biodiversity An examination of the variety and variability of life on Earth and the natural complex of relationships. Topics include climatology and habitat diversity, taxonomic diversity, evolution and speciation, interrelationships in ecosystems, and biological conservation. Satisfies the laboratory science distribution requirement. Credit may not be obtained for both Biology 131 and Biology 161. Lecture and laboratory. *Four credit hours.* N. BEVIER

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. Satisfies the laboratory science distribution requirement. Cannot be counted toward the biology major. Lecture and laboratory. *Four credit hours.* N. F. FEKETE

134j Darwin on Trial Case studies will be used to examine various lines of evidence supporting the theory of evolution—biogeography, comparative anatomy, molecular biology, and the fossil record—and ways in which to evaluate the validity of scientific claims in general. Cannot be counted toward the biology major. *Three credit hours.* N. STONE

171f Woody Plants Introduction to anatomy, physiology, reproduction, and ecology of woody plants. Field trips emphasize identification and ecology; laboratory sessions focus on structure and function. *Four credit hours.* N. STONE

[172] Biology of Vascular Plants Offered as Biology 216 through 2001-2002. *Four credit hours.* N.

[173] Reproductive Biology of Flowering Plants The flowering process and mechanisms of pollination, with stress on pollinator-plant interactions. Seed and fruit production and dispersal, including animal vectors, and vegetational propagation strategies. Lecture and laboratory. *Four credit hours.* N.

[174] Marine Invertebrate Zoology The morphology, functional anatomy, and classification of the invertebrates. An optional weekend trip to the Maine coast. Lecture and laboratory. Formerly listed as Biology 254. *Four credit hours.* N.

175f Comparative Animal Physiology A comparative study and broad overview of physiological systems and adaptations among animals from morphological, cellular, biochemical, and mechanical perspectives. Laboratory emphasizes an investigative approach to the measurements of physiological processes. Lecture and laboratory. Formerly listed as Biology 375. *Four credit hours.* N. TILDEN

[176] Mammalian Physiology A study of mammalian homeostasis and mechanisms of disease. Topics include endocrinology, neurobiology, osmoregulation, cardiovascular system, respiratory system, metabolism, reproduction, and the physiology of exercise. Lecture and laboratory. Offered in alternate years. Formerly listed as Biology 275. *Four credit hours.* N.

177f 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. Formerly listed as Biology 271. *Four credit hours.* N. WILSON

179s 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. Formerly listed as Biology 162. *Prerequisite:* Biology 161 or a core biology course. *Four credit hours.* N. CHAMPLIN, HANNUM

198j Exercise Physiology An introduction to human exercise physiology, focusing on short- and long-term responses to exercise and the integration of many of the body's systems. Topics include muscle bioenergetics, metabolism, training, nutrition, and performance at environmental extremes. *Prerequisite:* A previous course in biology. *Three credit hours.* N. BEVIER

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 three core biology courses. *Four credit hours.* PHILLIPS

214f Plant Physiology The essential mechanisms of plant function. Topics include plant water relations, mineral nutrition, photosynthesis, respiration, nitrogen fixation, and stress physiology. The importance of these physiological processes to plants in agricultural and natural ecosystems will be considered. Lecture and laboratory. *Prerequisite:* Biology 161, 162 or three core biology courses. *Four credit hours.* R. JOHNSON

216s Biology of Vascular Plants A study of vascular plants with emphasis on structure, activities, reproduction, and evolutionary relationships of ferns, gymnosperms, and angiosperms. Lecture and laboratory. *Prerequisite:* Biology 161, 162 or three core biology courses. *Four credit hours.* 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. Fourth credit hour for laboratory. *Prerequisite:* Biology 162 or 179. *Three or four credit hours.* CHAMPLIN

238f Bacteriology An introduction to pathogenic bacteriology. Mechanisms of bacterial pathogenesis and mammalian responses 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 or three core biology courses; Chemistry 141, 142. *Four credit hours.* F. FEKETE

252f 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. Fourth credit hour for laboratory. *Prerequisite:* Biology 161, 162 or three core biology courses. *Three or four credit hours.* K. JOHNSON

[257] 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. *Prerequisite:* Biology 161, 162 or three core biology courses and permission of the instructor. *Three credit hours.*

[258] Ecological Field Study Intensive study in a south temperate or tropical area. Students must cover own expenses; limited scholarship funds are available. *Prerequisite:* Biology 161, 162 or three core biology courses. *Three credit hours.*

259j Plants of the Tropics An intensive field-based study of several Costa Rican ecosystems, including cloud forests, lowland tropical rainforests, dry forests, and agricultural environments, emphasizing the physiology and ecology of plants in both wild and agricultural settings. The importance of plants and agriculture for tropical Latin American cultures and the impacts of human activity on native plant communities will also be addressed. *Prerequisite:* Biology 161, 162 or three core biology courses. *Three credit hours.* R. JOHNSON

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. Lecture and laboratory. *Prerequisite:* Biology 161, 162 or two core biology courses. *Four credit hours.* TILDEN

276s Comparative Vertebrate Anatomy Comparative studies of basic vertebrate anatomical systems and their structural, functional, and evolutionary relationships among the major vertebrate groups. Laboratories emphasize comparisons of anatomical structure across different vertebrate species through dissection. Lecture and laboratory. *Prerequisite:* Biology 161, 162 or three core biology courses. *Four credit hours.* BEVIER

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. Fourth credit hour for laboratory. *Prerequisite:* Biology 162 or 179. *Three or four credit hours.* CHAMPLIN

297f Immunology An introduction to the cellular and molecular components of immune recognition and effector responses against pathogens, with emphasis on the human immune system. Topics will include immune deficiency, allergy, and autoimmunity. Lecture and laboratory. *Prerequisite:* Biology 161, 162 or three core biology courses. *Four credit hours.* N. HANNUM

[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 177 or 271. *Four credit hours.*

313f 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 three core biology courses. *Four credit hours.* FOWLES

[315] Animal Cells, Tissues, and Organs Studies of the organization of cells into tissues and organs in animals. Emphasis on the relationship between cellular morphology and tissue and organ function. Laboratories emphasize the microanatomy of mammalian tissues and tissue culture techniques and experimentation. Lecture and laboratory. *Prerequisite:* Biology 161, 162 or three core biology courses. *Four credit hours.*

319s Conservation Biology Listed as Environmental Studies 319 (q.v.). *Four credit hours.* COLE

320s Evolution An examination of the mechanisms of evolution at single and multiple loci, including natural selection, genetic drift, and inbreeding. Reconstruction of the evolutionary history of both organisms and genes. Applications to human health and conservation biology. Optional fourth credit hour for laboratory includes an independent research component. Formerly listed as Biology 212. *Prerequisite:* Biology 161, 162 or three core biology courses, and junior standing. *Three or four credit hours.* STONE

334s Ornithology An introduction to the biology of birds. Topics include evolution and diversity, feeding and flight adaptations, the physiology of migration, communication, mating systems and reproduction, population dynamics, and conservation of threatened species. Field trips to local habitats; occasional Saturday field trips. Lecture and laboratory. Offered in alternate years. *Prerequisite:* Biology 161, 162 or three core biology courses. *Four credit hours.* N. WILSON

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 177 or 271. *Four credit hours.* COLE

[354] Marine Ecology A study of the interactions that determine the distribution and abundance of marine organisms. Emphasis will be on North Atlantic communities. One weekend field trip to the coast. Lecture. *Prerequisite:* Biology 177, 254 or 271. *Three credit hours.*

[357] Physiological Ecology An examination of the physiological and behavioral adaptations of organisms to environmental conditions and consideration of how such adaptations affect the interactions of organisms. Examples drawn from terrestrial, marine, and freshwater plants and animals. An independent field project is a component of the laboratory, which constitutes the optional fourth credit hour. *Prerequisite:* Biology 177 or 271. *Three or four credit hours.*

[358] Ecological Field Study in Anguilla Observation and detailed study of selected tropical fauna and flora of the British West Indies. Qualitative and quantitative field

investigations will emphasize the ecological relationships in coral reefs, seagrass beds, intertidal communities, and xeric scrub forests. Students will also learn to identify fauna and flora indigenous to the area. Environmental challenges of living on a tropical island will also be investigated. Lectures, films, and discussions of assigned readings during the first week will be followed by a 17-day field trip to Anguilla in the Lesser Antilles. Students will be required to design and complete a short research project in addition to compiling a detailed field notebook. Estimated cost of \$1,950 is expected to include all transportation, including round-trip air fare from Boston, lodging and two meals daily in a West Indian hotel, and local group expenses (van rentals, etc.) Costs are subject to change depending upon course enrollment. Limited scholarship funds are available. Students must sign up by October 13; a \$500 deposit is due in the business office by October 20th. *Prerequisite:* Biology 161, 162 or three core biology courses, and permission of the instructors. *Three credit hours.*

367f, 368s Biochemistry of the Cell Listed as Biochemistry 367, 368 (q.v.). *Four credit hours.* MILLARD

372s Advanced Cell Biology Listed as Biochemistry 372 (q.v.). *Four credit hours.* INSTRUCTOR

373f Animal Behavior An examination of animal behavior from a biological perspective. Topics include the control, development, function, and evolution of behavior. Fourth credit hour for laboratory. *Prerequisite:* Biology 161, 162 or three core biology courses. *Three or four credit hours.* BEVIER

374s Advanced Neurobiology In-depth examination of aspects of neurobiology. Topics may include sensory physiology, neuromodulators, biological rhythms, and neuroendocrinology. Extensive review of primary literature. Optional fourth credit laboratory involves an independent research project. *Prerequisite:* Biology 274. *Three or four credit hours.* TILDEN

378s Molecular Biology Listed as Biochemistry 378 (q.v.). *Four credit hours.* R. 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. Lecture and laboratory. *Prerequisite:* Biology 161, 162 or three core biology courses, Chemistry 141, 142, a major in one of the natural sciences, and permission of the instructor. *Four credit hours.* CHAMPLIN

394fs Topics in Cell and Molecular Biochemistry Listed as Biochemistry 394 (q.v.). *One credit hour.* R. JOHNSON

[433] Evolutionary Genetics Original research in evolutionary genetics. Students will generate DNA sequences and apply analytical tools to learn about the long-term history of plant populations. Reading and discussion from the primary literature will facilitate the development of analytical approaches. *Prerequisite:* Biology 212, 279 or 320. *Five 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. Lecture and laboratory. *Prerequisite:* Biology 238. *Five credit hours.* F. FEKETE

483f, 484js Honors Research in Biology Research conducted under the guidance of a faculty member and focused on an approved topic leading to the writing of an honors thesis and an oral

presentation of the research results. *Prerequisite*: Senior standing as a biology major and permission of the department chair. *One to four credit hours*. FACULTY

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*. F. FEKETE

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. *Prerequisite*: Biology major with environmental science concentration. *Five credit hours*. COLE

Chemistry

Chair, ASSOCIATE PROFESSOR WHITNEY KING

Associate Chair, PROFESSOR BRADFORD MUNDY

Professors Mundy and Thomas Shattuck; Associate Professors King and Julie Millard; Assistant Professors Shari Dunham, Stephen Dunham, Dasan Thamatoor, and Rebecca Conry; Faculty Fellow John Allshouse; Senior Teaching Associate Jean McIntyre; Teaching Associate Brenda Fekete; Teaching Assistant Lisa Miller

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, physical chemistry, and biochemistry. 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 Program.

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 or 143, 142.

Requirements for the Major in Chemistry-ACS

All courses required for the basic major, plus Chemistry 332, 367, 411, 413, and three additional credit hours selected from 368 or any 400-level course. Up to three credits of senior-level research or independent study may be included in the three 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 or 143, 142; Biology 179; and one course from Biology 279 (with laboratory), 238, 274, 297 and one course from Chemistry 331, 342, 372, 378, 411.

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 or 372, 378, 493, 494; Biology 179, and 279 (with laboratory); Mathematics 121, 122 or 161, 162; Physics 141 or 143, 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 179 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 or 372, 378, 411, 431, 432, 434. Students are strongly advised to consult with a member of the chemistry faculty to select a logical grouping of courses for the minor. Chemistry/Biology 367, 368, 372, and 378 cannot be used to fulfill the requirements for both a major and the chemistry minor.

Course Offerings

112f 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. Lecture only. *Three credit hours.* N. MUNDY

118j Chemistry of Life Basic chemical principles 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 and laboratory; satisfies the laboratory science distribution requirement. *Three credit hours.* N. MILLARD

141fs 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. *Four credit hours.* N. ALLSHOUSE, MUNDY

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. *Four credit hours.*
N. CONRY

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. *Four credit hours.* N. KING

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

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. *Four credit hours.* MUNDY, THAMATTOOR

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. *Prerequisite:* Chemistry 241. *Three credit hours.* SHATTUCK

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

332s Instrumental Methods of Analysis Instruction in instrumental methods, including modern electroanalytical methods, absorption spectroscopy, fluorescence, Raman spectroscopy, mass spectrometry, and chromatography. Lecture and laboratory. *Prerequisite:* Chemistry 331. Chemistry 342 is recommended. *Four credit hours.* KING

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: thermodynamics, solutions, and reaction kinetics. Lecture and laboratory. *Prerequisite:* Chemistry 142 (or 145), Physics 142, Mathematics 122 or 162; Chemistry 341 is prerequisite for 342. *Five credit hours.* SHATTUCK

367f, 368s Biochemistry of the Cell Listed as Biochemistry 367, 368 (q.v.). *Four credit hours.* MILLARD

372s Advanced Cell Biology Listed as Biochemistry 372 (q.v.). *Four credit hours.*
INSTRUCTOR

378s Molecular Biology Listed as Biochemistry 378 (q.v.). *Four credit hours.* R. JOHNSON

394fs Topics in Cell and Molecular Biochemistry Listed as Biochemistry 394 (q.v.). *One credit hour.* R. JOHNSON

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. *Three credit hours.* CONRY

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.* CONRY

431s Mechanistic 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. *Three credit hours.* THAMATTOOR

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.* 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. Lecture only. *Prerequisite:* Chemistry 411. *Three credit hours.* CONRY

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.*

483f, 484js 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. *Two or 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. Presentations from invited speakers from other colleges, universities, and industries. *One credit hour.* THAMATTOOR

Chinese

In the Department of East Asian Studies.

Chair, PROFESSOR TAMAE PRINDLE [JAPANESE]

Associate Professor Kimberly Besio; Assistant Professor Hong Zhang; Teaching Assistant Kuo-cheng Tsai

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 non-East Asian studies majors. East Asian studies majors must declare either a Chinese concentration or a Japanese concentration within the major.*

Course Offerings

125f Elementary Chinese I Introduction to spoken and written Mandarin Chinese, to provide a thorough grounding in all the language skills: speaking, listening, reading, and writing. *Five credit hours.* BESIO

126s Elementary Chinese II Introduction to spoken and written Mandarin Chinese, to provide a thorough grounding in all the language skills: speaking, listening, reading, and writing. *Prerequisite:* Chinese 125. *Five credit hours.* BESIO

127f Intermediate Chinese I A continuation of Chinese 126, with greater emphasis on written Chinese. *Prerequisite:* Chinese 126. *Four credit hours.* ZHANG

128s Intermediate Chinese II A continuation of Chinese 127, with greater emphasis on written Chinese. *Prerequisite:* Chinese 127. *Four credit hours.* ZHANG

235fs 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.* TSAI

321f Third-Year Chinese Advanced Chinese language, concentrating on reading, writing, and speaking. *Prerequisite:* Chinese 128 or permission of the instructor. *Three credit hours.* BESIO

322s Third-Year Chinese Advanced Chinese language, concentrating on reading, writing, and speaking. *Prerequisite:* Chinese 321. *Three credit hours.* BESIO

421f Fourth-Year Chinese Advanced Chinese language, focusing on classical Chinese language and culture in the first semester and on broadcast and newspaper reading in the second. *Prerequisite:* Chinese 322 or permission of the instructor. *Three or four credit hours.* ZHANG

422s Fourth-Year Chinese Advanced Chinese language, focusing on classical Chinese language and culture in the first semester and on broadcast and newspaper reading in the second. *Prerequisite:* Chinese 421. *Three or four credit hours.* ZHANG

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

The Classics Department offers courses listed in this catalogue under “Ancient History,” “Classics,” “Greek,” and “Latin.”

Chair, ASSOCIATE PROFESSOR KERILL O'NEILL

Professors Peyton Helm, Hanna Roisman, and Joseph Roisman; Associate Professor O'Neill; Assistant Professors James Barrett and Kellee Barnard; Visiting Instructor Timothy Vachon

The Department of Classics encourages the study of the civilizations of Greece and Rome. The study of classics and classical civilization is an interdisciplinary endeavor based on courses in languages, literature, history, archaeology, philosophy, political science, religion, and art. The pursuit of classics and classical civilization allows the acquiring of a liberal education by examining humanistic values of the ancient world and their impact on the pre-modern and the modern ages. Most students find the study of the classics beneficial in developing methodological and analytical thinking and most advantageous in pursuing careers in higher education, law, management, medicine, government, art, teaching, and other fields.

The department offers majors and minors in classics and classical civilization, as well as majors in classics-English, classical civilization-English, and classical civilization-anthropology.

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

Requirements for the Major in Classics

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, 138, 139, 145, 151, 171, 232, 234, 236, 238, 240, 242, 258, 297, 332; Ancient History 154, 158, 356, 393; Art 311, 312; Philosophy 231, 392; or equivalent courses selected in consultation with the major advisor.

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, 138, 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, 138, 139, 145, 151, 171, 232, 234, 236, 238, 240, 242, 258, 332; 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 advisor.

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.

Requirements for the Major in Classical Civilization-Anthropology

In classics: 133 (or 134), 154, 158, or 236, a seminar at the 300 or 400 level, and one elective course in consultation with the advisor.

In anthropology: 112, 113, 3B, 332, 333, and one elective seminar at the 300 or 400 level.

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 advisor.

Requirements for the Minor in Classical Civilization

(No knowledge of Latin or Greek is required.)

- (a) Classics 133 or 137 or 138 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. Three additional courses selected from the following: Greek 111, 112, 131; Latin 111, 112, 131; Classics 133, 135, 137, 138, 139, 145, 151, 171, 232, 234, 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 advisor 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.

Course Offerings

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. 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. *Three credit hours.* H. HELM

[138] Heroes of the World The Greeks, the Romans, the Irish: peoples around the globe have produced their own unique heroes appropriate to the needs and desires of their particular cultures. Nevertheless, these heroes share a variety of traits and experiences. The similarities and differences of the heroes of Ireland, Greece, Rome, and other cultures; why we crave heroes, and how that craving has shaped us all. *Three or four credit hours.* L.

[139] 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. Fulfills historical studies distribution requirement if taken for three credits. *Two or three credit hours.*

[145] 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. Fulfills historical studies distribution requirement if taken for three credits. *Two or three credit hours.*

[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.*

[171] **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.

175f **Ordering the Cosmos** "Cosmos" is a Greek word meaning "order," and we will ask how Greeks made sense of their world as we explore the "cosmos" of their making. Issues from the theological to the social and ethnographic domains with attention to how various systems of thought worked to produce order in their world. Topics include cosmology, religion, politics, and the Greeks' own interest in cultural difference. Requires concurrent enrollment in Philosophy 175; admission by application. *Four credit hours.* L. BARRETT

[234] **In Search of a Strong Man: Greece in the Fourth Century** The fourth century B.C.E. was a transition period for the Greeks. They were forced to reassess basic values relevant to their political systems, their ways of life, and their relationship with non-Greeks. They re-examined the role of great individuals in a community that looked at such men with suspicion. The challenges faced by the city-state, the search for a powerful individual as a solution for social and political problems, the phenomenon of mercenaries, and the accomplishments of the kings of Macedonia, Philip II, and Alexander the Great. Open to first-year students. *Three or four credit hours.* H.

[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. Open to first-year students. *Four credit hours.* L.

238f **Myth in the City: The Tragedies of Aeschylus** The origins of Greek drama. The seven extant tragedies of Aeschylus reveal him as a traditionalist, innovator, and father of Western dramatic theater. Emphasis on moral and political dilemmas such as portrayed in *The Oresteia* and *Prometheus Bound*. *Four credit hours.* L. BARRETT

[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.

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

[258] **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 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.**

297f Anatomy of a Murder: The Fall of Ancient Rome Listed as Ancient History 297 (q.v.). *Three or four credit hours.* **H.** BARNARD

[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.* **H, D.**

[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.**

398s Athens vs. Sparta: The First Cold War Listed as Ancient History 398 (q.v.). *Four credit hours.* **H.** BARNARD

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

Computer Science

Chair: PROFESSOR DALE SKRIEN

Professor Skrien; Assistant Professors Clare Bates Congdon, Randolph Jones, and Mark Smith; Visiting Instructor Lisa Walton

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 151, 231, 232, 333, 352 or 353 or 328, 356 or 357, 375 or 378; two courses chosen from Mathematics 121 or 131 or 161, 122 or 162, 231, 253, 274, 332; and four three- or four-credit computer science courses numbered 300 or above.

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 computer science courses numbered 200 or higher and who complete an additional, year-long, 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 151, 231, 232, and three additional three- or four-credit computer science courses numbered 300 or above. One of the three additional computer science courses may be replaced with one course chosen from Computer Science 113, 117, Mathematics 253, 274, 332, or Philosophy 152.

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.

Course Offerings

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. WALTON

[117] **Explorations with Robots** A gentle introduction to computer science and programming using small robots. Topics include building and programming small robots to perform a variety of simple tasks (such as line following or obstacle avoidance) and programming in a high-level language, such as C, to control the robots. Laboratory sessions provide hands-on experience. No previous experience with computers or robots is required. Not open to students who have taken higher-numbered CS courses. Offered in alternate years. *Three credit hours.* Q.

151fs 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. SMITH

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. A weekly laboratory session provides hands-on computer experience. *Prerequisite:* Computer Science 151. *Four credit hours.* SKRIEN

232f Computer Organization An introduction to computer organization: memory, processors, input/output, virtual machines, and assembly language. *Prerequisite:* Computer Science 151. *Four credit hours.* SKRIEN

[317] **Adaptive Agents and Robots** An exploration of autonomous (and semi-autonomous) computer systems that are able to adapt their behavior based on past experiences. Topics include adaptive small robots that learn to perform specific tasks (such as learning to navigate in an unfamiliar environment) and an introduction to a variety of learning approaches, such as neural networks, genetic algorithms, decision trees, and rule-based systems. Offered in alternate years. *Prerequisite:* Computer Science 231. *Four credit hours.*

[319] **Cognitive Modeling** A multidisciplinary approach to the study of intelligence and the mind, bringing together the fields of psychology, computer science, philosophy, education, linguistics, anthropology, neuroscience, and logic, among others. Cognitive science derives its strength from a view of the mind as an information system, including processes that implement perception, memory, reasoning, language, learning, and consciousness. *Prerequisite:* One of the following: Computer Science 231, Psychology 122, Philosophy 152, Anthropology 113, or Biology 274. *Four credit hours.*

[328] **Machine Learning and Data Mining** A study of computer programs that are able to improve their performance with experience. Topics may include a variety of machine learning approaches, from those that induce patterns in data (called classification or data mining) to those that attempt to model human learning abilities; an emphasis is placed on machine learning as an experimental science. *Prerequisite:* Computer Science 231 and junior/senior standing or permission of the instructor. *Four credit hours.*

333s 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. *Prerequisite:* Computer Science 231. *Four credit hours.* INSTRUCTOR

[352] Information System Design A theoretical and practical examination of the design process as it applies to information systems. Techniques for assessing the need for technology, specifying the system design, and involving users in the design process are explored. Design methods include future scenarios, mock-ups, rapid prototyping, field testing, and formative evaluation. *Prerequisite:* Computer Science 231. *Four credit hours.*

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

[356] 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. Offered in alternate years. *Prerequisite:* Computer Science 231 and 232. *Four credit hours.*

357s 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.* INSTRUCTOR

[358] 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. A practical introduction to the use of high-performance computing in areas of computational mathematics, chemistry, physics, and other sciences. Techniques discussed in class will be applied to problems from other disciplines. *Prerequisite:* Computer Science 231 or junior/senior standing in a science major. *Four credit hours.*

[369] Design and Implementation of Computer Games Hands-on study, design, and development of computer games, using the perspectives of technology, science, and art. Designing good computer games requires knowledge of appropriate technologies, multiple topics in computer science, art and design principles, and the social context in which computer games exist. Individual projects will be followed by a group project charged with the design and implementation of a complete computer game, emphasizing programming skill, design principles, and the use of existing tools. *Prerequisite:* Computer Science 231. *Four credit hours.*

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

378f 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 or Computer Science 231 and either Mathematics 122 or 162. *Four credit hours.* WALTON

393s Computer Science Reading Seminar A wide-ranging seminar in computer science on topics of interest organized and participated in by both students and faculty. The format typically entails discussions based on readings from current literature in computer science

selected by the seminar participants. Intended to acquaint students with current research and issues in various fields of computer science. Nongraded. May be repeated for credit. *Prerequisite:* Permission of instructor. *One credit hour.* INSTRUCTOR

397f Concepts of Parallel and Distributed Programming Parallel and distributed paradigms, architectures, and algorithms and the analytical tools, environments, and languages needed to support these paradigms. *Four credit hours.* SMITH

398s Selected Topics *Four credit hours.* INSTRUCTOR

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, ASSOCIATE PROFESSOR DEBRA SPARK

ADVISORY COMMITTEE: Professors Peter Harris, Susan Kenney, and Jennifer Boylan; Associate Professor Spark; Visiting Associate Professor Bill Roorbach (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 or fiction). In addition, the creative writing minor also requires the student, in consultation with the minor advisor, 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, PROFESSOR TAMAE PRINDLE [JAPANESE]

Professors Prindle (Japanese) and Nikky Singh (Religious Studies); Associate Professors Kimberly Besio (Chinese) and Suisheng Zhao (Government); Assistant Professors Ankeney Weitz (East Asian Studies and Art), Peter Ditmanson (East Asian Studies and History), Randle Kimbrough (Japanese), and Hong Zhang (Chinese); Faculty Fellow Kenneth Rasmussen (East Asian Studies and Art); Teaching Assistants Ayaka Sogabe (Japanese) and Kuo-cheng Tsai (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.

Requirements for the Major in East Asian Studies

One introductory course (East Asian Studies 150); a language and literature concentration consisting of two language courses beyond the all-college requirement (normally Japanese or Chinese 128 and 321) and one literature course in the country of the language concentration; and an additional six courses chosen from those approved for the East Asian studies major. These six courses must conform to the following distribution: one 200-level art, religion, music, or history course; one 200-level government, anthropology, economics, or sociology course; one 300-level course; one 400-level senior project or seminar; and two additional electives. Of these six courses a minimum of three must focus on the country of the language concentration; a minimum of two must focus on either the East Asia region as a whole or on an East Asian country different from that of the language concentration.

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. 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

The East Asian Studies minor consists of seven courses: 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.

Course Offerings

150fs Introduction to East Asia A survey of the historical, social, and cultural features of the major civilizations of East Asia from ancient times to the 20th century. *Four credit hours.* H, D. DITMANSON

[231] 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.

[232] Male Friendship in Chinese Literature A survey of pre-modern Chinese literature through the prism of male friendship. Friendship, particularly among men, was a theme that resonated powerfully in traditional Chinese literature, perhaps because it was the only one of the five Confucian relationships that was not innately hierarchical. The course examines a variety of literary works, including historical and philosophical prose, poetry, drama, and fiction, on friendship and famous friends. Among issues explored are the search for a "soulmate," the primacy of male friendships over romantic and domestic ties, and changing constructions of masculinity. All works are in English translation; knowledge of Chinese not required. *Four credit hours.* L, D.

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

254s China in Transition: An Anthropological Account An exploration of cultural, historical, and social elements that were China in the past and their transformation in the present, with a focus on the impact of China's socialist revolution upon both rural and urban family and social life and the new directions China has taken since the economic reforms of the 1980s. Anthropology 112 or East Asian 150 are highly recommended but not required. *Four credit hours.* **S, D.** 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.** 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. *Three or four credit hours.* **L, D.**

351s 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.** BESIO

[371] Culture in Tokugawa Japan Investigation of the kaleidoscopic cultural world of Tokugawa Period Japan: from peasant households to the imperial palace, Floating World to Confucian court, Kabuki to Noh, comic books to philosophical tracts, and woodblock prints to gilded screens. Consideration of governmental strategies used to regulate social order, public morality, and artistic expression. *Four credit hours.* **A, D.**

[431] Collecting the Past in China and Japan East Asian concepts of the past are intimately related to the practice of collecting things—from landscape paintings to miraculous tales, from ancient bronzes to rare books. A seminar exploring the cultural and social phenomenon of collecting by asking questions such as: Why is the past so important in East Asia? What role does the collector play in forming ideas about the past? Does authenticity really matter? Can the past be commodified? Why is collecting configured as an anxiety-ridden and obsessive occupation? *Prerequisite:* Art 173, 273, or 274. *Four credit hours.* **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	Anthropology of a Region: China
<i>Art</i>	173	Survey of Asian Art
	273	The Arts of China
	274	The Arts of Japan
<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
	261	Introduction to Japanese Politics
	452	Seminar: Chinese Foreign Policy
	452	The Rise of Modern East Asia
<i>History</i>	254	The World of Ming China
	256	Japan from Early Times to the 17th Century
	257	Modern Japan
	452	The Rise of Modern East Asia
<i>Japanese</i>		All courses offered
<i>Music</i>	117	Music and the Divine
<i>Religious Studies</i>	212	The Religions of China and Japan

Economics

Chair, ASSOCIATE PROFESSOR MICHAEL DONIHUE

Professors Jan Hogendorn, Henry Gemery, James Meehan, Thomas Tietenberg, Clifford Reid, Randy Nelson, David Findlay, and Patrice Franko; Visiting Professor John Joseph; Associate Professors Debra Barbezat and Donihue; Visiting Associate Professors Christiana Cook, Lloyd Irland, and Michael Oliver; Assistant Professor Kashif Mansori

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, economic growth, 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, 131, or 161 or equivalent; either Mathematics 231 or the two-course sequence 381, 382; an economics senior seminar; three additional courses (totaling at least nine credit hours) in economics, of which two must be numbered 300 or above (at least one of the 300-level courses must be taken at Colby). The comprehensive examination administered during the senior year must be passed. Administrative Science 311 may be used to satisfy the non-300-level elective requirement. Although potential majors are strongly encouraged to take Economics 133 and 134 in their first year, completion of the major is possible even if begun during the second year.

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

Economics 133, 134, 223*, 224*, 391**, 393; an economics senior seminar; and either 277 or 338; Administrative Science 221, 311 and 322; Mathematics 121, 131, 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 the 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.

***Note:* Students must complete their analytical research paper in economics (Economics 391) in either their junior or senior year. Students who elect to complete it in the fall semester of their senior year should obtain approval from a faculty sponsor no later than the end of the second week of the fall semester. Students planning on completing Economics 391 in the spring must select and obtain approval from a faculty sponsor no later than the end of the third week of the fall semester. The necessary approval form may be obtained from the departmental office—the signed and completed form must be returned to the departmental office by the appropriate deadline.

Students who wish to do graduate work in economics are urged to elect Economics 336, 393, and 477 and additional courses in mathematics, e.g., Mathematics 253, 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 senior seminars); Mathematics 122 or 162, 253, 381, 382; two additional elective mathematics courses from Mathematics 274, 311, 332, 338, and 397B, or, with written approval from the economics-mathematics advisor, other mathematics courses numbered 300 or higher. Students must also demonstrate mathematical sophistication in Economics 391, or Economics 483, 484, or in an appropriate project in conjunction with Economics 491 or an economics senior seminar. 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.

Course Offerings

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

134fs Principles of Macroeconomics Principles of macroeconomics and their applications: national product and income accounting, monetary and fiscal policy, inflation, international finance, unemployment, and growth. *Four credit hours.* S. FINDLAY, MANSORI, OLIVER

134j Principles of Macroeconomics Principles of macroeconomics and their applications: national product and income accounting, monetary and fiscal policy, inflation, international finance, unemployment, and growth. *Prerequisite:* Economics 133. *Four credit hours; three credit hours in January.* S. HOGENDORN

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

[218] Seminar on the Economics of Technical Change An introduction to the nature of technological change and innovation as it bears on economic structure and growth. Examines technical change in both its theoretical and historical context. *Prerequisite:* Economics 133, 134. *Two credit hours.*

222j 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. *Two credit hours.* BARBEZAT

223f 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. *Four credit hours.* MEEHAN

224fs Macroeconomic Theory Analysis of the theories of national income determination, the role of financial markets, the factors affecting employment, and the price level, international trade, exchange rates, and economic growth. Emphasis placed on the choice of fiscal and monetary policies and current issues in the conduct of stabilization policy. *Prerequisite:* Economics 223. *Four credit hours.* 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.* TIETENBERG

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

254f 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. BARBEZAT

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

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

278s **International Trade** An analysis of international trade. Topics include theories of international trade, the gains from trade, the impact upon factor incomes, commercial policy, international trade organizations and customs unions. *Prerequisite:* Economics 133, 134. *Three or four credit hours.* 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.* HOGENDORN

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

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

336s **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. *Four credit hours.* MANSORI

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. *Prerequisite:* Economics 224 and Mathematics 231 or 382. *Four credit hours.*
 FINDLAY

[351] Public Finance The economic role of government in the United States economy. The course has three parts: an analysis of market failures, an examination of government social insurance and welfare programs, and an investigation of the federal tax system. *Prerequisite:* Economics 223, 224. *Three or four credit hours.*

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.*
 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 Mathematics 121 or 161. *Three or four credit hours.* MANSORI

391f Analytical Research Paper in Economics An analytical, not descriptive, research paper in economics, to be coordinated with an elective economics course 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. *Prerequisite:* Economics 223, Mathematics 231 or 382. *Four credit hours.* DONIHUE

473fs Seminar: Economic Forecasting An introduction to basic methods of time series analysis and the construction and presentation of economic forecasts. Topics covered include: exploratory data analysis; exponential smoothing; ARIMA modeling; econometric modeling; and the analysis of forecast errors. *Prerequisite:* Economics 393 or permission of the instructor, and senior standing as an economics major. *Four credit hours.* DONIHUE

475s Seminar: Economics of Organization Economic organizations (public corporations, non profit firms, partnerships, families, and social clubs, etc.) are pervasive in a market economy. Why do these organizations exist, and how are they organized? Focus on the economic explanations for the organization of firms. *Prerequisite:* Senior standing as an economics major. *Four credit hours.* MEEHAN

476s Seminar: Advanced Topics in Environmental Economics Sustainable development is a concept that lies on the frontier of environmental economics. An examination of the theory behind sustainable development, the empirical work that attempts to reveal whether current development patterns are sustainable or not, the sources of unsustainability, and policies for forging the transition from an unsustainable to a sustainable path. Open to senior economics majors or minors. *Prerequisite:* Economics 231 and senior standing as an economics major. *Four credit hours.* TIETENBERG

[477] Seminar: History of Economic Thought An examination and appraisal of the development of economic theory, including major writing from the Mercantilist through Post-Keynesian periods. Extensive use of source material and current journal articles. *Prerequisite:* Senior standing as an economics major. *Four credit hours.*

478f Seminar: Economic Integration An in-depth examination of policy questions regarding international economic integration, beginning with the theory that underlies efforts to reduce economic barriers between nations. Policy topics include the effect of international trade on income distributions, the potential expansion of NAFTA and the WTO, the motivations for and effects of European integration, and the role of human rights and environmental issues in discussions about integration. *Prerequisite:* Senior standing as an economics major. *Four credit hours.* MANSORI

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 an economics major. *One to four credit hours.* FACULTY

497f 20th-Century European Economic History The economic history of Europe during the 20th century, with emphasis on the Western industrial nations, but including consideration of developments in eastern Europe. Country and industry case studies will be used to examine such topics as the main trends in European economic development, the "growth process debate," changes in comparative advantage in industrial performance, and the role of economic policy. *Prerequisite:* Senior standing as an economics major. *Four credit hours.* OLIVER

Education and Human Development

Director, ASSOCIATE PROFESSOR MARK TAPPAN

Professor Terry Arendell (Sociology); Associate Professors Lyn Mikel Brown (Education and Human Development and Women's Studies), Tarja Raag (Psychology), and Tappan (Education and Human Development); Assistant Professors Karen Barnhardt (Education and Human Development) and Karen Kusiak (Education and Human Development); Visiting Assistant Professor Sarah Mackenzie (Education and Human Development); Adjunct Assistant Professor Martha Denney

The goal of the Education and Human Development Program is to provide students with an opportunity to explore theory, research, and practice in education and human development from a rigorous interdisciplinary perspective. The program links the study of education and the study of human development because both disciplines share the same fundamental concerns: enabling individuals to transform their own lives, the lives of others, and the larger social systems and institutions in which they live and work. Both seek, therefore, to understand the variety of factors, operative at particular times and places, that either facilitate or hinder self-transformation, liberation, and the development of critical consciousness. The program is thus explicitly committed to promoting social justice, both in schools and in society at large. Students and faculty work together to examine the operation of power as it relates to the construction of knowledge, privilege, and oppression. Courses explore the impact of power, resources, cultural assumptions, societal norms, and institutional policies and practices on both individuals and groups. In so doing, students are encouraged to analyze and critique the intended and unintended oppressions resulting from specific educational and institutional practices by (1) considering the values and politics that pervade educational institutions, as well as the more technical issues of teaching and organizing schools; (2) asking critical questions about how taken-for-granted assumptions about conventional thinking and practice came to be, and who in society benefits

from such assumptions; and (3) attending to race, gender, social class, sexual orientation, ability, and cultural biases that result in political, social, economic, and educational marginalization and inequality. Students are then encouraged to move beyond critique and to theorize about the creation and implementation of educational and institutional practices that promote greater social justice and equity in society.

To these ends the program enables students to study 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 education and human development. Students in the program also participate in a variety of service learning, social activism, field placements, internships, and practicum experiences.

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, philosophical, historical, social, and cultural 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, social work, 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.

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 practical experience in education and human development.

Students interested in professional certification should apply to the program 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 Praxis I exam 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 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 in the spring of their senior year.

Additional information about the professional certification and ninth semester options is available from the program faculty. 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.

Finally, students may also pursue an **Independent Major in Human Development** under the auspices of the program. Requirements for this major typically include course work in education and human development, psychology, sociology, and anthropology. A formal proposal for such an independent major must be submitted to the Independent Study Committee. For further information please contact the program chair.

Requirements for the Minor in Education

Education 231, 493, and five electives in education and human development.

Requirements for the Minor in Human Development

Education 215, 318, 332, 493, one field experience, internship, or practicum, and two electives from other departments, to be approved by the program chair.

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, 431, one practicum (351 or 355), the Senior Student Teaching sequence (433, 435, 437), and one elective in education and human development.

Course Offerings

112s Comparative Education Several major national educational systems considered from various perspectives. Some exploration of their influence in other parts of the world where cultural, historical, political, and economic circumstances are different. Topics include access to education, cultural assumptions about learning styles and assessment, the connections between education and employment, and the relative centralization of administration and curriculum. *Four credit hours.* S. DENNEY

215s Children and Adolescents in Schools and Society A focus on understanding the experiences of contemporary children and adolescents, using case materials, literature, film, and autobiographical reflection. Issues considered include gender, racial, class, cultural, and sexual differences and the ways in which theories and approaches from various disciplines interpret the phenomena of childhood and adolescence. Students work with children in the after-school program at the Alford Youth Center. *Four credit hours.* S, D. TAPPAN

231fs Teaching for Social Justice A critical exploration of the theory and practice of teaching for social justice in a diverse society. Issues and topics considered include gender, racial, class, and cultural differences in the classroom; curriculum planning and instruction; student motivation and teacher expectations; designing positive learning environments; ability grouping, evaluation, and grading; the use of instructional technologies; and school reform and restructuring. Students serve as assistant teachers in an elementary or middle school. *Four credit hours.* S, D. BARNHARDT

235f Revolutionary Multiculturalism An introduction 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 continue the struggle for transformative knowledge and a critical democracy. *Four credit hours.* S, D. BARNHARDT

257f Educational Psychology Listed as Psychology 257 (q.v.). *Prerequisite:* Sophomore standing or above. *Four credit hours.* RAAG

316s Education, the Environment, and Social Justice Issues of power, privilege, and oppression in mainstream environmental education are juxtaposed with concerns and issues raised by the burgeoning environmental justice movement. As part of a community service-learning project students will be challenged to examine educational institutions and schooling in the context of environmental justice with the goal of learning how to build effective environmental education coalitions in diverse communities. *Prerequisite:* A 200-level education course or Environmental Studies 118. *Four credit hours.* S, D. BARNHARDT

318f 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 living in a diverse, multicultural society? These questions are explored by considering various classical and contemporary theories of moral development and moral education, their philosophical, psychological, and sociocultural premises, and their implications for educational practice. Students will complete a community service-learning project. *Prerequisite:* A 200-level course in anthropology, education, psychology, or sociology. *Four credit hours.* TAPPAN

332s Women, Girls, and the Culture of Education The psychological and social development of girls and young women. The ways in which education imparts lessons about gender, race, class, and sexual identity and how such lessons affect girls' and women's sense of self, relationships, and interactions with the world around them. *Prerequisite:* Permission of the instructor. *Four credit hours.* D. BROWN

[336] American Education: Historical and Philosophical Foundations 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. *Four credit hours.* H.

[337] Childhood in Society Listed as Sociology 337 (q.v.). *Four credit hours.*

351j 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.* TAPPAN

355j Urban/Multicultural Practicum Students serve as assistant teachers in an elementary or middle school in an inner-city environment or in an alternative school program. Each student will tutor and later present several lesson plans to the whole class; four critical essays comparing assigned readings with classroom experiences are required. Nongraded. *Prerequisite:* Permission of the instructor. *Three credit hours.* D. TAPPAN

[374] Teaching Students with Special Needs in Regular Classrooms Approximately 10-15 percent of students in public schools in the United States qualify for special education services; many of these students receive most, if not all, of their instruction in regular class settings. A consideration of the skills and attitudes necessary for teaching students with special needs in regular settings and an examination of the roles and responsibilities regular educators have for teaching students who qualify for special education. Additional exploration of 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. *Four credit hours.*

431f Senior Seminar in Curriculum and Methods A consideration of general methods, curriculum design, and evaluation will be analyzed from a critical/multicultural perspective. Students are asked to explore questions such as: whose interests are served by the standard curriculum, predominant teaching methods, and the typical evaluative measures employed in classroom settings? More substantial focus on curriculum and methods as applied to each student's respective discipline will be explored outside of class with assigned mentor teachers. *Prerequisite:* Senior standing as a professional certification minor. *Three credit hours.* BARNHARDT

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:* Senior standing as a professional certification minor. *Four credit hours.* MACKENZIE

435f 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. Nongraded. *Prerequisite:* Senior standing as a professional certification minor. *Two credit hours.* MACKENZIE

437j 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 433 and 435. *Three credit hours.* MACKENZIE

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

493s 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.* TAPPAN

English

Chair, PROFESSOR PATRICK BRANCACCIO

Associate Chair, PROFESSOR PAT ONION

Professors Douglas Archibald, Brancaccio, Charles Bassett, John Sweney, Susan Kenney, Peter Harris, Ira Sadoff, W. Arnold Yasinski, Phyllis Mannocchi, Jean Sanborn, Onion, and Jennifer Boylan; Visiting Professor Richard Flanagan; Associate Professors Robert Gillespie, Natalie Harris, Linda Tatelbaum, Cedric Bryant, Laurie Osborne, David Suchoff, Debra Spark, and Michael Burke; Assistant Professors Elizabeth Sagaser, Anindyo Roy, Elisa Narin van Court, Katherine Stubbs, and Ted Underwood; Adjunct Assistant Professor David Mills; Visiting Associate Professor Bill Roorbach; Instructor Elisabeth Stokes; Faculty Fellow Karen Karbiener

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 and 15 honors theses each year. 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 teachers; some become writers; some go into 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 Program.

Requirements for the Major in Literature Written in English

English 172, 271; four 200- or 300-level courses; two 400-level studies in special subjects; two additional courses, which may be chosen from advanced courses in English or American literature, creative writing, or literature in other languages or in translation; one additional 300- or 400-level English course; one senior seminar (English 493). At least three of these courses 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. English 172 is a pre- or co-requisite for English majors taking 300- and 400-level courses. All choices of advanced courses should be carefully planned with the major advisor who must approve them. English 151, 179, 214, 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 advisors 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 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 theater and dance.

Course Offerings

111f Composing in English For students for whom English is a second language. Intensive practice in composing in English with considerable attention to the requirements of the academic essay. Work on syntax and grammar only as needed. Nongraded. *Three credit hours.*

SANBORN

112fs Expository Writing Workshop For any student who wants extra work in writing. Taken in conjunction with English 115 or with a writing-emphasis course in another department at any level. Meets as individual tutorial in the Writers' Center. Nongraded. *One credit hour.* STAFF

115fs 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.* FACULTY

115j English Composition Frequent practice in expository writing to foster clarity of organization and expression in the development of ideas. The assigned reading will vary from section to section, but all sections will discuss student writing. Required for first-year students. Students with an Advanced Placement score of 4 or 5 are exempted. *Four credit hours; three credit hours in January.* N. HARRIS, MILLS, OSBORNE

136f Literature in the Post-War Era, 1945-1970 A writing course focusing on issues raised in some of the more controversial works of the period, such as Kerouac's *On The Road*, Olsen's *Yonnondio*, the dramas of Baraka, Orwell's *1984*, and Hemingway's *Old Man and the Sea*. Fulfills the College's composition requirement (English 115). Requires concurrent enrollment in Philosophy 136; admission by application. *Four credit hours.* BASSETT

151s Reading and Writing about Literature Topics, texts, and genres will vary from section to section, but all sections will emphasize close reading, detailed analysis of imaginative literature from different times and cultures, and careful critical writing. *Prerequisite:* English 115 or exemption. *Four credit hours.* L. OSBORNE

156f Writing Arguments Students will consider and write various forms of argument, including writing that might not be called "argumentation." Fulfills the College's composition requirement (English 115). Requires concurrent enrollment in Philosophy 156; admission by application. *Four credit hours.* SANBORN

172fs Literary Studies "What is literature?" or "When is it literature?" A focus on the students' encounter with the text, the words on the page. Examples of poetry, prose, and drama written in English, from different times and cultures; and work toward developing a basic critical vocabulary for understanding and discussing these different forms of literature. Frequent practice in careful critical writing. Required for English majors; should be taken during the first year. Does not satisfy the College area requirement in literature. *Prerequisite:* English 115 or exemption. *Four credit hours.* FACULTY

172j Literary Studies "What is literature?" or "When is it literature?" A focus on the students' encounter with the text, the words on the page. Examples of poetry, prose, and drama written in English, from different times and cultures; and work toward developing a basic critical vocabulary for understanding and discussing these different forms of literature. Frequent practice in careful critical writing. Required for English majors; should be taken during the first year. Does not satisfy the College area requirement in literature. *Prerequisite:* English 115 or exemption. *Four credit hours; three credit hours in January.* SAGASER

[179] Literature and Imagination An introduction to creative writing and close reading. A variety of works in many different forms will be examined—poems, novels, screenplays, drama, and short stories. Issues of craft will be addressed by writing original poetry and fiction. *Four credit hours.* L.

214s Tutoring Writing Discussion of readings on the process of writing and methods of tutoring. Theory combined with practice in peer review of student papers, mock tutorials, and actual supervised tutorials. Students completing the course may apply for work-study positions in the Writers' Center. Nongraded. *Prerequisite:* Sign up with the instructor in the Writers' Center. *Two credit hours.* STAFF

224f Theater History I Listed as Theater and Dance 224 (q.v.). Counts as a pre-1800 course for English majors in 2001-02. *Four credit hours.* SEWELL

226s Theater History II Listed as Theater and Dance 226 (q.v.). Counts as a pre-1800 course for English majors in 2001-02. *Four credit hours.* INSTRUCTOR

228s Theater History III Listed as Theater and Dance 228 (q.v.). *Four credit hours.* INSTRUCTOR

255f Studies in American Literary History Puritans to the Civil War. The relationships among the historical American contexts in which literary works were produced, examining them as imaginative artifacts, tracing their impact on the social and cultural elements of the America of their time, and seeking their significance for readers in later and different worlds. Preference to American studies majors. Counts as a pre-1800 course for English majors in 2001-02. *Four credit hours.* L. ONION

256s Studies in American Literary History Civil War to the Present. The relationships among the historical American contexts in which literary works were produced, examining them as imaginative artifacts, tracing their impact on the social and cultural elements of the America of their time, and seeking their significance for readers in later and different worlds. Preference to American studies majors. *Four credit hours.* L. STUBBS

265f Studies in British Literary History, Beowulf to Milton 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. Counts as a pre-1800 course for English majors in 2001-02. *Four credit hours.* L. MANNOCCI

266s Studies in British Literary History, 1600 to 1900 Selected works of British literature studied with an emphasis on the changing definition of "literature" itself. Suitable for both majors and non-majors. Readings may include lyric poems by John Donne, Defoe's *Roxana*, Swift's *Gulliver's Travels*, Sterne's *Sentimental Journey*, ballads by Wordsworth and Coleridge, Eliot's *Adam Bede*, and critical essays by Matthew Arnold. English 265 is not a prerequisite. Counts as a pre-1800 course for English majors in 2001-02. *Four credit hours.* L. KARBIENER

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. *Prerequisite:* English 172. *Four credit hours.* L. FACULTY

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

279f Creative Writing: Poetry Introduction to the writing of poetry, with emphasis on student manuscripts. *Prerequisite:* English 115. *Four credit hours.* A. P. HARRIS

311f 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. Both canonical and noncanonical materials, including romance, sermon literature, chronicles, hagiography, poetic narratives, drama, and 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 honed with readings in the historical/cultural/critical traditions of Lee Patterson, Carolyn Dinshaw, Seth Lerer, Paul Strohm, Miri Reuben, and David Aers. Counts as a pre-1800 course for English majors in 2001-02. *Four credit hours.* L. NARIN VAN COURT

312f Contemporary Asian-American Women Writers Listed as Women's Studies 315 (q.v.).
Four credit hours. L, D. THOMA

313s Renaissance Poetry The nature, power, and history of poetry; the forms and uses—social, political, religious, personal—of lyric and narrative poetry written in English during the 16th and early 17th centuries. Analysis of the poems' constructions of voice and their representations of thought, selfhood, national identity, love, desire, faith, and mortality. The period's poetic theory, including important defenses of poetry, and the debate about rhyme. Readings in Wyatt, Pembroke, Spenser, Sidney, Marlowe, Raleigh, Daniel, Campion, Shakespeare, Donne, and others. Counts as a pre-1800 course for English majors in 2001-02.
Four credit hours. L. SAGASER

314f 17th-Century Poetry Close reading of both canonical poems (mostly by men) and less canonical poems (mostly by women) written during England's volatile, fascinating 17th century. A comparison of these texts, charting representations of gender, developments in poetic style, the interrelations of secular and sacred poetic traditions, and the intersections of personal and political concerns. Readings include works by Shakespeare, Donne, Jonson, Lanyer, Speght, Herbert, Wroth, Herrick, Milton, Marvell, Philips, Behn, and others. One weekend day and night will be spent in a marathon reading of Milton's *Paradise Lost*. Counts as a pre-1800 course for English majors in 2001-02.
Four credit hours. L. SAGASER

315s The Irish Renaissance The major figures of the literary movement that took place in Ireland at the beginning of the century. 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. ARCHIBALD

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

317s The Eighteenth 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 Montagu, and Henry Fielding. Counts as a pre-1800 course for English majors in 2001-02.
Four credit hours. L. ARCHIBALD

[318] **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, Edmund Burke, and Anna Laetitia Barbauld.
Four credit hours. L.

321s The British Romantic Period The British Romantics redefined literature during a period of unprecedented social and intellectual change. An examination of the revolutionary capacities of the Romantic imagination, as tested and explored by the era's poets, prose stylists, and political and theoretical essayists. Writers to be discussed include established representatives of the "Spirit of the Age," as well as voices whose significance has been overlooked or underrated, such as Hemans, Clare, and Dorothy Wordsworth.
Four credit hours. L. KARBIENER

[323] **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.

324f 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. SUCHOFF

325f Modern British Fiction 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. ROY

[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, Eavan Boland, Medbh McGuckian, Seamus Heaney, Derek Mahon, Michael Longley, Paul Muldoon, Tom Paulin, Eamon Grennan, Ciar’an Carson. *Four credit hours.* L.

[333] Modern American Drama, 1920-1970 American dramatic literature and theater history during the modern period, with emphasis on three American theater movements: the Group Theater in the 1930s, Broadway in the 1940s and ’50s, and the Living Theater in the 1960s. *Four credit hours.* L.

[336] Early American Women Writers Is there a “female literary tradition” in America? Moving from the colonial era to the early 20th century, the course explores many of the themes central to women’s lives, while also investigating the literary genres traditionally associated with women’s writing, exploring the insights of feminist historians, and assessing the recent critical reclamations of “female” genres such as domestic fiction and the sentimental. *Prerequisite:* English 172 for English majors. *Four credit hours.* L, D.

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

339s 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. BRANACCIO

341s American Realism and Naturalism Three literary genres that dominated late 19th-century American literature: realism, regionalism, and naturalism. 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? *Four credit hours.* L. STUBBS

342s American Indian Literature The decades since the 1960s 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. Mythopoeics, traditional stories and myths, poetry, narrative, and drama will provide a basis on which to establish the relationship

between contemporary writers and the traditional materials on which they draw. *Four credit hours.* L, D. 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. BRYANT

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

[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.

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

348s Postcolonial Literatures 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 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. ROY

349s Modern Jewish Writing: From the Diaspora to the Modern Israeli Novel How did the ancient, ritual language of a European minority, no longer a spoken tongue, arise to become one of the most vibrant and creative literatures of the postmodern world? In English translation, this course will introduce students to the literature of modern Israel, Zionist programs and their conflicts, and the roots of the modern Hebrew novel in the “diaspora,” Yiddish-speaking world of Sholom Aleichem and the “shtetl.” Classic Yiddish stories, a novel by Franz Kafka to measure the achievement of German-speaking Jews, and then the development of modern Hebrew and Israeli fiction proper in the work Nobel Prize-winner S.Y. Agnon, Amos Oz, A.B. Yehoshua, David Grossman, Aharon Appelfeld, and others. Students will gain an understanding of a marginal, minority culture that created a paradigmatically modern literature, but also come to appreciate Israeli fiction as a groundbreaking form of post-Holocaust, postmodern literary expression. *Four credit hours.* L, D. SUCHOFF

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

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

358s Modern American and Italian Literature During the 1920s and 1930s, Italian writers such as Elio Vittorini, Cesare Pavese, Ignazio Silone, Giorgio Bassani, and Beppe Fenoglio were intensely interested in American fiction and produced translations, critical essays and books, and anthologies of American literature. American writers such as Sherwood Anderson, Ernest Hemingway, and John Dos Passos discovered Italian literature. Their interactions will be explored through close readings and study of American and Italian (in translation) texts and viewing of classic Italian films. *Four credit hours.* L. BRANCACCIO

359f Topics in Dramatic Literature: Contemporary American Playwrights Listed as Theater and Dance 349 (q.v.). *Four credit hours.* WING

362f 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? 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, discussion of selected writing by H.D., E.M. Forster, Willa Cather, Gertrude Stein, Virginia Woolf, James Baldwin, John Rechy, Rita Mae Brown, Audre Lorde, Monique Wittig, Edmund White, Gloria Anzúdua, Jeannette Winterson, and others. Images of the lesbian and gay experience in painting, photography, film, and television. 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. MANNOCCHI

376s Land and Language Texts by environmental essayists, poets, fiction writers, and philosophers that put nature and people in a vigorous living relationship. What language is and does in the natural world, and what responsibility to the land our status as the talking species requires. Literature that "speaks nature," "speaks of nature," and "speaks for nature" as a key to how nature speaks for itself. *Four credit hours.* L. TATELBAUM

378fs Intermediate Fiction Workshop Practice in the writing of short stories, with major emphasis on student manuscripts. Admission is by manuscript submission only; consult instructor for deadlines and format for manuscript submission. *Prerequisite:* English 278. *Four credit hours.* KENNEY, SPARK

379f Intermediate Poetry Workshop Practice in the writing of poetry, with major emphasis on student manuscripts. Admission is by manuscript submission only; consult instructor for deadlines and format for manuscript submission. *Prerequisite:* English 279. *Four credit hours.* P. HARRIS

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.* N. HARRIS

397f Late Style in 19th-Century Literature, Music, and Art Youthful fervor, untimely death, and unrealized potential are all indicators of what one typically considers a Romantic artist. But what if such talent is allowed to ripen, mature—even grow old? An examination of

the work of Romantics who lived long enough to establish “late styles” affords a new view of a time-honored literary tradition as a cross-cultural as well as a multi-disciplinary phenomenon. Authors include Wordsworth, Goethe, Chopin, Beethoven, Delacroix, and Goya. *Four credit hours.* KARBIENER

398As Culture and Literature of the American South 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. An exploration of the intersections of these ideas and how Southern literature in the 20th-century has helped shape our national dialogue about them. *Four credit hours.* BRYANT

398Bs Edith Wharton and Henry James An exploration of the literary and personal relationship between Henry James and Edith Wharton as demonstrated by similarities and differences in form and content of selected novels. Their published correspondence provides insight into the influences these two writers shared and their influence on each other. *Four credit hours.* L. STUBBS

398Cs Desire and Autonomy in Medieval Women’s Writing A selection of writings by medieval women with particular focus on the literary expression of desire (sexual, textual, spiritual, political) and the autonomy of medieval women writers as they respond to anti-feminist traditions and writings. Readings in poetry, drama, biography, feminist treatises; a study of the historical/cultural/literary environments in which they wrote. Authors include Marie de France, Margery Kempe, Christine de Pizan, Elizabeth Carey, and Sor Juana de la Cruz. Counts as a pre-1800 course for English majors in 2001-02. *Four credit hours.* L. NARIN VAN COURT

[410] Arthurian Literature 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. *Four credit hours.* L.

411f Shakespearean Text/Performance Analysis of the range of competing material forms in which Shakespeare’s plays circulate, established at one extreme as canonical literary texts and realized at the other as only authentic in performance. Includes film and on-campus performances as well as interactions of text and performance within the plays. Counts as a pre-1800 course for English majors in 2001-02. *Four credit hours.* L. OSBORNE

412s Shakespeare’s Construction of Character Analysis of early modern ideas about character by exploring the links between character and identity in Shakespeare’s dramatic roles and their critical and theatrical histories. Counts as a pre-1800 course for English majors in 2001-02. *Four credit hours.* L. OSBORNE

413Af 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 we, 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, this course is predicated upon dialogue and critical inquiry. *Four credit hours.* L. BRYANT

413Bf Author Course: Geoffrey Chaucer An introduction to Chaucer’s *Canterbury Tales*, reading closely in the poetry and investigating the historical, social, and material contexts in which Chaucer’s work was written and transmitted. The poetry will be read as performed verse in its original Middle English form and will be approached through a variety of topical and critical issues grounded in the history of late-medieval literary life and practice. Counts as a pre-1800 course for English majors in 2001-02. *Four credit hours.* L. NARIN VAN COURT

413Cs Author Course: Virginia Woolf One of the pre-eminent literary voices that emerged in the inter-war period in Britain, Virginia Woolf is recognized as the leading woman intellectual and artist within the modernist movement and a prolific writer, producing in a span of about 25 years a dazzling array of novels, short stories, and essays. *Four credit hours.* L. ROY

[417] Literary Criticism: 20th-Century Marxism and Popular Culture—The Frankfurt School The theories of the German (and Jewish) cultural critics Theodor Adorno and Walter Benjamin, who revolutionized the study of literature and society from the 1930s forward by combining Marx, Freud, and a commitment to see both high art and popular culture as driven by the same social forces. *Four credit hours.* L.

[423] 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 collective and individual catastrophe and to find forms of continuity amidst destruction. *Four credit hours.* L, D.

429s Passionate Expression: Love, Sex, and Sexuality in Western Literature A study of the Western tradition in love literature focusing on representative masterworks both from “mainstream” culture and from counter-cultures through the ages; topics begin with the Bible, Greek drama, and medieval lyric and conclude with classic Hollywood versions of love stories and the fiction of contemporary liberation movements. Counts as a pre-1800 course for English majors in 2001-02. *Four credit hours.* L, D. MANNOCCI

[457] American Gothic Literature Horror, especially gothic horror of the American variety, always masquerades as something else; it can usually be found “playing in the dark,” in Toni Morrison’s phrase, or beneath a monster-other mask. Surveying horror’s effects—the narrative strategies that make horror fiction so horrifying—is a focus, but emphasis is on learning to use various “critical” tools, Jungian myth, psychoanalytical, feminist, and race criticism, to explore the deeper, semiotic relation of signs and signifying that codify the cultural meaning behind the monster masks—werewolves, shapeshifters, vampires, succubi, demons, and (extra)terrestrial aliens—that conceal a humanity too terrifying to confront consciously. *Four credit hours.* L.

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. *Four credit hours.* 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. Admission is by manuscript submission only; consult instructor for deadlines and format for manuscript submission. *Prerequisite:* English 378. *Four credit hours.* KENNEY, ROORBACH

479s Advanced Poetry Workshop Practice in the writing of poetry, with major emphasis on student manuscripts. May be repeated once for additional credit. Admission is by manuscript submission only; consult instructor for deadlines and format for manuscript submission. *Prerequisite:* English 379. *Four credit hours.* 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 to four 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 advisor and the chair of the department. *One to four credit hours.* FACULTY

493Af Seminar: Lyric Self and Other How do lyric poems construct selves and others? A study of poems and theory exploring poetic address, the power of form, the gendering of lyric conventions, the paradoxes of representation, and the role of language in experiences of solitude, melancholy, and intimacy. Emphasis on the founding period of modern English lyric—the 16th and 17th centuries—with frequent comparisons to poems of later ages, including the present one. Counts as a pre-1800 course for English majors in 2001-02. *Four credit hours.* L. SAGASER

493Bf Seminar: Reading in Early America The impact of “print culture” on early American literary history, social relations, and power formations. Works of early American fiction in the context of their publication histories and their critical and popular reception. Topics include: the early history of literacy and popular reading in the U.S.; the role of printers; democratization and the expansion of the literary marketplace; censorship and state power; race, gender, class, and reading practices. *Four credit hours.* L. STUBBS

493Cf Seminar: Franz Kafka Kafka’s novels and short fiction, in English translation. Few writers become adjectives: Shakespearean, Dickensian, Kafkaesque. The novels and stories of this committed Jewish writer, who names his Jewish themes both clearly and abstractly but wrote in German, have become central texts of the Western canon, telling the story of a society that is brutally divided but which tells its citizens they are equal and whole (*The Castle*). Kafka’s “nonsense” world, where animals are more human than the “academy” they wish to join, is a distorted, but accurate, reflection of our own. *Four credit hours.* L, D. SUCHOFF

493Ds Seminar: Mark Twain As novelist, satirist, essayist, Mark Twain (Samuel Langhorne Clemens) charts the perilous progress of American culture in the late 19th century and the emerging crisis over nation, race, wealth, progress, and power. In an age when none of these vexing issues could be approached directly without potentially devastating consequences, Mark Twain’s double-voiced narrative strategies and tricksters (dis)guised in “boys” books about adult nightmares, mysterious strangers, race-crossed brothers switched at birth, and “gilded ages” of conspicuous consumption, go to the heart of what it means to be American—and to not be one. *Four credit hours.* L. BRYANT

497f Modern Irish Short Story From James Joyce (1882-1941; *Dubliners* is 1904-1914) to William Trevor (1928 and still writing). Students will select other writers from a long list that

includes O'Kelly, Corkery, Stephens, both O'Briens, Bowen, both O'Faolains, O'Connor, Lavin, Keily, Moore, Johnston, McGahern, Daly, Barrington. Background includes the transformation of the short story at the end of the 19th century; 20th-century Irish and Anglo-Irish history; post-colonial and narrative theory. *Four credit hours.* ARCHIBALD

Environmental Science

Directors, Professors F. Russell Cole and David Firmage (Biology), Professor Robert Nelson (Geology), and Associate Professors Whitney King and Thomas Shattuck (Chemistry)

Colby offers majors in environmental science with an emphasis in one of three departments in the Division of Natural Sciences: biology, chemistry, or geology. Each of these interdisciplinary programs is designed to prepare students for roles as educated citizens in a world increasingly confronted with environmental problems, for graduate study in the environmental sciences or related disciplines, and for entry-level positions with consulting firms, government agencies, or non-governmental organizations.

Environmental science concentration in biology A major program that includes work in biology, physical sciences, and social sciences. Instruction in ecology and environmental science includes a survey course in ecology that introduces students to a variety of Maine ecosystems and a junior-year course in ecological theory that offers a detailed review of ecological concepts and their relevance to environmental issues. A senior practicum enables students to apply the concepts they have learned to an environmental problem of local significance.

Environmental science concentration in chemistry Students electing this major complete all the courses required for the chemistry major. In addition, two courses are required in biology and economics. Chemistry 217, Environmental Chemistry—which discusses the application of chemical principles to such topics as fates and toxicity of heavy metals and organic pollutants in soils and natural water systems, corrosion, complexation, and analytical techniques—is required, as is an independent study.

Environmental science concentration in geology An environmental concentration focusing on energy and water issues. Requirements include selected courses in biology, chemistry, mathematics, and economics, in addition to a core of geology courses. An independent project course serves as a culminating and integrating experience in the senior year.

Each of these environmental science majors emphasizes the scientific foundation that must underlie environmental planning and decision making. Specific requirements for each concentration are listed in the departmental sections of this catalogue. Students are also encouraged to complement their work on campus with January Programs and other off-campus educational opportunities, including affiliated programs offered by the School for Field Studies and the Woods Hole Oceanographic Institution.

Environmental Studies

Director, PROFESSOR THOMAS TIETENBERG

ADVISORY COMMITTEE: Professors Tietenberg (Economics), Elizabeth DeSombre (Environmental Studies and Government), Catherine Bevier (Biology), F. Russell Cole (Biology), David Firmage (Biology), James Fleming (Science, Technology, and Society), Whitney King (Chemistry), David Nugent (Anthropology), Nancy Quirk (Environmental Studies and Government), Jennifer Shosa (Geology), 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 environmental management, environmental history, 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 112 or 231.

II. Five of the following courses

<i>Biology</i>	131	Biodiversity
	170	Genetics and Cell Biology
	177	Introduction to Ecology
	238	Bacteriology
	258/358	Ecological Field Study
	319	Conservation Biology
	352	Ecological Theory
	354	Marine Ecology
	357	Physiological Ecology
	<i>Chemistry</i>	141
142		General Chemistry
145		Honors General Chemistry
<i>Geology</i>	217	Environmental Chemistry
	131	Introduction to Environmental Geology or
	141	Introduction to Physical Geology
	353	Groundwater Hydrology
<i>Physics</i>	494	Advanced Environmental Geology
	141	Foundations of Physics I or 143 Honors Physics
<i>Science, Technology, and Society</i>	142	Foundations of Physics II
	215	Global Change: Environmental Science and Society

III. Policy ProcessGovernment 131 (Introduction to International Relations) and *one* course from the following list:

<i>Economics</i>	312	Topics in Law and Economics
	332	Regulated Industries
<i>Government</i>	111	Introduction to American Government and Politics
	126	Politics of the Environment
	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
	251	Population Problems in International Perspective
	333	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 Since 1900
<i>Anthropology</i>	252	Hunger, Poverty, and Population: The Anthropology of Development
	256	Land, Food, Culture, and Power
	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
	476	Advanced Topics in Environmental Economics (open only to double majors in economics)
<i>Education</i>	316	Education, the Environment, and Social Justice
<i>English</i>	376	Land and Language
<i>Environmental Studies</i>	493	Environmental Policy Seminar
	494	Honors in Environmental Policy

<i>History</i>	299	Changing Notions of Progress
	364	African Economic History
<i>Philosophy</i>	297	Environmental Ethics
<i>Science, Technology, and Society</i>	281	Global Environmental History
<i>Sociology</i>	336	The Sociology of Food

No requirement for the major may be taken satisfactory/unsatisfactory. AP credits in a subject cannot replace more than one course.

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 of the instructor), Economics 476 Advanced Topics in Environmental Economics or History 481 Ecology and History;

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

(3) Either Biology 177 and one course chosen from Biology 131, 133, 171, or Geology 141 and 142 or Chemistry 141 and 142 or 145;

(4) One course selected from:

<i>Administrative Science</i>	250	Industry, Technology, and Society, 1750-1915
	251	Industry, Technology, and Society Since 1900
<i>Anthropology</i>	211	Indigenous Peoples and Cultures of North America
<i>Biology</i>	258	Ecological Field Study
	319	Conservation Biology
	354	Marine Ecology
	258/358	Ecological Field Study
<i>Chemistry</i>	217	Environmental Chemistry
<i>Economics</i>	293	Economic Development of the Third World
<i>Education</i>	316	Education, the Environment, and Social Justice
<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	Patterns and Processes in World History
	364	African Economic History
	394	Ecological History
<i>Philosophy</i>	297	Environmental Ethics
<i>Science, Technology, and Society</i>	215	Global Change: Environmental Science and Society
	281	Global Environmental History
<i>Sociology</i>	251	Population Problems in International Perspective
	333	Globalization

No requirement for the minor may be taken satisfactory/unsatisfactory. AP credits in a subject cannot replace more than one course.

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, students' 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.

Course Offerings

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.* QUIRK, TIETENBERG

[215] Global Change: Environmental Science and Society Listed as Science, Technology, and Society 215 (q.v.). *Four credit hours.* N.

217s Environmental Chemistry Listed as Chemistry 217 (q.v.). *Three credit hours.* KING

231f Environmental and Natural Resource Economics Listed as Economics 231 (q.v.). *Three or four credit hours.* 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 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. *Three credit hours.* INSTRUCTOR

281s History of Global Environmental Change Listed as Science, Technology, and Society 281 (q.v.). *Four credit hours.* H. FLEMING

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. *Prerequisite:* Biology 177 or 271. *Four credit hours.* 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? Topics include negotiation of, compliance with, and effectiveness of international environmental law. *Prerequisite:* Previous or concurrent enrollment in Government 131 and one of Environmental Studies 118, 235, or Economics 231. *Four credit hours.* QUIRK

376s Land and Language Listed as English 376 (q.v.). *Four credit hours.* L. TATELBAUM

398s Comparative Environmental Politics *Four credit hours.* QUIRK

476s Advanced Topics in Environmental Economics Listed as Economics 476 (q.v.). *Four credit hours.* TIETENBERG

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 focuses both on how to make and how to study environmental policy. It examines issues essential in understanding how environmental policy works and explores these topics in depth through case studies of current environmental policy issues. Students undertake an original research project and work in groups to influence or create local environmental policy. *Prerequisite:* Senior standing in the environmental policy major. *Four credit hours.* QUIRK

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

In the Department of French and Italian

Unless otherwise specified, all courses are conducted in French.

Chair, PROFESSOR ARTHUR GREENSPAN (FRENCH)

Professors Jonathan Weiss, Jane Moss, Greenspan, and Suellen Diaconoff; Associate Professor Adrianna Paliyenko; Assistant Professor André Siamundele; Teaching Assistant Anne-Sophie Savoureux

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 and Italian.

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 with study of the culture of France and/or 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 and Italian, students will normally be required to take French 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 advisor 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."

Course Offerings

125fs French I First in a sequence that 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.* DIACONOFF, MOSS

126fs French II Second in a sequence that 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.* FACULTY

127fs French III Third in a sequence that 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 may be 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.* GREENSPAN, PALIYENKO

127j French III (Dijon) Intensive practice in French through a month's stay in beautiful Dijon, France. Students will live with French families and take classes in an 18th-century *hotel particulier* in the center of the city. Students will study the history and culture of Burgundy, with readings from regional authors and frequent visits to museums and other points of interest in the city. There will be one weekend excursion in Burgundy and one free weekend. *Prerequisite:* French 126 or a score of 51 or higher on the fall placement test, and an interview with the instructor. *Three credit hours.* J. WEISS

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. *Four credit hours.* DIACONOFF, SIAMUNDELE

[131] 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. *Prerequisite:* A score of 60 on the College Board French SAT-II test or its equivalent on the placement test, or French 128. *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. *Four credit hours.* GREENSPAN, PALIYENKO

232f Cultural History of France Examination of the major events and movements in the cultural history of France from the medieval period to World War II, with emphasis on written documents such as laws, manifestoes, letters, and decrees and on such visual documents as maps, monuments, paintings, symbols, film, and photography. Required for French studies majors and recommended for international studies students. *Prerequisite:* French 128. *Four credit hours.* H. J. WEISS

233s Contemporary France Emphasis on the institutions, events, and culture that shape France today, including politics, education, health care, and the justice system and relationship of each with the lives of French men and women. Daily reference to the news (on television and in the press) will permit the study in depth of important events as they unfold. Required for French studies majors and recommended for international studies students. *Prerequisite:* French 128. *Four credit hours.* J. WEISS

234s Intensive Spoken French Exclusively for French majors or students preparing for study in a French-speaking country. Weekly practice in oral French 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.* SAVOUREUX

237j Guadeloupe: Remapping a World Guadeloupe evokes a world in the French poetic imagination of the 19th century that modern Guadeloupean historians and creative artists are actively remapping. Lessons drawn from geography, history, literature, art, and music shall shape our understanding of how colonial and postcolonial representations of Guadeloupe mutually illuminate issues of language, identity, race, class, and gender. A unique opportunity to experience a francophone Caribbean culture firsthand through excursions and by living with host families. Course work will be conducted in French. *Prerequisite:* French 127. *Three credit hours.* L, D. PALIYENKO

238s Introduction to Francophone Africa Study of multiple aspects of the francophone world through examination of cultural and historical differences between francophone societies. Lectures and discussions will focus on struggles for independence, the quest for separate identities, and the building of modern societies. Topics may include family, gender, environment, political organization, educational systems, religion, current events, and popular culture. *Prerequisite:* French 128. *Four credit hours.* D. SIAMUNDELE

252f Provocative Texts: Friendship and Betrayal Centering on major themes in culture, an analysis of the ways in which different kinds of texts endeavor to set into play important issues and conflicting values. Significant writing and analysis of the means by which written and visual texts—including short stories and novels, theater, poetry, essays, and film—“speak.” Theme for 2001: “Friendship and Betrayal.” *Prerequisite:* French 128. *Four credit hours.* L. DIACONOFF

[341] Advanced Spoken and 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. *Prerequisite:* French 231. *Four credit hours.*

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

[351] French-Canadian Literature and Society 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 write papers and examinations in English. *Four credit hours.* L.

[353] Francophone Women Writers The female condition in the francophone world as revealed through fiction, theater, film, essays, and historical documents. The concentration is on women in areas of North Africa, Sub-Saharan Africa, the Middle East, and the Antilles that were once French colonies or protectorates. Topics include the role of women in colonial and post-colonial society, how traditional practices affect women’s lives (polygamy, genital excision, veiling), issues related to language and education, and women’s resistance to colonial and patriarchal power. Non-French majors may write papers and examinations in English. *Four credit hours.* L, D.

358s Passionate Discontent: The 19th-Century Epidemic A malady of the spirit pervades the cultural imagination of 19th-century France. Through close examination of intersecting

literary, artistic, and medical treatments of *le mal du siècle*, a study of how passionate discontent, which inspired the Romantic generation, becomes a “female” malady, a sign of degeneration. Topics of analysis will include neurasthenia or depression, sadomasochism, hysteria, and the gender of disease. Non-French majors may write papers and examinations in English. *Four credit hours.* L, D. PALIYENKO

[374] Film and Culture Through study and analysis of a wide variety of film by French and francophone filmmakers, from the documentary to the historical drama to the interplay between fiction and film (including Laclos and Flaubert), the course addresses a number of central issues concerning personal vision and historical veracity, the impact of one’s own or contemporary politics on artistic vision, and arguments over textual versus narrative fidelity in order to arrive at a set of criteria to use in evaluating film as a vehicle of culture. Non-French majors may write papers and examinations in English. *Four credit hours.* L.

397Af African Cinema: The Power of Images A study of contemporary Francophone Africa through images and representations shaped by African filmmakers. Particular attention will be given to the relationship between cities and rural areas, foreign and national languages, African versus Western values. Using themes such as immigration, quest of identity, struggle between modernity and tradition, an examination of challenges facing Africa in the postcolonial era. Conducted in English; supplemental discussions for French majors. *Four credit hours.* SIAMUNDELE

397Bf Theater and Society in France Theater is the most public means of expression, and its existence is inextricably linked with the evolution of society. The relationship between theater and its socio-political context in the 17th, 18th, 19th, and 20th centuries will be examined through the reading (and viewing on videotape) of plays that challenge the established order and through the study of theatrical theory as it relates to the role theater has played and can play in society. Non-French majors may write papers and examinations in English. *Four credit hours.* J. WEISS

398s Encounters with the Exotic Using novels and short stories, travelogues, letters, and essays by French and Francophone writers, a study of how the “exotic” is endowed with meanings that are at once psychological, political, sexual, and ideological. Readings are from the 18th to the 20th centuries and will include writers like Montesquieu, Balzac, Maupassant, Leïla Sebbar, and Assia Djebar. Non-French majors may write papers and examinations in English. *Four credit hours.* L. 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. *Four credit hours.* GREENSPAN

483f, 484js 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 Francophonies des Amériques 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 theme for 2001 is “Francophonies des Amériques.” *Four credit hours.* MOSS

Geology

Chair, PROFESSOR ROBERT GASTALDO

Professors Donald Allen, Robert Nelson, and Gastaldo; Assistant Professor Jennifer Shosa; Senior Teaching Associate Bruce Rueger

If you are interested in Earth—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 the pivotal and fundamental science.

The Department of Geology possesses extensive rock, mineral, and fossil collections as a basis from which to investigate Earth, a state-of-the-art powder X-ray diffractometer for determining mineral identities, various geophysical instruments, new student and research-grade stereo and petrographic microscopes, and one of the College's two scanning electron microscopes equipped with Energy Dispersive X-ray Fluorescence, as well as specialized equipment for student and faculty research. Additional research equipment, shared with the departments of Chemistry and Biology, includes a new C,H,N,O Analyzer.

Colby's setting also provides an intriguing and exciting area for field study, allowing students to integrate both field and laboratory experiences. Students are encouraged to work on independent and honors projects in which they develop ways of actively examining and interpreting observational data. Majors are expected to undertake and complete independent research as part of their undergraduate training.

Fieldwork is an integral part of many courses and introduces students to many aspects of local and regional geology. Multi-day off-campus trips also are scheduled regularly to localities and areas of particular geologic interest, such as the Hartford Basin of Connecticut, the Mohawk Valley or Catskill Mountains of New York, Campobello Island in New Brunswick, and the classic Joggins localities in Nova Scotia.

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 strongly should consider completing as many major course requirements as possible by the end of their junior year to be prepared to engage in summer research programs prior to their senior year; geology-biology and geology-environmental science majors may be deficient in course work for admission to many geology graduate programs. Consultation with an academic advisor can alleviate any potential problems.

Requirements for the Major in Geology

Geology 141, 142, 225, 226, 251, 331, 332, 351 or 353, 356, and at least three hours of 491 or 492; Mathematics 121, 122, and either Mathematics 112 or Computer Science 115; Chemistry 141, 142 (or 145); 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, 351, 356, 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 particularly are interested in the geological aspects of environmental science. The requirements are: Geology 141, 142, 225, 353, 356, and 494; two of the three

following biology courses—170, 171, 175—and Biology 177; Chemistry 141, 142, 217 (or any of the following: 241, 242, 331, 332); Mathematics 121, 231; Physics 141; Economics 133, 231.

Requirements for the Major in Geology-Biology are designed for those students whose interests bridge the two disciplines or who are interested particularly in paleontology. The requirements are: Geology 141, 142, 225, 251, 356, 372, and at least three hours of 491 or 492; two courses chosen from Biology 170, 171, 175; Biology 177; one course chosen from Biology 211, 214, 216, 252, 279, 312, 352, 354, 357, 375; 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 advisors regarding election of languages and other required courses in the first and sophomore years.

Requirements for Honors in Geology

This program involves a substantial research component in the student's senior year, with no less than six hours of credit elected in research activities. The Honors Program involves presentation of a research proposal to a faculty committee early in the fall semester, the submission of a mid-term progress report, and the draft of introductory sections before January. Satisfactory progress will result in Geology 483 credit and allow the student to register for Geology 484. Successful completion of an honors research project, and the major, will enable the student to graduate "With Honors in Geology." Students who wish to pursue a more intensive research agenda should consider the Senior Scholars Program.

Requirements for the 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 advisor. Requirements are Geology 141, 142, and five courses selected from Chemistry 141, Physics 141, and geology courses numbered 225 and above.

Course Offerings

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. Satisfies the non-laboratory science area distribution requirement. Cannot be counted toward the geology major. Not open to students who have already completed Geology 141. *Three credit hours.* N. SHOSA

141fs Physical Processes of Planet Earth 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. *Four credit hours.* N. NELSON

142s Deciphering Earth History Within the crustal rocks of planet Earth is the evidence that can be used to understand the patterns and processes that have shaped the world we know. The course is designed to investigate the physical and biological patterns and processes that can be deciphered from Earth's historical record, as well as the impact these have had on the evolution of the planet over the past 4.6 billion years. The focus is on North America, but global-scale Earth systems are included. Lecture and laboratory; laboratory includes a two-week project at the end of the semester. *Prerequisite:* Geology 141. *Four credit hours.* N. GASTALDO

[151] 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. Cannot be counted toward the geology major. *Three credit hours.* N.

[161] Paleontology for Non-majors 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. Cannot be counted toward the geology major. *Prerequisite:* Permission of the instructor. *Three credit hours.* N.

[171] Oceanography A descriptive introduction to physical, geological, and biological oceanography. Topics include the structure and composition of the ocean and its floor; tides, currents, and other important dynamic features; the nature of ocean life. The value of the oceans for food and physical resources is discussed. Cannot be counted toward the geology major. *Three credit hours.* N.

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. Estimated cost: \$1750-1850 (dependent on number of participants.) *Prerequisite:* Geology 141. *Three credit hours.* RUEGER

225f Mineralogy Physical properties and chemical structure of minerals leading to investigation of the chemical composition and optical properties of minerals. Lecture and laboratory. *Prerequisite:* Geology 141, Chemistry 141 (may be taken concurrently). *Four credit hours.* 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.* ALLEN

251f The Record of Life on Earth The biological record of Earth history encompasses unicellular to multicellular organisms that have inhabited non-analogue worlds. The course examines the processes responsible for preservation of marine and terrestrial biota, the application of the fossil record to solving problems in evolution and diversity, morphology and systematics, and ecology and climatology. Lecture and laboratory. *Prerequisite:* Geology 142 or one year of biology. *Four credit hours.* GASTALDO

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.* SHOSA

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.* 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; 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.* 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. *Prerequisite:* Geology 141, 142 and Mathematics 121 or 123. *Four credit hours.* SHOSA

[354] 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.*

356s Sedimentation and Stratigraphy A course covering the 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. *Four credit hours.* GASTALDO

[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. (Though this course is offered 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.* ALLEN

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 advisors in the spring of their junior years. *Prerequisite:* Permission of the instructor. *One to four credit hours.* FACULTY

German

In the Department of German and Russian.

Unless otherwise specified, all courses are conducted in German.

Chair, ASSOCIATE PROFESSOR URSULA REIDEL-SCHREWE (GERMAN)

Associate Professors James McIntyre and Reidel-Schrewe; Instructor Maria Morrison; Language Assistant Matthias Puschmann

Achievement Test: An entering student seeking credit for a foreign language must either have taken the College Board SAT-II test in the language or take the Colby language placement test during orientation before the beginning of classes in the fall.

German courses are open to all students interested in learning or improving their German regardless of which year they are in college or which major they have chosen. The German program stresses the importance and value of a solid knowledge of the language as the basis for

understanding the culture and literature of the German-speaking countries. Three options, the major in German language and literature, the major in German studies, and the minor in German, are available for students who wish to combine language training with the study of Germany's cultural heritage.

All required courses in the German language and literature major are taught in German. The German studies major is more interdisciplinary and allows students to take relevant courses in other departments at Colby. Depending on students' interests and goals, both majors as well as the minor in German are often chosen as a complement to another major such as international studies, economics, government, music, the arts, philosophy, or any other discipline. Affordable graduate programs, grant opportunities, and job openings in international organizations and companies make German an attractive and rewarding field of study.

Students are urged from the outset to enhance their language skills and cultural awareness through study abroad, attendance at the German table, and participation in extracurricular activities. The January Program in Konstanz gives students who have the equivalent of three semesters of German a brief exposure to life in Germany while living with a German family and attending classes at a *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.

Requirements for the Major in German Language and Literature

Nine semester courses in German 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. See note 4 below with regard to transfer of courses toward the major.

Requirements for the Major in German Studies

Ten semester courses, including German 128, 131, 231, 232, 234, 493 or 494, one literature course numbered 135 or above, and three additional courses chosen either from the German curriculum or from courses with a substantial German component in other disciplines. The latter courses must be approved in advance by the major advisor in German. Examples of such courses in the current *Colby Catalogue* include, but are not limited to, Government 257, 262, History 215, 221, 222, 223, 224, 421, and Philosophy 359. See note 4 below with regard to transfer of courses toward the major.

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 or above.

The following statements also apply:

- (1) A student may *not* major in both German language and literature and German studies.
- (2) The point scale for retention of both majors and the minor is based on all required and approved courses numbered beyond German 127.
- (3) No major or minor requirement may be taken satisfactory/unsatisfactory.
- (4) Requests for transfer of courses from other institutions, including study abroad, will be evaluated by the major advisor in German on an individual basis.
- (5) All majors in the department must take at least one course in the major approved by the major advisor each semester until graduation.

Teacher Certification: Students desiring certification for teaching German should consult the Department of German and Russian and the Education and Human Development Program.

Course Offerings

125f Elementary German I 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 Resource Center may be part of daily preparation. *Four credit hours.* MCINTYRE

125j Elementary German I 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 Resource Center may be part of daily preparation. *Four credit hours; three credit hours in January.* MCINTYRE

126s Elementary German 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 Resource Center may be part of daily preparation. *Prerequisite:* German 125. *Four credit hours.* REIDEL-SCHREWE

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.* MORRISON

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. Literary and cultural readings of increasing length will be used as the basis for discussion and writing assignments. *Prerequisite:* German 127. *Four credit hours.* MORRISON

129f Konstanz Conversation Group Konstanz Conversation Group conducted by the German language assistant from Konstanz, Germany. Intended for, but not limited to, students at the intermediate level planning to participate in the 2002 January Program in Konstanz. Discussion of cultural differences by focusing on everyday life situations in the German private and public sphere. Does not count toward the language requirement or the majors/minor in German. *Prerequisite:* German 127. Nongraded. *One credit hour.* PUSCHMANN

130s Conversation Group A variety of written and visual materials will be employed to stimulate conversation and review practical vocabulary for students seeking to retain and reinforce their language skills. Does not count toward the language requirement or the majors/minor in German. *Prerequisite:* German 127. Nongraded. *One credit hour.* PUSCHMANN

[131] Conversation and Composition Emphasis on oral expression and facility in writing. Vocabulary building through reading and discussion of short texts. *Prerequisite:* German 128. *Four credit hours.*

132j German Language and Culture in Konstanz, Germany Intensive language and culture study at the Humboldt-Gymnasium in Konstanz in southern Germany. Daily language instruction by director, reading and discussion of texts relevant to the cultural environment, and participation in regular German Gymnasium classes. Excursions to historical landmarks, such as the St. Gallen monastery in Switzerland and the Romanesque churches on the island Reichenau in the Lake of Constance, are an integral part of the program. Students live with German families. *Prerequisite:* German 127 and permission of the instructor. *Three credit hours.* REIDEL-SCHREWE

135f Introduction to German Literature Introduction to the history of German literature and to the theories of genres. Critical reading and discussion of prose, poetry, and plays by authors representative of their period. Continued practice in conversation and composition. *Prerequisite:* German 128 or equivalent. *Four credit hours.* L. REIDEL-SCHREWE

[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. *Four credit hours.*

234s Post-War German Culture in Literature and Film The German concept of Heimat (“Homeland”) in literature and film. Viewing and critical analysis of the TV series *Heimat* (1984) by the renowned filmmaker Edgar Reitz. Reading and discussion of historical documents and literary texts that deal with national identity and its breakdown after World War II. Continued practice in conversation; transition to more formal writing. *Prerequisite:* German 135. *Four credit hours.* REIDEL-SCHREWE

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 majors/minor in German. *Prerequisite:* German 131. Nongraded. *One credit hour.* PUSCHMANN

[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. *Three or four credit hours.*

[333] **Contemporary Germany** Germany’s political, socioeconomic, and cultural landscape as revealed by German Web sites. Topics include political geography, population, government, European integration, and German-American enterprises, as well as education, the media, and the arts. Discussion of issues such as disparities after unification, the integration of foreigners, the social security system, similarities and differences with the U.S., traditional values, and fragmentation of national identity. *Prerequisite:* A 200-level German course. *Four credit hours.*

[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 Lovers and Losers in German Literature Reading and discussion of world-renowned novels and stories under the aspect of contemporary perceptions of male and female relationships. Texts include Goethe’s *Werther*, E.T.A. Hoffmann’s *Rat Krespel*, Thomas Mann’s *Der Tod In Venedig*, and Bernhard Schlink’s *Der Vorleser*. Conducted in German. *Four credit hours.* L. REIDEL-SCHREWE

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] **The Image of America in German Literature and Film** Various images of the United States of America as evidenced in German literature and film of the 19th and 20th centuries. Emphasis on construction of self and other, and the use and potential transcendence of stereotypes. *Prerequisite:* A 200-level German course. *Four credit hours.* L.

494s Seminar in 20th Century German Drama Reading and discussion of plays by Gerhart Hauptmann, Frank Wedekind, Arthur Schnitzler, Georg Kaiser, Bertolt Brecht, and Friedrich Dürrenmatt. *Four credit hours.* L. MCINTYRE

Government

Chair, PROFESSOR L. SANDY MAISEL

Professors Maisel, G. Calvin Mackenzie, Kenneth Rodman, and Anthony Corrado; Associate Professors Guilain Denoeux and Suisheng Zhao; Assistant Professors Jennifer Yoder, Joseph Reisert, and Ariel Armony; Visiting Assistant Professors Richard Marcus and Nancy Quirk; Faculty Fellow Mark Brewer

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

Fulfillment of the government major requires successful completion of 10 courses in government, including Government 111, 131, 151, and 171; a 400-level senior seminar; at least five other government courses; and a writing project meeting the department's guidelines. Government majors should complete all four of the 100-level courses by the end of their sophomore year.

Among the courses counted toward the government major, the four 100-level courses, the 400-level course, and the writing assignment must be taken at Colby, and at least three 200- or 300-level courses (not internships and independent studies) must be taken at Colby or be taught by Colby, Bates, or Bowdoin faculty in CBB programs abroad. Courses transferred from other institutions and/or field experience courses can count (up to a maximum of two) in the 10-course requirement. For transfer students, the department will count up to five courses from the previous institution with the permission of the department chair, excluding the seminar and writing assignment. 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. To be eligible for honors, students need a 3.5 GPA in the major or permission of the department. Eligible students must have completed Government 281 prior to the senior year. 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.

Course Offerings

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. MACKENZIE, MAISEL

131fs Introduction to International Relations An introduction to the major issues within the field of international relations and the theoretical approaches that have been developed to understand these issues. *Four credit hours.* S. MARCUS, QUIRK, 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. 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. CORRADO, REISERT

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

212s The American Congress The Congress is the “first branch” of the American national government, but most of us know little about it. The course will focus on elections to Congress and the functioning of the modern Congress. *Prerequisite:* Government 111. *Four credit hours.* MAISEL

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

[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. *Four credit hours.*

[231] United States Foreign Policy: 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. *Four credit hours.*

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

[235] Sustainable Development Listed as Environmental Studies 235 (q.v.). *Four credit hours.*

[237] 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 warfare, terrorism, the question of whether the Nuremberg precedent in trying war criminals can be extended to contemporary conflicts in South Africa, Rwanda, Yugoslavia, and Cambodia. *Four credit hours.* S.

251j Israelis and Palestinians: Conflict and Accommodation The roots and the evolution of the conflict between Israelis and Palestinians. Themes include the origins of Zionism and

Palestinian nationalism; the British mandate over Palestine; the creation of Israel and the birth of the Palestinian refugee problem; the Arab-Israeli wars; stereotyping and prejudices; the intifada and its impact on the conflict; the origins, content, and significance of the September 1993 agreement between PLO leader Yasir Arafat and Israeli Prime Minister Yitzhak Rabin, the September 1995 Oslo II agreement; and the "Peace Process" since the election of Benjamin Netanyahu as prime minister of Israel. Scholarly analyses and firsthand accounts, essays, and documentaries depicting the attitudes and emotions that have sustained the conflict between Arabs and Jews in the Palestine-Israel region throughout the 20th century. *Three credit hours.* S, D. DENOEUX

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

[253] **Latin American Politics** An introduction to major political institutions, actors, and processes in the region as well as some key concepts and controversies affecting discussions of Latin America today. Specifically, an effort to find answers to the following questions: 1) What are the sources of political instability in Latin America? 2) What are the basic patterns of state-society interaction in the region? 3) Is it possible to "make democracy work" in Latin America? *Prerequisite:* Government 151. *Four credit hours.* D.

[254] **Latin American Politics in Film** The study of Latin American politics approached from a fresh and creative perspective. An introduction to major political topics in Latin America through the interrelated analysis of feature films and readings. Films are in English or Spanish/Portuguese with subtitles. Topics include human rights, social movements, discrimination, and political violence. *Three credit hours.* S, D.

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

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, and Great Britain. Political cultures and institutions in contrasting national settings and implications of the European integration process for democracy in Western Europe. *Prerequisite:* Government 151. *Four credit hours.* YODER

[258] **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. *Four credit hours.*

[261] **Introduction to Japanese Politics** The political base of post-war Japan's economic development, the strengths and weaknesses of Japanese government institutions, and Japan's emerging global role. *Prerequisite:* Government 151. *Four credit hours.* D.

[262] **German Unification and the Challenges of West-East Integration** A look at the institutional and cultural integration of the two German states since their formal unification

religion and the First Amendment, religion and electoral behavior, religion and social capital, religious groups as interest groups, civil religion in the United States, the United States as a religious nation, religious groups and social change, and religion and violence. *Four credit hours.* BREWER

310s 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. *Prerequisite:* Government 111. *Four credit hours.* CORRADO

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. *Four credit hours.* REISERT

314s Constitutional Law II: Individual Rights Legal, moral, and political controversies involving the Bill of Rights and the Fourteenth Amendment. Particular attention to the period from the New Deal to the present. Cases examined deal with freedom of expression; 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. A continuation of constitutional law building upon, but not requiring, Government 313. *Prerequisite:* Government 111. *Four credit hours.* REISERT

[316] Presidential Electoral Politics The procedural and strategic environment of presidential general election contests and the strategic decision making that takes place in presidential campaigns. An introduction to recent controversies concerning polling techniques, the role of the media in covering elections, negative advertising, and candidate debates. A case study of recent elections. *Prerequisite:* Government 111. *Four credit hours.*

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

320s The Rights Revolution and Its Discontents The changing role of the national government in American society since the beginning of the 20th century, especially government involvement in defining and protecting individual and civil rights. Critical analyses of the movements that led to those expansions, the government programs that resulted, and the opposition and reaction they inspired. *Prerequisite:* Government 111 or History 132. *Four credit hours.* MACKENZIE

[332] International Organization The structure, politics, and current operation of international organizations within the nation-state system. Topics include conflict resolution, nonproliferation, human rights, and international economic cooperation. *Prerequisite:* Government 131. *Four credit hours.*

334f International Environmental Law Listed as Environmental Studies 334 (q.v.). *Four credit hours.* QUIRK

[335] United States-Latin American Relations The evolving relationship between Latin America and the United States from the 1790s to the present. Analysis will focus on the

continuities and changes in U.S. policy toward Latin America as well as Latin American perceptions and policies towards the United States; special attention to U.S. policy in Central America during the Cold War. Post-Cold War issues such as hemispheric economic integration, drug trafficking, and immigration. *Prerequisite:* Government 151 or 253. *Four credit hours.*

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

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

[353] 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 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.*

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

[371] Foundations of American Constitutionalism An examination of the philosophical foundations of the Constitution and American political thought at the time of the founding, through an analysis of Revolution-era documents and the writings of Locke, Montesquieu, and selected Federalist and anti-Federalist essays. *Prerequisite:* Government 111. *Four credit hours.*

397f Campaign Finance: Applied Policy Studies An examination of the role of money in the political process and the policy debates surrounding a variety of campaign finance reform options. Special emphasis on campaign finance issues as they relate to faith-based and ethnic-based or minority communities. Students will participate in research projects related to the Colby College Campaign Finance Reform Project. *Prerequisite:* Government major, with preference to seniors. *Four credit hours.* CORRADO

398s Comparative Environmental Politics Listed as Environmental Studies 398 (q.v.). *Four credit hours.* QUIRK

[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 2000 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:* Government 111 and permission of the instructor. *Four credit hours.*

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

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

415f Tutorial: The Way We Vote A small group of students will work collectively to analyze the strengths and weaknesses in current American voting procedures and to develop a program of recommendations for improving the efficiency, accuracy, and participation levels in American elections. *Prerequisite:* Senior standing as a government major and permission of the instructor. *Four credit hours.* MACKENZIE

[419] 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 campaigns 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. *Four credit hours.*

432s Seminar: United States Foreign Policy An advanced seminar dealing with major theoretical and policy issues in the study of American foreign policy since World War II. The specific topic of the seminar will be announced each year; possible topics are multinational corporations and foreign policy; Soviet-American relations; levels of analysis; and international organization. *Prerequisite:* Government 131 and permission of the instructor. *Four credit hours.* RODMAN

[450] Seminar: Democratization in Latin America Understanding key problems such as the transition from authoritarianism to democracy, the role of various actors in this process, and the challenges for the consolidation of democracy. A theoretical analysis of these issues will be combined with an in-depth study of specific cases to understand how democracy re-emerged and how it works in Latin America. *Prerequisite:* Government 151 or 253. *Four credit hours.*

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.* DENOEU

[452] 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.*

[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. *Four credit hours.*

[474] 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*.

475f Seminar: Law, Liberty, and Morality May the state legitimately use the law to impose a certain conception of morality on its citizens? Or must the state aim, rather, to remain "neutral" when its citizens disagree strongly about the best way of life, protecting its citizens' freedom to choose their own visions of the good life? An examination of these issues as they are developed in works by Rawls, Dworkin, Sandel, Raz, George, and others as well as in selected Supreme Court opinions. *Prerequisite*: Permission of the instructor. *Four credit hours*. 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.

The Classics Department offers courses listed in this catalogue under "Ancient History," "Classics," "Greek," and "Latin."

111f 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*. BARRETT

111j 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 credit hours in January*. GILLUM

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*. BARRETT

131f Introduction to Greek Literature Selected readings; see Greek 236 for fall 2001 description. Successful completion of this course fulfills the College language requirement. *Prerequisite*: Greek 112. *Four credit hours*. L. O'NEILL

[233] Plato's Symposium: The Meaning of Love Socrates and Diotima discuss the true meaning of love. *Four credit hours*. L, D.

[235] True Lies: Lucian's True History In the second century C.E. Lucian wrote a parody on the fictitious tales of adventures put forward as true by ancient writers. His fantastic accounts parallel modern science fiction. *Four credit hours*. L.

236f Disaster and Triumph: Xenophon's Anabasis Xenophon, philosopher, adventurer, and soldier of fortune, has left us a fascinating account of the trials he endured as a member of the Greek forces in the pay of Cyrus, a pretender to the Persian throne. The death of Cyrus left the Greek mercenaries stranded in the middle of a hostile empire. *The Anabasis* is the true

story of the Greeks' courage and ingenuity as they fought their way back to the sea and salvation. *Four credit hours.* L. O'NEILL

[239] **Revenge and Cowardice: Euripides's *Electra*** Forced to endure the murder of her father, Agamemnon, by her mother, Clytemnestra, Electra yearns for vengeance. She is counting on her brother, Orestes, to come home and demand blood for blood. Euripides takes a well-known myth, cunningly adapts it to his own purposes, and invests it with fresh and compelling passion. *Four credit hours.* L.

[353] **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.

[356] **The Wrath of Achilles: Homer's *Iliad*** Achilles's decision not to fight caused the Greeks many casualties and led to Patroclus's death. His decision, its justification, and other heroes' view of Achilles's resolution. *Four credit hours.* L.

[357] **Aeschylus: *The 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? *Four credit hours.* L.

[358] **Politics of Revenge: Sophocles's *Electra*** Electra's own inaction in the face of her mother's crime is examined in this drama. Each of Greece's great tragedians confronted this horrifying tale of conflicting duties and responsibilities. The differing emphases and perspectives of Euripides and Sophocles will receive particular scrutiny. *Four credit hours.* L.

398s **Culture and Identity in Ancient Greece: The Histories of Herodotus** Often called the "Father of History" and the "Father of Lies," Herodotus wrote the earliest historical narrative we have from ancient Greece. Selections from his *Histories* will be read, focusing on the wide range of cultural practices he reports, Greek views of cultural difference, and the role those views played in shaping Greeks' understanding of themselves. Also considered will be how Herodotus's work defines the practice of writing history. *Four credit hours.* H. BARRETT

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

Hebrew

In the Program in Jewish Studies.

Visiting Instructor Rabbi Raymond Krinsky

Course Offerings

[125] **Beginning Hebrew I** *Three credit hours.*

[126] **Beginning Hebrew II** *Three credit hours.*

[127] **Intermediate Hebrew** *Three credit hours.*

History

Chair, ASSOCIATE PROFESSOR RAFFAEL SCHECK

Professors Richard Moss and Robert Weisbrot; Associate Professors James Webb, Elizabeth Leonard, Larissa Taylor, Scheck, and Paul Josephson; Assistant Professors Howard Lupovitch, Peter Ditmanson, and Ben Fallaw; Visiting Instructor Jeremy Rich; Faculty Fellow Joshua Schreier

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 (which should be taken no later than the sophomore year). In each area, at least one course must be at the 200 level or higher; additionally, one of the courses must be in "early" history, the other in "modern" history, as designated by the department. Beginning with the Class of 2005 one of these courses must be at the 300-level. 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 College 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 advisors 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 are available on the History Department's home page: <http://www.colby.edu/history/>.

The point scale for retention of the major applies to all courses in history. No requirement for the major may be taken satisfactory/unsatisfactory. Seniors with a GPA of 3.5 or higher in history courses will graduate "With Distinction."

Honors in History

Admission to the honors program requires at least a 3.25 grade point average in the history major and approval by the advisor. 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 advisor, 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 up to eight credits may be given for the year, including January Program credit. Upon successful completion of History 483, the student, at the discretion of the honors advisor, 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." The honors thesis must receive at least an A- grade. For specifics, please refer to the History Department Web page: <http://www.colby.edu/history/honors.htm>.

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.

Course Offerings

[103] **Athens, Rome, and Jerusalem** Listed as Classics 139j (q.v.). *Three credit hours.*

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

[106] **Topics in Ancient History: Greek History** Listed as Ancient History 158 (q.v.). *Three or four credit hours.* H.

111f **Europe from Late Antiquity to 1618** A survey of European history from the age of Augustus to the beginning of the Thirty Years War, covering political, intellectual, social, and cultural history. Larger themes include the evolution of medieval kingship, relations between church and state, the development of nation-states, Renaissance, Reformation, and religious wars. Interactions between Christians, Jews, and Moslems; also attention to gender, family, and daily life. *Four credit hours.* H. TAYLOR

112s **A Survey of Modern Europe** An introduction to European political, socio-economic, and cultural developments from 1618 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.* H. SCHECK

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.* H. MOSS

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

134s **History, Technology, Culture** An examination of a number of key issues that have bedeviled Americans since 1870. Among the issues to be considered will be the nature of the modern city, the "American Dream," and Pragmatism. Students will write a number of essays. Requires concurrent enrollment in Philosophy 134; admission by application. *Four credit hours.* H. MOSS

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 the 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? Part of the Integrated Studies program; requires concurrent enrollment in English 136, Philosophy 136. *Four credit hours.* H. WEISBROT

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

[154] **Roman History** Listed as Ancient History 154 (q.v.). *Three or four credit hours.* H.

171s **Introduction to Latin American Studies** Listed as Latin American Studies 171 (q.v.). *Four credit hours.* H, D. FALLAW

173f History of Latin America Latin America's search for political stability and economic development from the origins of the indigenous American civilizations to the present. Major themes include the Aztec and Inca imperial conquests of the 14th century; Spanish and Portuguese colonization; the Bourbon and Pombaline rationalization of the 18th century; the Independence Wars and national civil wars of the 19th century; and right- and left-wing dictatorships. *Four credit hours.* **H, D.** FALLAW

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.* **H, D.** SCHREIER

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, the birth of Zionism, and the emergence of new centers of Jewish life in America, Israel, and the Soviet Union. *Four credit hours.* **H, D.** SCHREIER

200fs 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.* **H.** MOSS, SCHECK

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

[209] History As Fiction: The Medieval Historical Novel and Film Topic for 2001: The Black Death. Through a reading of Connie Willis's *The Doomsday Book* and contemporary sources from 1347-48, and viewing films such as *The Seventh Seal* and documentaries, an examination of the historical events and human responses to them. Critical evaluation of the portrayal of history in fiction and the role of interpretation by both historians and writers/filmmakers. Fulfills historical studies requirement if taken for three credits. *Two or three credit hours.*

[212] England from 1066 to 1603 A focus on English history from the Norman Conquest to the death of Elizabeth I. Topics include the changes from Anglo-Saxon to Norman rule, the Anarchy, Magna Carta and the development of parliamentary institutions, plague and rebellion, the Hundred Years War, the Wars of the Roses, the English Renaissance and Reformation, and the Elizabethan Settlement. Attention to social life, cultural innovations, and gender issues. *Four credit hours.* **H.**

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

215s Heresy, Humanism, and Reform The wide range of medieval heresies, including the appeal to women and the poor; popular culture on the eve of the Reformation; northern

humanism; Luther, Zwingli, and Calvin; the Radical Reformation; Counter-Reformation; Inquisition; the effects of reform on women and the family; the religious wars and the growth of toleration; the witch crazes. *Four credit hours.* **H.** TAYLOR

220f Yugoslavia: Emergence to 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. *Four credit hours.* **H.** SCHECK

[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.* **H.**

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

227f The Russian Empire: Russia Looks to the West, 1613-1905 The cultural and social history of Russia. Topics include Kievan Rus', the rise of Moscow, the westernizing influence of Peter the Great, and the development of serfdom and autocracy. Focus on Russia's self-identity as western or eastern and on the challenges of building civil society. *Four credit hours.* **H.** JOSEPHSON

228s The Russian Empire: Soviet History and 20th-Century Revolutions The people of the Soviet Union lived through three revolutions (1905, 1917, 1991) and two world wars. Their leaders forced the pace of modernization and subjected their own citizens to class war, arrest, and execution. An exploration of the last days of Tsarism, of Leninism and Stalinism, and of the forces leading to the Gorbachev revolution and break-up of the Soviet empire. *Four credit hours.* **H.** JOSEPHSON

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.* **H, D.** 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.* **H, D.** LEONARD

233f Not Work: The Rise of Sport and Leisure in America Surveying the rise in America of a culture characterized by extensive leisure and a nearly fanatical concern with sport. Students will think critically about the historical roots of modern American society and the meaning of sport and leisure in that society. History 131 and/or 132 recommended but not required. *Four credit hours.* **H.** MOSS

234f 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.* **H.** LEONARD

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

[238] **Religion in the U.S.A.** Listed as Religious Studies 217 (q.v.). *Four credit hours.* **S.**

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

[241] **History of Science in America** Listed as Science and Technology Studies 271 (q.v.). *Four credit hours.* **H.**

[242] **Industry, Technology, and Society, 1750-1915** Listed as Science and Technology Studies 250 (q.v.). *Four credit hours.* **H.**

243s **Industry, Technology, and Society Since 1900** Listed as Science and Technology Studies 251 (q.v.). *Four credit hours.* **H.** HAIGH

244j **Changing Notions of Progress** Since the Enlightenment, many Western thinkers have promoted the practical arts, technology, and science as the keys to the betterment of the human condition. They have advocated the use of various production and processing technologies to ensure adequate resources for present and future generations. They have assumed that "progress," based on technological achievements, in and of itself was good. The roots of this notion and its development from the late 1700s until the mid-1900s. Offered in January 2001 as History 299B. *Three credit hours.* **H.** JOSEPHSON

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.* **H, D.** WEISBROT

254j **The World of Ming China, 1368-1644** The Ming dynasty was a period of great flux in Chinese history in terms of political and social order, moral philosophy, gender relations, and artistic and literary representation. An examination of the social and cultural dynamics of this period through reading and discussion of a variety of materials, including political treatises, philosophical essays, religious texts, fiction, drama, and art. *Three credit hours.* **H, D.** DITMANSON

[256] **Japan from Early Times to the 17th Century** An exploration of the social, political, and cultural dimensions of Japanese civilization from prehistoric times to the establishment of the Tokugawa Shogunate through study of the ancient archaeological record, early myths and legends, Shinto and Buddhism, the beginnings of empire, the development of Heian aristocratic society, the devolution of power and the rise of the warrior class, Tokugawa political consolidation, and the emergence of urban popular culture. *Four credit hours.* **H, D.**

257s **Modern Japan** A survey of the history of modern Japan from the 18th century to the present: the decline and fall of the Tokugawa Bakufu; the political, social, and cultural changes in the Meiji era; the emergence of Japan as a global political, military, and economic power; and the culture of Japan in the post-World War II era. *Four credit hours.* **H, D.** DITMANSON

261f **African History** An introduction to major themes in Africa's past. Topics include the peopling of Africa, the evolution of African states, the role of Islam, the impact of the Atlantic slave trade on Africa, slavery within Africa, European imperialism, the impact of colonial rule, and struggles for independence. *Four credit hours.* **H, D.** RICH

272s History of Law, Society, and Rebellion in Mexico Looking beyond the clichéd image of the Mexican bandit, a consideration of the complex economic, social, and political problems behind ruptures in the legal order from Aztec times to the present. Focusing on revolts, the social origins and political construction of crime, and state regulation of popular culture, the course both traces the outlines of the history of Mexico and considers how notions of legality vary across time and cultures. *Four credit hours.* **H, D.** FALLAW

273f History of Women, Gender, and Family in Latin America How has women's status in Latin America changed and not changed since the Conquest? Social histories, a novel, and a film will serve as bases to trace the historical evolution of such key factors as family and regional notions of masculinity and femininity, as well as the impact of political revolutions and economic modernization on women. *Four credit hours.* **H, D.** FALLAW

275j Strongmen and Populism in Modern Spain and Latin America A cross-disciplinary study of the historical circumstances behind the failure of the Spanish Republic and the rise of Franco's fascist regime, the Mexican Revolution and its institutionalization under Cardenas, the rise of Peronism in Argentina, and Gertulio Vargas's Estado Novo of Brazil, crises that brought populist regimes and caudillos, or charismatic strong leaders, to power. *Three credit hours.* **H.** FALLAW

276s Patterns and Processes in World History An introduction to patterns and processes in world history, principally focused on the period since 1200. Themes include the evolution of trade and empire, global balances in military and political power, historical epidemiology, the evolution of capitalism, slavery and its abolition, democratic and industrialization revolutions, imperialism, global warfare, and decolonization. *Four credit hours.* **H.** WEBB

[277] History of the Maya from 200 B.C. A multidisciplinary survey (archaeology, anthropology, sociology, literature, and history) of the trajectory of the Mayan peoples from the writing of the first known Maya glyphs (c. 200 B.C.) to the current conflicts in Chiapas and Guatemala. *Four credit hours.* **H, D.**

[281] Jews and Judaism in America The history of American Jewry from the 17th century through the present with emphasis on the century after 1880. Topics include the flight from Spanish oppression, Jews in colonial America, Jews and the westward movement, attempts to reconcile Jewish life with the openness of American society, the triumph of Reform Judaism, the Jewish role in the slave trade and the Civil War, Jews and the labor movement, Black-Jewish relations, Jewish and other immigrant experiences, Zionism in America, American Jewish responses to anti-semitism, Nazism, and McCarthyism, the impact of feminism, the sexual revolution and the counter-culture movement, and the political strategies of American Jews. Fiction, film, and other sources will be used. One course in Jewish, American, or European history is recommended but not required. *Four credit hours.* **H, D.**

[283] 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. *Three credit hours.* **H, D.**

[285] Christianity: An Introduction Listed as Religious Studies 215 (q.v.). *Four credit hours.* **H, D.**

297Af Jews in the Middle East The Jewish migrations out of Spain following the expulsion at the turn of the 16th century and the various communities they established throughout the Mediterranean basin. The interactions between Jews and their Muslim and Christian neighbors in the early modern period, noting how (or if) Jews substantially differed from surrounding groups. How these communities experienced Zionism, colonialism, and Arab nationalism during the 19th and 20th centuries. *Four credit hours.* **H.** SCHREIER

297Bf The Atlantic Slave Trade An introduction to the controversies surrounding the Atlantic slave trade from c. 1480 to 1860. Topics to be covered include slave rebellions, regional variations in slavery in various parts of the African diaspora, and debates over the slave trade's effects on African and American societies. *Four credit hours.* **H.** RICH

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

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

[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.* **H, D.**

317f The Gothic Moment: Paris and the Ile-de-France, 1100-1250 An exploration of the 12th-century renaissance—the moment during which universities first develop, Gothic cathedrals and churches are built all over northern Europe, literature in the form of Arthurian legends, courtly love, and *fabliaux* reach all levels of society, and speculative philosophy and theology engage the minds of the leading thinkers. Concentrating on Paris between 1100 and 1250, exploring the culture of this period through interdisciplinary studies. *Four credit hours.* **H.** TAYLOR

[318] **Medicine and Disease in Medieval and Early Modern Europe** A seminar exploring the evolution of medical theory and practice from Hippocrates, Galen, and Soranus to the development of medical faculties at medieval universities, including how professionalization affected women practitioners. A look at normal life stages, pregnancy, childbirth, midwifery, and mental health. The major medieval diseases: leprosy, plague, and syphilis. Ethical issues regarding social reactions to the physically and mentally sick, including stigmatization, stereotyping, segregation, and assertion of “family values” against perceived threats. *Four credit hours.* **H, D.**

319s France in the Ancien Régime France from the High Middle Ages to the French Revolution, with special attention to developments in culture, social history, politics, intellectual life, and gender. Reading knowledge of French desirable but not required. *Four credit hours.* **H.** TAYLOR

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

[322] **Europe and the Second World War** An exploration of the origins of World War II, its military, civilian, and diplomatic aspects, and its effects. Includes debates on the Versailles peace order, appeasement, collaboration and resistance in Nazi-occupied Europe, war aims, the mass murder and deportation of civilian populations, and the rebuilding of Europe after 1945. Although the focus is on Europe, the global dimensions of the war will receive ample consideration. *Four credit hours.* **H.**

[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.* **H.**

[334] **U.S. Cultural History, 1860-1974** The growth of the United States as a mass culture, with special focus on the development of popular culture, leisure, and the consumer society, including such traditional themes as Darwinism, pragmatism, and existentialism. *Four credit hours.* **H.**

[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.* **H.**

340f 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.* **H, D.** 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. *Four credit hours.* **H.**

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

[364] **African Economic History** A junior-level seminar on major issues in African economic history. Topics include the interpretation of long distance trade, African production systems, African moneys, the economic significance of slavery in Africa, the Atlantic slave trade, the commercial revolution, colonial and post-colonial policy, food crisis, and international aid. *Four credit hours.* **H, D.**

[382] **Women in Modern Jewish History** Exploring the experiences of Jewish women during the last three centuries, as a sub-group of world Jewry with a distinct experience of modernity and as a reflection of broader currents in modern Jewish history. The legal and actual status of women in the world of traditional Judaism, the discrepancies between the static religious role and the more dynamic social role of women in Jewish communal life, the influence of affluent Jewish women in communal politics, the image of women as the defenders of Jewish traditions in the face of assimilation, the interplay between Jewish women and the feminist movement, and the impact of Jewish movements such as Hasidism, Zionism, liberalism, and socialism on Jewish women. *Four credit hours.* **H, D.**

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

[384] **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.* **H, D.**

[386] **Anti-Semitism** The origins and manifestations of anti-semitism during the 19th and 20th centuries. Topics include medieval anti-Judaism, racial anti-semitism, political anti-semitism and notions of a Jewish conspiracy, the role of anti-semitism in Nazi ideology, and

post-war anti-Zionism as an expression of anti-semitism. *Prerequisite*: One course in European, American, or Jewish history. *Four credit hours*. **H, D.**

394s Ecological History A junior-level seminar that explores major issues in humankind's relationship to the natural world. Topics include the food crisis in prehistory, the human use of fire, disease and urbanization, the domestication of animals, the global exchange of flora and fauna, the impacts of industrialization and global capitalism, tropical deforestation, and the conservation movement. *Four credit hours*. **H.** WEBB

397f Science, Race, and Gender Development of the concepts of race and gender considered from four aspects: its institutional basis; its scientific content; epistemological issues that surround notions of race and gender; and the cultural and social background of the scientists and science that developed from 1800 to the present. *Four credit hours*. **H, D.** JOSEPHSON, TILDEN

398As Emancipation and its Critics: Jews in Modern France Focusing on 19th century France and its Jews, an examination of the inexact (but often used) term "modernization." The Jews and the Enlightenment's legacies, from emancipation and integration to racism and nationalism. Critics of the French model of Jewish emancipation, anti-semitic and Jew alike. Jews and other minorities in contemporary France. *Four credit hours*. SCHREIER

398Bs Nuclear Madness An examination of the place of nuclear technologies in the modern world, using social, cultural, and institutional history, and focusing on the U.S.S.R. and the United States. Nuclear technologies are symbols of national achievement, yet significant scientific uncertainties accompanied their creation, they require significant public outlays, and they have led to dangerous pollution. What explains their great momentum? *Four credit hours*. JOSEPHSON

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*. **H.** TAYLOR

[413] Research Seminar: Joan of Arc: History, Legend, and Film A critical examination of one of the most famous figures in history within the context of 15th-century French history, and particularly the Hundred Years War with England. Focus will be on the role of narrative and interpretation in the understanding of history from the time of Joan of Arc to our own. *Four credit hours*. **H.**

421s Research Seminar: Debating the Nazi Past Focus on the rise of Nazis and on 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*. **H.** SCHECK

[422] Research Seminar: Topics in Modern European Women's History Focuses on the rise of political women's movements in the 19th century, the impact of World War I on women, the introduction of universal suffrage, the "new woman" of the 1920s, the status of women in authoritarian systems (fascist Italy, Nazi Germany, Soviet Union), and the impact of World War II on gender roles. Special attention to the articulation of women's rights in the context of democratization and rising mass nationalism. *Prerequisite*: Permission of the instructor. *Four credit hours*. **H, D.**

433f Research Seminar: United States Cultural History, 1890-1915 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.* **H.** MOSS

435s Research Seminar: The American Civil War An in-depth study of the Civil War in America, with a series of common readings on the war, including its causes; its aftermath; significant military and political leaders (e.g., Grant, Lee, Longstreet, Sherman, Lincoln, Davis); the experiences and the impact of the war for women and African Americans; the impact of defeat on the South; the ways in which Americans “remember” and “reenact” the war. *Prerequisite:* Permission of the instructor. *Four credit hours.* **H, D.** LEONARD

447f 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.* **H.** WEISBROT

452f Research Seminar: The Rise of Modern East Asia The transformations of China, Japan, and Korea from the imperial orders of the latter 19th century to the national regimes of the early 20th. Readings and discussions examine changes in politics, society, religion, and culture to consider the shifting definitions of what it means to be Chinese, Japanese, or Korean. *Prerequisite:* Permission of the instructor. *Four credit hours.* **H, D.** DITMANSON

[479] **Research Seminar: Jews and the City** An examination of the Jews of three cities that emerged as major urban centers and major centers of Jewish culture during the 19th century—New York, Vienna, and Budapest—from their origins in the 18th century through World War II. Topics include the impact of urban life on Jewish identity, the role of neighborhoods in the preservation of Jewish communal solidarity, the mixed attitudes of native and immigrant Jews toward one another, Jewish participation in urban culture, the intellectual world of leading Jewish thinkers such as Sigmund Freud and Albert Einstein, the enigmatic rise of urban anti-semitism in a cosmopolitan milieu, and the tension between the benefits of anonymity and the tenacity of ethnic cohesiveness. Background in Jewish, European, American, or urban history is encouraged. *Four credit hours.* **H, D.**

[481] **Research Seminar: Ecology and 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. *Four credit hours.* **H.**

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.” *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

[494] **History Independent Research** *Prerequisite:* Permission of the instructor. *One to four credit hours.*

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.

Indigenous Peoples of the Americas

In the Department of Anthropology.

ADVISORY COMMITTEE: *Jeffrey Anderson (Anthropology), Ben Fallaw (History and Latin American Studies), David Nugent (Anthropology), Patricia Onion (English)*

The indigenous peoples of the Americas minor is an 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; four courses selected from Anthropology 213, 217, 235, 256, 329, 354, English 342, History 173, 277, Sociology 252; and one field experience or independent study. Course substitutions and exchanges may be made in consultation with the minor advisor 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.

Integrated Studies

Coordinator, PROFESSOR ROBERT MCARTHUR

Integrated Studies is a pioneering program in liberal arts education, designed to explore an era or an aspect of world civilization from the perspective of several disciplines. The program is supported by grants from the Christian A. Johnson Endeavor Foundation of New York. 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.

Clusters of courses from several disciplines are offered for first-year students and for advanced students. First-year 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 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 first-year cluster is limited to 15-20 students.

Advanced clusters typically involve two integrated courses from different departments or programs and are aimed at sophomores, juniors and seniors. Students may elect to take *either* course in an advanced cluster or *both*. Advanced cluster course descriptions will be found in the relevant department or program section and are cross-listed below.

In 2001-2002 the program will offer four first-year clusters.

Course Offerings

134s Philosophy, Technology, Culture A two-course cluster (both required). See History 134, Philosophy 134 for descriptions. *Eight credit hours.* MCARTHUR, MOSS

136f Post War World: 1945-70 A three-course cluster (all required). See English 136, History 136, Philosophy 136 for descriptions. *Twelve credit hours.* BASSETT, MCARTHUR, WEISBROT

156f Logic, Argumentation, and Writing A two-course cluster (both required). See English 156, Philosophy 156 for descriptions. *Seven credit hours.* COHEN, SANBORN

175f The Ancient World A two-course cluster (both required). See Classics 175, Philosophy 175 for descriptions. *Eight credit hours.* BARRETT, MASSIE

International Studies

Director, PROFESSOR PATRICE FRANKO

ADVISORY COMMITTEE: Professors Jane Moss (French), Priscilla Doel (Spanish), Franko (Economics and International Studies), and Kenneth Rodman (Government); Associate Professors Kimberly Besio (East Asian Studies), Catherine Besteman (Anthropology), Guilain Denooux (Government), Paul Josephson (History), Mary Beth Mills (Anthropology), David Nugent (Anthropology), Ursula Reidel-Schrewe (German), Raffael Scheck (History), James Webb (History), and Suisheng Zhao (Government and East Asian Studies); Assistant Professors Ariel Armony (Government), Ben Fallaw (History and Latin American Studies), Kashif Mansori (Economics), John Talbot (Sociology), and Jennifer Yoder (International Studies and Government)

Requirements for the Major in International Studies

Normally 14 courses, including the five courses that constitute the core curriculum; three courses in area studies; three courses from policy studies; and 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. Majors must complete a concentration within the major unless they have a double major or minor in African studies, anthropology, economics, government, history, French or French studies, Spanish, Latin American studies, environmental policy or studies, Russian, East Asian studies, or German. Majors also must complete the equivalent of two courses beyond the introductory (usually through 131) 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, although under exceptional circumstances students with extensive 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 do not meet this minimum requirement will not be able to retain their international studies major.

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 (unless the study abroad requirement has 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>	231	Caribbean Society and Culture
	235	Latin American Culture and Society
<i>Economics</i>	214	Latin American Economic Policy
<i>Government</i>	253	Latin American Politics
	254	Latin American Politics in Film
	335	United States-Latin American Relations
	450	Democratization in Latin America
<i>History</i>	171	Introduction to Latin American Studies
	173	Introduction to Latin American History
	275	Strongmen and Populism in Modern Spain and Latin America
<i>International Studies</i>	297	Guatemala's Social Deficit
	298	Guatemala's Social Deficit
<i>Spanish</i>	261	Spanish-American Literature I
	262	Spanish-American Literature II
	273	Contemporary Spanish-American Short Story
	371	The Colonial Experience
	493	Seminar (if topic is appropriate)

Europe and Russia:

<i>Anthropology</i>	297	Socialist and Post-Socialist Eurasia
<i>Economics</i>	239	Seminar in Economic History: 20th-Century Western Europe
<i>French</i>	232	Cultural History of France
	233	Contemporary France
	350	Francophone Literature
	351	French Canadian Literature and Society
	358	Passionate Discontent: The 19th-Century Epidemic
	374	Film and Culture
<i>German</i>	232	Survey of German Culture
	234	Post-War German Culture in Literature and Film
	331	Business German
	358	Lovers and Losers in 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 and the Challenges of West-East Integration
	263	The Balkan Crisis
	359	Political Ideologies
<i>History</i>	112	A Survey of Modern Europe
	220	Yugoslavia: Emergence to Dissolution
	223	European Politics, Culture, and Thought, 1789-1914
	224	Germany and Europe, 1871-1945
	227	The Russian Empire: Russia Looks to the West, 1613-1905
	228	The Russian Empire: Soviet History and 20th-Century Revolutions
	320	The Crisis of European Civilization, 1900-1925
	322	Europe and the Second World War
	421	Seminar: Debating the Nazi Past
<i>Russian</i>	231	Topics in Russian Literature, 19th Century
	232	Topics in Russian Literature, 20th Century
	237	19th-Century Russian Literature
	238	20th-Century Russian Literature
	346	20th-Century Russian Poetry
	425	The Russian Short Story
	426	The 19th-Century Russian Novel
	427	Contemporary Russian Studies
	428	The 20th-Century Russian Novel

<i>Spanish</i>	271	Questions of Identity, Spaces, and Power
	334	Women in Hispanic Texts
	351	Ideology and Ethics in Spanish Golden Age Literature
	352	Don Quijote
	371	The Colonial Experience
	493	Seminar (if topic is appropriate)
Africa:		
<i>Anthropology</i>	237	Ethnographies of Africa
	254	Women of the African Diaspora
<i>French History</i>	398	France and Francophone Africa
	261	African History
	297B	The Atlantic Slave Trade
	364	African Economic History
The Middle East:		
<i>Government</i>	251	Israelis and Palestinians: Conflict and Accommodation
	252	Politics of the Middle East
	351	United States Policy Toward the Middle East
<i>Religious Studies</i>	254	Islam and the Middle East
Asia:		
<i>Anthropology</i>	233	Anthropology of a Region: China
	239	Southeast Asian Cultures and Societies
<i>East Asian Studies</i>	150	Introduction to East Asia
	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
<i>Government</i>	233	International Relations in East Asia
	255	Introduction to Chinese Politics
	261	Introduction to Japanese Politics
	297	Chinese Foreign Policy
	452	Seminar: Chinese Foreign Policy
	497	Seminar: Chinese Politics in the Post-Mao Era
<i>History</i>	254	The World of Ming China, 1368-1644
	256	Japan from Early Times to the 17th Century
	297A	Jews in the Middle East
	298A	Premodern China
	299A	The World of Thought in Ancient China
	452	The Rise of Modern East Asia
	498	Culture and Change in 17th-Century China
<i>Religious Studies</i>	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.

<i>Anthropology</i>	213	Human Rights and Indigenous Peoples
	217	Race and Ethnicity: Cross-Cultural Perspectives
	252	Hunger, Poverty, and Population: The Anthropology of Development
	256	Land, Food, Culture, and Power
	297	Utopia, Nostalgia, and Anthropology
	373	The Anthropology of Gender and Sexuality
	398	Anthropology in the Cities: The Theory and Practice of Urban Ethnography

<i>Economics</i>	214	Economic Policy and Performance in Contemporary Latin America
	231	Environmental and Natural Resource Economics
	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>	231	United States Foreign Policy: The Cold War
	233	International Relations in East Asia
	235	Sustainable Development
	237	Justice and War
	251	Israelis and Palestinians: Conflict and Accommodation
	297	Chinese Foreign Policy
	332	International Organization
	334	International Environmental Law
	335	United States-Latin American Relations
	351	United States Policy Toward the Middle East
	398	Comparative Environmental Politics
	432	Seminar: United States Foreign Policy
	451	Seminar: Political Violence, Revolutions, and Ethnic Conflict
	452	Seminar: Chinese Foreign Policy
<i>History</i>	322	Europe and the Second World War
	347	America in Vietnam
	364	African Economic History
	394	Ecological History
	447	Seminar: The Cold War
	481	Seminar: Ecology and History
<i>Russian</i>	271	Human Rights in World Literature
<i>Science, Technology, and Society</i>	281	Global Environmental History
	393	Technology, War, and Society
<i>Sociology</i>	251	Population Problems in International Perspective
	333	Globalization
	336	The 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.

<i>Anthropology</i>	452	Anthropology of Power
<i>Economics</i>	447	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
	497	Seminar: Chinese Politics in the Post-Mao Era
<i>History</i>	421	Seminar: Debating the Nazi Past
	447	Seminar: The Cold War
	452	The Rise of Modern East Asia
	481	Ecology and History
<i>Languages</i>		Senior-level seminar (if topic is appropriate*)

Note: Students can petition the director of the program to count a seminar-style 200- or 300-level course toward the seminar requirement. In such cases, students will also be expected to enroll in International Studies 494 (for two credits) to complete an original research paper. Approval of this option is at the discretion of the instructor and the advisory committee. Students may also pursue a four-credit independent research project (International Studies 494) to fulfill the senior requirement.

Note: Some courses are listed under two or three categories; with the exception of counting courses toward the concentration of a second major, unless students have a relevant double major or minor (see above), 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 in International Studies

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 3.4 or better in the major and should petition the program for permission to pursue honors by May 1 of the junior year.

Requirements for Concentrations

Majors are required to complete either a regional or policy concentration unless they have a double major or minor in anthropology, East Asian studies, economics, environmental policy or studies, French or French studies, German, government, history, Latin American studies, Russian, or Spanish. Students may propose an independent concentration. Concentrations should 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 other 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 specialization, 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 of the Third World
<i>Government</i>	231	United States Foreign Policy: The Cold War
	233	International Relations in East Asia
	297	Chinese Foreign Policy
	332	International Organization
	334	International Environmental Law
	335	United States-Latin American Relations
	351	United States Policy Toward the Middle East
	432	Seminar: United States Foreign Policy

	452	Seminar: Chinese Foreign Policy
	498	Memory and Politics
<i>History</i>	322	Europe and the Second World War
	347	America in Vietnam
	447	Seminar: The Cold War
<i>Science, Technology, and Society</i>	393	Technology, War, and Society

International Economic Policy

Students must take a relevant senior seminar (or senior paper) and take four of the courses listed below and one 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>	332	International Organization
<i>History</i>	364	African Economic History
<i>Sociology</i>	333	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 or 256, one from Economics 214 or 293, and one outside of anthropology and economics:

<i>Anthropology</i>	213	Human Rights and Indigenous Peoples
	252	Hunger, Poverty, and Population
	256	Land, Food, Culture, and Power
<i>Economics</i>	214	Economic Policy and Performance in Contemporary Latin America
	277	International Finance
	278	International Trade
	293	Economic Development of the Third World
<i>Government</i>	235	Sustainable Development
	252	Politics of the Middle East
	253	Latin American Politics
	353	Promoting Democracy in Transitional Countries
	450	Seminar: Democratization in Latin America
	451	Seminar: Political Violence, Revolutions, and Ethnic Conflict
<i>History</i>	364	African Economic History
	394	Ecological History
	481	Seminar: Ecology and History
<i>Sociology</i>	251	Population Problems in International Perspective
	333	Globalization
	336	Sociology of Food

Global Environmental Studies

Four courses (plus a relevant senior seminar or independent paper), 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 and Natural Resource Economics
	47-	Economic Seminar (if topic is appropriate)
<i>Environmental Studies</i>	493	Environmental Policy Seminar

<i>Government</i>	235	Sustainable Development
	334	International Environmental Law
	398	Comparative Environmental Politics
<i>History</i>	394	Ecological History
	481	Seminar: Ecology and History
<i>Sociology</i>	251	Population Problems in International Perspective
	336	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 of the Third World
<i>Government</i>	332	International Organization
<i>History</i>	364	African Economic History
<i>Sociology</i>	333	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 Anthropology 252, 256, 452, Sociology 274, 333.

<i>Anthropology</i>	213	Human Rights and Indigenous Peoples
	217	Race and Ethnicity: Cross-Cultural Perspectives
	252	Hunger, Poverty, and Population
	256	Land, Food, Culture, and Power
	297B	Utopia, Nostalgia, and Anthropology
	398	Anthropology in the Cities: The Theory and Practice of Urban Ethnography
	452	Anthropology of Power
<i>Government</i>	272*	Modern Political Theory
	451	Seminar: Political Violence, Revolutions, and Ethnic Conflict
<i>History</i>	481	Seminar: Ecology and History
<i>Philosophy</i>	236*	Social and Political Philosophy
	312*	Philosophical Topics in Feminist Theory
<i>Sociology</i>	251	Population Problems in International Perspective
	274*	Social Inequality and Power
	333	Globalization
	336	Sociology of Food
<i>Women's Studies</i>	311*	Seminar in Feminist Theory

Course Offerings

111f Human Rights in Global Perspective Discussion classes addressing human rights topics introduced in lectures and other events sponsored by Colby's Oak Institute for the Study of International Human Rights. These will take place throughout the semester and be led by the Oak Fellow, an international human rights practitioner/activist. Topics may vary but will focus on the experiences and expertise in human rights represented by the Oak Fellow. Nongraded. *One credit hour.* MILLS

297f Guatemala's Social Deficit Social and economic problems of development in Guatemala. The causes of poverty, through analysis of the problems of providing adequate levels of education and health services in the development of human capital. No prerequisites, although basic Spanish will be essential for continuation into a service-learning January Program in Guatemala, for which enrollees will have preference. *Two credit hours.* FRANKO

298j Guatemala's Social Deficit The socio-economic constraints to building human capital in Guatemala. In addition to Spanish language training, students will intern in schools, medical clinics, or community centers. Priority to students enrolled in International Studies 297f. *Prerequisite:* Spanish 126. *Two credit hours.* FRANKO

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 advisor. *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 to four credit hours.* FACULTY

Italian

In the Department of French and Italian.

All courses are conducted in Italian.

Chair, PROFESSOR ARTHUR GREENSPAN (FRENCH)

Assistant Professor Mario Moroni, *Visiting Assistant Professor* Olivia Holmes

Course Offerings

125f Italian I Basic comprehensive course for students with little or no previous knowledge of Italian. Focus is on developing the skills of listening, speaking, reading, and writing at an introductory level as well as familiarizing students with facets of Italy, Italian culture, and contemporary Italian life. Exercises in the language lab constitute an integral component of the course. *Four credit hours.* INSTRUCTOR

126s Italian II Basic comprehensive course for students with little or no previous knowledge of Italian. Focus is on developing the skills of listening, speaking, reading, and writing at an introductory level as well as familiarizing students with facets of Italy, Italian culture, and contemporary Italian life. Exercises in the language lab constitute an integral component of the course. *Prerequisite:* Italian 125. *Four credit hours.* INSTRUCTOR

127f Italian III Continued practice in listening and speaking skills; grammar review, with greater emphasis on writing. Reading and conversation topics taken from contemporary Italian literature; course materials strive to convey a sense and understanding of contemporary Italian society. *Prerequisite:* Italian 126 or equivalent. *Four credit hours.* MORONI

128s Italian IV: Reading Italian Culture Through readings of Italian authors (primarily 20th-century prose) and contemporary essayists, the course focuses on the regional differences that both enrich and confound Italian culture and society. Emphases are on reinforcing reading, speaking, and writing skills. *Prerequisite:* Italian 127 or equivalent. *Four credit hours.* INSTRUCTOR

235fs Italian Conversation An informal, weekly, small-group meeting for conversation practice, led by the Italian language assistant. Topics will vary, to include everyday life experience, contemporary culture and media, and literature. Conducted in Italian. May be

repeated for credit. *Prerequisite:* Italian 127 (may be taken concurrently), prior study abroad experience in Italy, or permission of the department. *One credit hour.* STAFF

297f Contemporary Italian Literature and Culture An introduction to modern history and society in Italy through the short stories of significant 20th-century Italian fiction writers such as Pirandello, Buzzati, Landolfi, Moravia, Ginzburg, and Calvino, with an emphasis on issues of culture, politics, and gender. Continuing reinforcement of writing, reading, and communication skills through written compositions, oral presentations, and group discussions. *Prerequisite:* Italian 128 or permission. *Four credit hours.* L. MORONI

491f, 492s Independent Study *Two to four credit hours.* FACULTY

January Program

Selected courses, offered in January, may be used to fulfill the January Program requirement, which is described under “Academic Requirements.” A complete list of offerings is published in the *January Program Course List*, issued in October, when students elect a course for the January term. Enrollment is limited to 30 or fewer students in nearly all courses. First-year students have priority in all noncredit and 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. Many are not determined until after publication of this catalogue.

Course Offerings

[002] 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. Supplemental course cost (to be determined; last year it was \$408.71) covers materials, the licensing exam, and a required CPR course offered the first day; it does not include text and workbook. *Prerequisite:* Up-to-date CPR for the health care provider. *Noncredit.*

[006] Furniture Making 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. Required reading: Peter Korn’s *Working With Wood*. No charge for materials or supplies. *Prerequisite:* Permission of the instructor. Contact Dr. Hume at hahume@colby.edu. *Noncredit.*

[007] Blacksmithing 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. Required reading: Jack Andrews’s *New Edge of the Anvil*. No charge for materials or supplies. *Prerequisite:* Permission of the instructor. Contact Dr. Hume at ahume@colby.edu. *Noncredit.*

[008] Principles of Residential Design and Construction A comprehensive introduction to the principles and practices of residential design and construction, this course will provide future homeowners and aspiring amateur builders a thorough understanding of how a house functions to meet the needs of its occupants. Topics will be examined through a problem-solving approach and will include siting and design considerations, structural requirements, and plumbing, heating and electrical systems. Eight to 10 hours per week will be spent in the

classroom with additional hands-on activities available outside of classroom time. *Prerequisite:* Permission of the instructor. *Noncredit.*

[131] **The Greening of Faith** Is the degradation of nature evidence of a spiritual emptiness confronting humanity? Is environmental protection a religious issue? Using essays, videos, and personal journals, the course will explore how many people of spirit, from Buddhists to evangelical Christians, have come to believe that a more holistic view of the environment that includes a sense of the sacred in nature is the key spiritual issue of the new millennium. Students seeking additional information can contact Ms. MacKenzie at shmacken@colby.edu. *Two credit hours.*

[137] **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.*

Japanese

In the Department of East Asian Studies.

Chair, PROFESSOR TAMAE PRINDLE [JAPANESE]

Professor Prindle; Assistant Professor Randle Keller Kimbrough; Teaching Assistant Ayaka Sogabe

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 non-East Asian studies majors. East Asian studies majors must declare either a Chinese concentration or a Japanese concentration within the major.*

Course Offerings

125f Elementary Japanese I Introduction to the spoken and written language, to provide a thorough grounding in all the language skills: speaking, listening, reading, and writing. *Five credit hours.* PRINDLE

125j Elementary Japanese Introduction to the spoken and written language, to provide a thorough grounding in all the language skills: speaking, listening, reading, and writing. *Four credit hours; three credit hours in January.* PRINDLE

126s Elementary Japanese II Introduction to the spoken and written language, to provide a thorough grounding in all the language skills: speaking, listening, reading, and writing. *Prerequisite:* Japanese 125. *Five credit hours.* PRINDLE

127f Intermediate Japanese I A continuation of the methods and goals used in elementary Japanese. *Prerequisite:* Japanese 126. *Four credit hours.* KIMBROUGH

128s Intermediate Japanese II A continuation of the methods and goals used in elementary Japanese. *Prerequisite:* Japanese 127. *Four credit hours.* KIMBROUGH

135fs Conversational Japanese In a small group setting, students practice speaking. Nongraded. *Prerequisite:* Concurrent enrollment in Japanese 125 or 126. *One credit hour.* SOGABE

235fs Conversational Japanese In a small group setting, students practice speaking. Nongraded. *Prerequisite:* Concurrent enrollment in Japanese 127 or 128. *One credit hour.* SOGABE

321f 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. *Four credit hours.* KIMBROUGH

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 321. *Four credit hours.* PRINDLE

421f Fourth-Year Japanese Further reading, writing, listening, and speaking in Japanese, using current newspaper articles, short stories, and audiovisual materials. *Prerequisite:* Japanese 322. *Four credit hours.* SOGABE

422s Fourth-Year Japanese Further reading, writing, listening, and speaking in Japanese, using current newspaper articles, short stories, and audiovisual materials. *Prerequisite:* Japanese 421. *Four credit hours.* KIMBROUGH

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

Jewish Studies

Director, PROFESSOR THOMAS LONGSTAFF

PROGRAM FACULTY AND ADVISORY COMMITTEE: Professors Longstaff (*Religious Studies*) and Robert Weisbrot (*History*); Associate Professors Guilain Denoeux (*Government*), David Suchoff (*English*), and Raffael Scheck (*History*); Assistant Professors Howard Lupovitch (*History*) and Elisa Narin van Court (*English*); Visiting Instructor Rabbi Raymond Krinsky; Faculty Fellow Joshua Schreier (*History*)

The Jewish Studies program is an academic program affiliated with the Division of Interdisciplinary Studies. The program seeks to acquaint students with the breadth of Jewish culture, to introduce them to life and culture in the modern state of Israel, and, because Hebrew has been the primary vehicle of Jewish expression in Israel and in the diaspora, to help them attain a working knowledge of the Hebrew language. Through the minor in Jewish studies, the program offers students an opportunity to take courses in the following areas of Jewish studies: history, literature and thought, Israeli society and politics, and Hebrew. The

interdisciplinary nature of Jewish studies allows students to take courses in different departments, including History, Religious Studies, English, and Government.

Requirements for the Minor in Jewish Studies

A minimum of seven courses including two core courses (History 181 and 182) and five other courses in Jewish Studies selected from the following list. Students are strongly encouraged to pursue the study of Hebrew, either by completing two semesters of biblical Hebrew (Religious Studies 201, 202) or by studying modern Hebrew in Israel. Students may count up to two courses in Hebrew toward the five elective courses required for the minor.

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

Courses listed below are described in the appropriate department sections of this catalogue.

Courses approved for the minor in Jewish Studies:

English	349	Modern Jewish Writing
	423	The Holocaust: History, Literature, Film
Government	251	Israelis and Palestinians: Conflict and Accommodation
	252	Politics of the Middle East
History	181	Jewish History I: From Antiquity to 1492
	182	Jewish History II: From 1492 to the Present
	198	Israel, Ancient and Modern: Exploration of the Land and the People
	281	Jews and Judaism in America
	283	Jewish Biography and Autobiography
	297A	Jews in the Middle East
	382	Women in Modern Jewish History
	384	Dilemmas of Modern Jewish Identity
	386	Anti-Semitism
	398A	Emancipation and Its Critics: Jews in Modern France
	421	Research Seminar: Debating the Nazi Past
	479	Research Seminar: Jews and the City
	Religious Studies	151
201, 202		Biblical Hebrew
233		Biblical Literature I
393		Judaism: Ancient and Modern

Latin

In the Department of Classics.

The Classics Department offers courses listed in this catalogue under "Ancient History," "Classics," "Greek," and "Latin."

Course Offerings

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.* 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.* O'NEILL

131f Introduction to Latin Literature Selected readings; see Latin 255 for fall 2001 description. Successful completion of this course fulfills the College language requirement. *Prerequisite:* Latin 112 or appropriate score on the College Board Latin SAT-II test or placement test administered during new student orientation. *Four credit hours.* L. O'NEILL

[237] **Runaways, Wolves, and Kings—Livy’s History of Rome** Livy’s account of the foundation and early days of Rome has less to do with history than with myth and legend. These famous stories give insight into how the Romans constructed their heroes and villains, and Livy writes beautiful Latin prose. *Four credit hours*. L.

[251] **Ovid: *Metamorphoses*** An examination of Ovid’s most famous work for evidence of the author’s views on poetry, politics, and power, as a basis for discussion of Ovid’s artistry and inventiveness. *Four credit hours*. L.

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

[271] **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. 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.

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

[353] **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.

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

[362] **Lovers, Exiles, and Shepherds—Virgil’s *Eclogues*** *The Eclogues* have exerted a tremendous influence on later poets across Europe and the Americas. Virgil’s bucolic poetry draws on ancient learning, contemporary politics, and his own artistic sensibility. *Four credit hours*.

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

Latin American Studies

Director, PROFESSOR JORGE OLIVARES

ADVISORY COMMITTEE: Professors Olivares (Spanish) and Patrice Franko (Economics and International Studies); Associate Professors David Nugent (Anthropology) and Betty Sasaki (Spanish); Assistant Professors Ariel Armony (Government), Ben Fallaw (History and Latin American Studies), Luis Millones-Figueroa (Spanish); Instructor Maritza Straughn-Williams (Anthropology and African-American Studies)

Requirements for the Major in Latin American Studies

A total of 10 courses, including Introduction to Latin American Studies (Latin American Studies 171), Advanced Spanish Grammar (Spanish 231), two Latin American literature courses at the 200 level or above, History of Latin America (History 173), 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 the Friday after fall break of their senior 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."

Course Offerings

171s Introduction to Latin American Studies An intensive, cross-disciplinary introduction to Latin American society and culture. Elite and popular search for identity through writings and art (music, painting, murals). Institutions and structures found across Latin America such as frontiers, the landed estate, urban shantytown, religious syncretism. *Four credit hours.* H, D. FALLAW

483f, 484js 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 advisor. 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

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

Courses Approved for the Major in Latin American Studies

<i>Anthropology</i>	217	Race and Ethnicity: Cross-Cultural Perspectives
	231	Caribbean Society and Culture
	235	Latin American Culture and Society
	252	Hunger, Poverty, and Population: The Anthropology of Development
	254	Women of the African Diaspora
<i>Economics</i>	214	Economic Policy and Performance in Contemporary Latin America
<i>Government</i>	253	Latin American Politics
	254	Latin American Politics in Film
	335	United States-Latin American Relations
	450	Seminar: Democratization in Latin America

<i>History</i>	173	History of Latin America
	272	History of Law, Society, and Rebellion in Mexico
	273	History of Women, Gender, and Family in Latin America
	275	Strongmen and Populism in Modern Spain and Latin America
	277	History of the Maya, 200 B.C.-Present
<i>International Studies</i>	297	Guatemala's Social Deficit
	298	Guatemala's Social Deficit
<i>Spanish</i>	231	Advanced Spanish
	261	Spanish-American Literature I
	262	Spanish-American Literature II
	273	Contemporary Spanish-American Short Story
	276	U.S. Latina/Chicana Women Writers
	371	The Colonial Experience: European and Amerindian Responses to the Cultural Encounter
	493	Seminar: Voyages of Discovery and Exploration
	493	Seminar: Sexual Dissidence in Revolutionary Cuba

Literature in Translation

Courses may be offered by the departments of Classics, East Asian Studies, French and Italian, 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. Literature courses in translation scheduled for 2001-2002 include the following:

<i>Classics</i>	133	Greek Myth and Literature
	238	Myth in the City: The Tragedies of Aeschylus
<i>East Asian Studies</i>	251	Hell on Earth? Chinese Writers on Modern Chinese Society
	271	Women in Japanese Cinema and Literature
	351	Imaging Chinese Women: Ideas and Ideals in China
<i>Russian</i>	174	Chekov and the Short Story Tradition
	232	Topics in Russian Literature
	237	19th-Century Russian Literature

Mathematics

Chair, PROFESSOR H.T. (PETE) HAYSLETT

Professors Hayslett, Thomas Berger, and Fernando Gouvêa; Visiting Professors William Berlinghoff and Ramachandran Bharath; Associate Professors Leo Livshits, Benjamin Mathes, and George Welch; Assistant Professors Jan Holly and Otto Bretscher; Visiting Instructor W. Dale Garraway

The Department of Mathematics offers courses in mathematics and statistics for students who: (1) plan a career in an area of pure or applied mathematics; (2) need mathematics as support for their chosen major; or (3) elect to take mathematics as part of their liberal arts education or to fulfill the area requirement in quantitative reasoning.

The department offers three programs: majors in mathematics and mathematical sciences and a minor in mathematics. Majors in mathematics and mathematical sciences can be taken with honors. In addition, there are interdepartmental joint majors in economics-mathematics and philosophy-mathematics.

Colby mathematics majors in recent years have entered graduate school to do advanced work in mathematics, statistics, computer science, biomathematics, and physics. They also have used the major as a solid foundation for careers in teaching, law, banking, insurance, management, the computer industry, and other areas.

All first-year students who intend to enroll in one of the 100-level calculus courses in the fall semester 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 any other 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 Mathematical Sciences

Completion of one year of calculus, Mathematics 253, 262, 274, Computer Science 151; one course (to establish an overall “theme” for the major) selected from Mathematics 311, 381, 398, Computer Science 231; four three- or four-credit courses selected from mathematics courses numbered 200 or above (excluding Mathematics 484). With written permission of the advisor, one (or two, in exceptional cases) of these courses may be replaced by a course with significant mathematical content from another department.

Requirements for the Honors Program in Mathematics or Mathematical Sciences

An honors program is available for students majoring in mathematics and 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 Mathematical Sciences.”

Requirements for the Minor in Mathematics

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

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

Course Offerings

[101] Calculus with Precalculus I Designed for students who enter Colby with insufficient precalculus background for the standard calculus sequence. It is expected that all students who complete Mathematics 101 will enroll in 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 neither qualifies a student to take Mathematics 122 nor satisfies the quantitative reasoning requirement. Students electing this course must complete the mathematics placement questionnaire prior to registration. *Three credit hours.*

[102] 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:* Mathematics 101. *Three credit hours.* **Q.**

111fs Mathematics As a Liberal Art 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.** BERLINGHOFF, GARRAWAY

112fs Elementary Statistics Description of data, confidence intervals, tests of hypotheses, non-parametric statistics, experimental design, analysis of variance, 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.** BHARATH, 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 in the fall term 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. *Prerequisite:* A course in single-variable calculus. *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. MATHES

161f Honors Calculus I Differential calculus of one and several variables: functions, limits, continuity, and differentiation. May not be taken for credit if the student has earned credit for Mathematics 122. First-year students must complete the mathematics placement questionnaire prior to selecting this course. *Prerequisite:* Students must have had substantial calculus in high school. *Four credit hours.* Q. LIVSHITS

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.* LIVSHITS

[194] Mathematics Seminar Informal discussion of topics related to the mathematical sciences. Topics vary but are centered on a single book whose emphasis will generally be on the non-technical, humanistic side of mathematical endeavors. May be repeated for credit. Nongraded. *One credit hour.*

231fs Applied 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. BHARATH

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 102, 121, 131, or 161. *Four credit hours.* LIVSHITS, MATHES, WELCH

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 122 or 162. *Four credit hours.* BRETSCHER

274fs Introduction to Abstract Mathematical Thought An introduction to fundamental mathematical techniques used in upper-level mathematics 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 finite mathematics, the set theoretic approach to functions and relations, and the theory of infinite sets. *Prerequisite:* Mathematics 102, 121, 131, or 161. Two semesters of calculus is recommended. *Four credit hours.* BERLINGHOFF, MATHES

311fs Introduction to Differential Equations Theory and solution methods of ordinary differential equations; linear differential equations; first-order linear systems; qualitative behavior of solutions; nonlinear dynamics; existence and uniqueness of solutions; applications. *Prerequisite:* Mathematics 122 or 162, and 253. *Four credit hours.* HOLLY

[331] General Topology Elementary set theory, functions, equivalence relations, topological spaces, basis for a topology, subspaces, concept of neighborhoods, open and closed sets, continuous functions, product topology, connectedness, separation axioms, coverings of spaces, compactness, paracompactness, metric spaces, and identification topology. *Prerequisite:* Mathematics 122 or 162, and 274. *Four credit hours.*

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

333f Abstract Algebra Introduction to algebraic structures, such as groups, rings, integral domains, and fields. *Prerequisite:* Mathematics 253 and 274. *Four credit hours.* GOUVÉA

336s Mathematical Economics Listed as Economics 336 (q.v.). *Prerequisite:* Economics 223, 224, and Mathematics 122 or 162. *Four credit hours.* MANSORI

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

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

357s Elementary Number Theory An introduction to the theory of numbers. Factorization and primes: unique factorization, greatest common divisors, the sequence of primes, primality testing and factoring on the computer, connections with cryptography. Congruences: linear congruences, theorems of Fermat, Euler, and Wilson, Chinese remainder theorem, quadratic residues, quadratic reciprocity law. Further topics chosen by the instructor. Offered in alternate years. *Prerequisite:* Mathematics 102, 121, 131, or 161. Two semesters of calculus or Mathematics 253 is recommended. *Four credit hours.* GOUVÉA

372s Mathematical Modeling Application of mathematics to real-life problems in a variety of areas. Interpretation of existing mathematical models, analysis, and computer simulation. Formulation and development of mathematical models. *Prerequisite:* Mathematics 122 or 162, and 253. *Four credit hours.* HOLLY

373f Operations Research A survey of the application of scientific methods to the study of organizational operations via quantitative models. *Prerequisite:* Mathematics 112 or 231, and 253. *Four credit hours.* BHARATH

[376] 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 274. *Four credit hours.* H.

378 Introduction to the Theory of Computation Listed as Computer Science 378 (q.v.). *Prerequisite:* Mathematics 274 or Computer Science 231 and either Mathematics 122 or 162. *Four credit hours.* WALTON

381f 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.* HAYSLETT

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 381. *Four credit hours.* HAYSLETT

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 credit. *Prerequisite:* Mathematics 333. *Four credit hours.* GOUVÊA

439f Topics in Real Analysis A sequel to Mathematics 338. Content may vary from year to year, but topics such as topology, measure theory, functional analysis, or related areas may be considered. May be repeated for credit with permission of instructor. *Prerequisite:* Mathematics 338. *Four credit hours.* LIVSHITS

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 Hallstrom, Linfield, and Steven Saunders; Assistant Professor Steven Nuss; Adjunct Assistant Professors Cheryl Tschanz and Patricia Helm; Faculty Fellow Kevin Clifton

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 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 091, 191). Music 153 or Music 181 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.

Course Offerings

091f Lessons: Noncredit (or JP) Noncredit 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. One 30-minute lesson weekly in fall and spring; two 45-minute lessons weekly in January. For additional information concerning fees, scheduling, and related matters, see the Music Department secretary. *Noncredit.* FACULTY

093f Applied Music: Ensemble Noncredit participation in musical ensembles sponsored by the Music Department. See description for 193. *Noncredit.* FACULTY

111s 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.* A. LINFIELD

[113] Music and Imagination What does music mean, and how are those meanings communicated? Why do we value certain music (why, for example, are "rock" performers generally more admired than "pop" creations like the Spice Girls)? How did the rift between "popular" and classical music arise? What are the consequences of having a canon of musical masterworks? What are the motives for music criticism and analysis? An introduction to the ways musicians and scholars think about music, its uses, meanings, and values. Ability to read music notation is not required. *Four credit hours.* A.

[115] 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. *Two credit hours.*

117f Music and the Divine Recent and classic scholarship in the fields of quantum physics and chaos theory, Eastern and Western theologies and myths, literary, cultural, and music theory, and gender studies (among others) will be used as vehicles to hear how multi-dimensional and non-linear realities describe, influence, and determine how we hear and make music. Lectures, discussions, and student projects will all consider the “quantum-theological” certainty that, like charged electrons or Catholic bread and wine, musical things and thoughts too can be simultaneously here and there, this and that, before and after. *Prerequisite:* Music 182. *Four credit hours.* NUSS

[118] African Music An introduction to the music of Africa, an integral and defining aspect of the culture of Africa. Hands-on experience with various instruments (e.g. drums, rattles, bells) as well as singing and dancing, to provide important insights into the cultures of Africa. Various African music themes will be explored through films and recordings. The course will culminate in a final performance by the class. Offered January 2001 as Music 197. *Three credit hours.* A.

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

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. *Four credit hours.* NUSS

[183] Modal and Tonal Counterpoint A study of counterpoint—the composition of complementary musical lines—is essential for a thorough understanding of the origins of tonal harmonic practice and of why chords behave as they do. Indeed, no lesser figures than Mozart, Haydn, Beethoven, and Brahms recognized the importance of rigorous counterpoint studies for a musician’s development and training. Students will learn the art of this “linear” musical thinking as they develop the aural and technical skills necessary to compose contrapuntal works in two, three, and four voices. *Prerequisite:* Music 181 (may be taken concurrently). *Four credit hours.* A.

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. *Four credit hours.*

A. HELM

191f Lessons: Credit 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, see the Music Department secretary. May be repeated for additional credit. *Prerequisite:* Music 153 or 181 (may be taken concurrently). *One or two credit hours.* FACULTY

193f 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 credit. *Prerequisite:* Music 153 or 181 for graded credit (may be taken concurrently) and permission of the department.

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. 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. LINFIELD

Jazz Band. The Jazz Band presents a standard Big Band set-up performing swing, Latin jazz, funk, soul, R & B, and bebop styles for concert, tour, and college functions. Brass, wind, and percussion players by audition. THOMAS

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. HALLSTROM

Wind Ensemble. The Wind Ensemble presents a concert each semester of works drawn from standard literature, symphonic works, movie music, marches, etc. Open to all interested brass, wind, and percussion players without audition. *One credit hour.* THOMAS

197f Thinking about Popular Music British and North American pop musicians from the late 1960s to the present (including the Beatles, Janis Joplin, Bruce Springsteen, Tori Amos, and the Pet Shop Boys) will be studied in the context of their audiences and the social surroundings of the music. Various ways of thinking, writing, and talking about popular music, including sociology, ethnography, analysis, criticism, biography, and fiction, will be employed. *Four credit hours.* **A.** CLIFTON

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

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

[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.* A.

238s **Burnt Biscuits and Green Onions: From Rhythm and Blues to Soul** An examination of African-American popular song during the rhythm-and-blues era, from its origins in the 1930s and '40s in the blues, small band "jump blues," and black swing bands to its transformation into soul in the mid-1960s. A focus on analysis of the musical styles of individual musicians and groups as well as on a study of the way these styles analyze and comment on the culture(s) in which they are embedded. *Prerequisite:* Music 111, 133, or 153. *Four credit hours.* A, D.
MACHLIN

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. *Four credit hours.* 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. *Four credit hours.* LINFIELD

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.* A, D. 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. *Four credit hours.* A. HALLSTROM

[255] **Music, Sexuality, and Gender in Opera** 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. Contemporary theoretical issues for a study of eroticism, homoeroticism, construction of gender, and history of the castrati. *Prerequisite:* Music 111 or 152. *Four credit hours.* A, D.

[256] **The Romantic Generation** A close study of mid-19th-century piano music, song, and chamber music, with special attention to the music of Schubert, Schumann, Chopin, and Liszt. The relationship of biography to compositional style, cultural context, and performance practice as well as historical and analytical issues. Frequent in-class performances by faculty and the Portland String Quartet. *Prerequisite:* Music 181. *Four credit hours.* A.

257f **The Art of Song Composition** The musical grammar and mechanics of some famous examples from the Western classical and contemporary song literature will serve as the means for exploring and unraveling some of the mysteries of song composition. Students will become proficient in setting text, composing convincing melodies and idiomatic keyboard accompaniments, and producing professional quality, computer-generated piano-vocal scores of their work. *Prerequisite:* Music 182. *Four credit hours.* A. NUSS

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

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

[374] **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. *Prerequisite:* Music 281. *Four credit hours.*

491f, 492s **Independent Study** Individual topics in areas where the student has demonstrated the interest and competence necessary for independent work. Primarily for senior music majors. *Prerequisite:* Permission of the department. *One to four credit hours.* FACULTY

493s **Shakespeare and the 19th-Century Musical Imagination** A seminar focusing on the dramas and comedies of Shakespeare that served as sources for opera libretti and incidental music to many 19th-century composers. Issues to be considered include how rewriting Shakespeare's dialogue to create an effective libretto affects dramatic concerns central to the play (and how individual composers fashioned music that responds to both the new dialogue and the original drama); how composers use and modify the set forms of opera to reflect or alter Shakespeare's dramatic or comedic agendas; and how staging can clarify and intensify elements of character and plot. *Prerequisite:* Senior standing as a music major or minor. *Four credit hours.* MACHLIN

Oak Foundation

Course Offerings

[111] Human Rights in Global Perspective Lectures and other events sponsored by Colby's Oak Institute for the Study of International Human Rights, augmented by a series of discussion classes addressing human rights topics in greater depth. Discussions will be led by and focus on the experiences and expertise in human rights of the Oak Fellow, an "activist in residence." *One credit hour.*

Performing Arts

Course Offerings

483f, 484s Independent Honors Project *Three credit hours.* FACULTY

Philosophy

Acting Chair, PROFESSOR ROBERT MCARTHUR

Professors McArthur, Cheshire Calhoun, and Daniel Cohen; *Associate Professor* Jill Gordon; *Visiting Assistant Professor* Jeffrey Kasser; *Visiting Assistant Professor* Sarah Conly; *Faculty Fellow* Pascal Massie

"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 151 or 158; 211, 231, 232, and two courses selected from 239, 317, 353, 376; four additional courses in philosophy—at least three of which are above the 100 level, one of which may be 483, 484, 491, or 492, but none of which may be 277 or 278s—and participation in the Philosophy Department colloquium series 201-202.

Requirements for the Major in Philosophy-Mathematics

In philosophy: 158; 111 or 211; 231, 232, 258, and 353.

In mathematics: 121 or 161; 122 or 162; 274, 333, and 338.

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, which must include (1) one introductory course selected from Philosophy 111, 114, 135, 151 or 158, 174, or 211; (2) either Philosophy 231 or 232; (3) one additional course in the history of Western philosophy selected from Philosophy 231, 232, 352, 353, 359, 373, 374, 378; and (4) three additional courses at or above the 200 level.

Course Offerings

111s Central Philosophical Issues: Self and Society An introduction to philosophy by consideration of two of its central branches: social and political philosophy and ethics. Issues addressed are: moral absolutes, the social contract, political power, individual rights, economic justice, the good society. Readings from Plato, Locke, Mill, Marx, Malcolm X, and Orwell. *Four credit hours.* S. INSTRUCTOR

114fs Central Philosophical Issues: Nature and God An introduction to philosophy focusing on epistemology (the theory of knowledge) and metaphysics (the theory of the basic nature of the universe). What is knowledge and why, exactly, does it matter (assuming it does)? What, if anything, constitutes the data of metaphysics, and how, if at all, does that data justify metaphysical positions? These issues approached with attention to the philosophy of religion. How strong are the arguments for and against the existence of God, and what is one to do if the arguments seem inconclusive? Readings from Plato, Sextus Empiricus, Descartes, Berkeley, Hume, and James. *Four credit hours.* L. KASSER

[119] Plato: Philosophy, Poetry, Rhetoric What is philosophy? Plato was the first to make a sustained answer to this question and his efforts have had enormous influence on subsequent thinkers. As we read several of Plato's dialogues including *Apology*, *Gorgias*, and *Phaedrus*, we will ask how these works seek to define what it means to do philosophy. We will consider the figure of Socrates as a model for the philosophical life; how and why the dialogues distinguish philosophy from poetry and from rhetoric; whether there is such a thing as philosophical rhetoric; and what Plato's own use of the dramatic dialogue suggests about the relationship between philosophy and literature. Offered January 2001 as Philosophy 197. *Three credit hours.* S.

134s Philosophy, Technology, Culture A study of philosophical issues raised by the development and adoption of 20th-century technologies in the United States. Political, social, and ethical consequences of technology will be studied in the context of particular examples such as the development of communication technology, the technologies of war and mass destruction, domestic technology, modern industrial design, and power technologies. Requires concurrent enrollment in History 134; admission by application. *Four credit hours.* S. MCARTHUR

135s 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 are among the topics covered. *Four credit hours.* COHEN

136f Philosophy in the Post-War Era, 1945-70 An introductory, interdisciplinary survey of philosophy using themes from the post-war period, including existentialism and the meaning of life, the intellectual foundations of religion, scientific "truth" and the responsibilities of scientists, war and pacifism, social justice, civil disobedience, and free speech. Requires concurrent enrollment in English 136; admission by application. *Four credit hours.* S. MCARTHUR

151f Logic and Argumentation A survey of the theory and practice of rational argumentation. Diagramming, fallacy identification, and propositional logic, the formal and critical tools needed for argument analysis, are developed in order to enhance the ability to understand, construct, and critically evaluate arguments. Not open to students with credit for Philosophy 152 or 158. *Three credit hours.* Q. COHEN

[155] Feminist Philosophies Whether one views feminism as a philosophical school of thought, an interpretive strategy, a political movement, or a way of understanding culture and ideas, it has many faces; feminism is neither unified nor monolithic. Students examine several

feminist frameworks (structures of political thought that shape feminism), their relationship to and difference from one another, and feminist issues that lie outside of those frameworks. *Four credit hours.* S, D.

156f Logic and Argumentation A survey of the theory and practice of rational argumentation. Diagramming, fallacy identification, and propositional logic, the formal and critical tools needed for argument analysis, are developed in order to enhance the ability to understand, construct, and critically evaluate arguments. Requires concurrent enrollment in English 156; admission by application. *Three credit hours.* Q. COHEN

158s Formal Logic A survey of the techniques of formal reasoning, and the nature of logic systems, with applications in ordinary language. Propositional logic, predicate logic, and Boolean systems. Not open to students with credit for Philosophy 151 or 152. *Three credit hours.* Q. MCARTHUR

175f The Ancient World An interdisciplinary introduction to ancient Greek philosophy focusing on the questions of the origin and nature of “philosophy” itself by contrast with other forms of thought (notably: mythical, poetical, religious). Also considered will be the reception of Greek philosophy in contemporary thought. Requires concurrent enrollment in Classics 175; admission by application. *Four credit hours.* S. MASSIE

197j Ancient Greek Philosophy and Culture An interdisciplinary study of Ancient Greek civilization through an exploration of Athens and other areas of Greece. During the first part of the course (on campus) we will focus on Ancient history, art, literature and philosophy. The second part of the course consists of travel to Athens, the visitation of some of the most important archeological sites of Greece (Delphi, Corinth, Olympia, Epidaurus, etc.) and integration of readings and research into the direct experience of Greece. *Prerequisite:* Philosophy 175. *Three credit hours.* S. MASSIE

201f, 202s 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. *Nongraded.* COHEN, KASSER, MCARTHUR

211f Moral Philosophy An introduction to the three major philosophical approaches to ethics—utilitarianism, Kantian ethics, and virtue ethics. Consideration of such questions as: Why be moral? Are moral claims relative to one’s culture or community? Do they actually mean anything, or are they merely eruptions of sentiment or prescriptions? Is there a correct moral theory? Does life have meaning, and if so, what is it? *Four credit hours.* S. CONLY

[212] Philosophy and Technology An exploration of the causes and social effects of technology, principally during the 19th and 20th centuries. Topics will include the human tendency toward control, the ethics of technological development and implementation, and the relationships between technology and social organization. Emphasis on communications, military, information, biological, and medical technologies. *Four credit hours.*

218f Philosophy of Law An exploration of central philosophical issues in law. Topics include the nature of legal systems, the political, social, and ethical implications of laws, and their administration, justice, and legal reasoning. Readings from philosophers, jurists, and legal cases. *Four credit hours.* S. MCARTHUR

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. MASSIE

232s History of Modern Philosophy Central philosophical issues in the modern period, from Descartes to Kant, with emphasis on metaphysics and epistemology. *Four credit hours.*
H. INSTRUCTOR

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

[239] 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.*

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 151 or 158. *Four credit hours.* **COHEN**

[272] Applied Ethics An examination of philosophical approaches to contemporary debates about affirmative action, euthanasia, gay rights, environmental ethics, abortion, workfare, prostitution, speech codes, and capital punishment. Special attention to the structure of philosophical arguments on these issues and the key theoretical frameworks and concepts used by philosophers. *Four credit hours.* **S, D.**

274s 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. Formerly listed as Philosophy 372. *Prerequisite:* One course in philosophy or religious studies. *Four credit hours.* **S.** **KASSER**

277f Reuman Reading Group Faculty-student reading groups arranged for the purpose of informal, but regular and structured, discussions of philosophical texts. May be repeated for additional credit. Nongraded. *Prerequisite:* Permission of the instructor. *One to three credit hours.* **INSTRUCTOR**

278s Reuman Reading Group Faculty-student reading groups arranged for the purpose of informal, but regular and structured, discussions of philosophical texts. May be repeated for additional credit. Nongraded. *Prerequisite:* Permission of the instructor. *One to three credit hours.*
GORDON

297f Environmental Ethics An examination of moral issues relating to the environment. Topics include whether an obligation exists to preserve the environment for future generations, whether animals have rights, what value nature can have, and how responsibility for environmental protection can be allocated. *Four credit hours.* **CONLY**

298s Philosophy of Art An examination of the nature of art in its various forms and aesthetic concepts such as beauty, value, and meaning. The social, ethical, and political dimensions of art will also be explored. Readings from classical and contemporary sources. *Four credit hours.* **MCARTHUR**

312f Philosophical Topics in Feminist Theory Differing feminist conceptions of love, sexuality, and marriage and other domestic partnerships. Critical examination of writings on both heterosexual and homosexual relationships and their political and cultural implications. *Prerequisite:* A prior course in philosophy or women's studies. *Four credit hours.* **S, D.** **CONLY**

317f Philosophy of Science A consideration of some major 20th-century conceptions of what scientists aim to do, what theoretical structures they employ in pursuing their aims, and what legitimates these structures. Science seems to be constrained by experience in distinctive ways, but it also ventures far beyond experience in pursuing its theoretical and explanatory aims. These issues approached historically by examining the rise and fall of the project known as logical empiricism (or logical positivism). *Prerequisite:* One course in philosophy. *Four credit hours.* KASSER

[338] Philosophy of Language Philosophy has taken a linguistic turn in the 20th century: philosophers have come to suppose that reflection on the nature of language and the linguistic representation can help solve long-standing philosophical problems. The development of the philosophy of language and its success, with special attention to the role of metaphor. *Prerequisite:* Philosophy 151, 152, or 158. *Three credit hours.*

[352] 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. Formerly listed as Philosophy 252. *Four credit hours.* H.

353f 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. Formerly listed as Philosophy 453. *Prerequisite:* Philosophy 232. *Four credit hours.* 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.* H. KASSER

[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. *Four credit hours.* L.

[376] Philosophical Psychology A focus on philosophical accounts of the nature of mind and psychological phenomena, including the relation of mind to body, the significance of consciousness to having a mind, theories of emotion, and the problem of determining personal identity over time. Authors studied include Descartes, William James, Freud, Skinner, and Ryle. *Prerequisite:* Six semester hours in philosophy. *Four credit hours.* S.

392s Philosophy Seminar: Wittgenstein Seminars in selected areas of philosophy. Spring 2002: Wittgenstein. *Four credit hours.* 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 and Athletics

Chair, ADJUNCT PROFESSOR RICHARD WHITMORE

Adjunct Professor Whitmore; Associate Director Marcella Zalom; Adjunct Professors Debra Aitken and James Wescott; Adjunct Associate Professors Tom Austin, Thomas Dexter, and Edward Mestieri; Adjunct Assistant Professors James Tortorella, Heidi Godomsky, Jennifer Holsten, Patricia O'Brien, Thomas Burton, Tracey Theyerl, Mark Godomsky, and Candice Parent; Adjunct Instructors Julie Wienski and Stewart Stokes; Staff Coaches Richard Bailey and Mark Serdjenian

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.

The New England Small College Athletic Conference Mission Statement

The New England Small College Athletic Conference (NESCAC), founded in 1971, consists of 11 highly selective liberal arts colleges. Its members are committed first and foremost to academic excellence and believe that athletic excellence supports educational missions.

Each institution is committed to providing a comprehensive athletic program, available to the entire student body. All participants in athletic activities are treated equitably.

The conference is based on mutual trust, and all members are committed to the highest ethical standards in their relationships with each other. It encourages its members to compete with one another and is committed to promoting equitable competition among them. The conference is committed to establishing common boundaries to keep athletics strong but in proportion to the overall academic mission of the member institutions.

In pursuit of this mission, the presidents of each NESCAC institution control intercollegiate athletic policy. The day-to-day operation of the athletic program is conducted by the director of athletics. Students on all intercollegiate teams are to be representative of the overall student body and are admitted with the expectation of their full participation in the life of the college. In all sports, conference members give primary emphasis to in-season competition. Programs have fixed starting and ending dates, and the number of contests is limited. The conference and each member will manage competition and post-season play in a manner that minimizes conflicts with class schedules and examinations.

In addition to being partners in athletic competition, the 11 colleges and universities comprising the New England Small College Athletic Conference are united in efforts to provide safe environments in which students mature intellectually and socially. Recognizing that social life plays a role in the college experience, each institution has increased its efforts to encourage students to make responsible choices. Each school takes a strong stand against substance abuse, including alcohol abuse. Of students at NESCAC institutions who choose to drink alcohol, the vast majority do so responsibly. Each school has disciplinary and educational programs in place for students who misuse alcohol and other substances.

All of the conference schools expressly prohibit hazing.

NESCAC member institutions: Amherst College, Bates College, Bowdoin College, Colby College, Connecticut College, Hamilton College, Middlebury College, Trinity College, Tufts University, Wesleyan University, Williams College.

Wellness Requirement

Students must complete the wellness requirement by attending eight of 12 lectures offered during the first two semesters of their enrollment 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. Meeting the wellness requirement, which is certified by the Health Center, does not earn academic credit hours.

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. Participation in physical education activities is encouraged for all students.

Course Offerings

[020] **Ice Skating** *Noncredit.*

[033] **Yoga** *Noncredit.*

[054] **Aerobic Fitness** *Noncredit.*

[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.*

[213] **Sport and Society** *Two credit hours.*

Physics

In the Department of Physics and Astronomy.

Chair, ASSOCIATE PROFESSOR CHARLES CONOVER

Professor Murray Campbell; Associate Professors Bluhm, Conover, and Duncan Tate; Assistant Professor Virginia Long

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 Physics Major

Thirteen 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 advisors in selecting courses to fulfill the requirements for the major. Physics 415, to be taken in the fall of the senior year, involves completing an independent project, field experience, internship, or research in physics or a related field. 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 six (unless exempted by advanced placement).

Physics	141	Foundations of Physics I (or 143 Honors Physics)
	142	Foundations of Physics II
	241	Modern Physics I
	242	Modern Physics II
	415	Physics and Astronomy Research
	493	Senior Seminar

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

<i>Computer Science</i>	151	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>	274	Neurobiology
	379	Electron Microscopy
<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	Introductory 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	Global Change: Environmental Science and Society

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

Honors Program in Physics

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 Scholars 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 advisor 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).

Course Offerings

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

[113] The Elements A historical, cultural, and scientific discussion of the development of ideas concerning the structure of matter, with emphasis on modern theories of physics. The experimental basis for the idea that all matter is made up of fundamental building blocks (atoms, quarks, leptons), and the development of quantum physics and relativity as theories of how such particles behave. Intended as a course for non-science majors. A working knowledge of high school algebra is required. Lecture and laboratory. *Three credit hours.* N.

[114] The Physics of Everything An introduction to the physics of everyday life. The course motivates thinking about 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.

116f Chaos and Complexity Why are long term predictions of the weather impossible, even in principle? Can science explain large scale order such as life and consciousness? How do complex behaviors emerge from particles interacting through simple forces? Are there complex phenomena that cannot be reduced to a more fundamental level? Questions such as these are posed by the new field of complexity science. With a minimum of mathematics this course surveys recent discoveries that point to a new conceptual framework for understanding the emergence of order in both the natural and social sciences. *Prerequisite:* A working knowledge of high school algebra; no previous study of physics is assumed. *Three credit hours.* N. CONOVER

141f, 142s Foundations of Physics I 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. TATE

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. *Four credit hours.* N. BLUHM

[231] Introduction to Astrophysics Listed as Astronomy 231 (q.v.). *Four credit hours.* N.

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.* LONG

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.* TATE

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

CONOVER

311s Classical Mechanics Newton's laws, oscillatory motion, noninertial reference systems, classical gravitation, motion of rigid bodies, and Lagrangian and Hamiltonian mechanics. Lecture and discussion. *Prerequisite:* Physics 142 and Mathematics 122 or 162. *Four credit hours.* 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. *Four credit hours.* CAMPBELL

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

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

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

[335] 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. *Four credit hours.*

336f 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.* LONG

415f, 416js Physics and Astronomy Research Each senior physics major will conduct a guided research project on a topic in physics, astronomy, or a related area. Students may choose from a range of approaches, including literature searches, analytical and computational analyses, experimental data collection and analysis, and theoretical investigation. Some project components can be conducted off campus. Required for all senior physics majors. *Two credit hours.* BLUHM

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.* BLUHM

[432] Advanced Quantum Physics Quantum mechanics of atoms in external fields, including time-independent and time-dependent perturbation theory, treatment of identical particles, angular momentum addition, and a quantum description of light. Lecture and discussion. *Prerequisite:* Physics 321 and 431. *Four credit hours.*

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

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

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

Psychology

Chair, PROFESSOR DIANE WINN

Professors Nicholas Rohrman, Winn, and Edward Yeterian; Associate Professors William Klein and Tarja Raag; Visiting Assistant Professors Susan Averna and Sarah Estow; Teaching Associate Colleen Burnham

The Psychology Department seeks to fulfill three objectives. The first is to prepare students for graduate work in psychology and ultimately for professional careers as teachers, researchers, and practitioners. The second is to prepare students majoring in psychology to enter the business or professional community with a strong background in human behavior and its determinants. The third is 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 having 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; at least two courses from 251, 253, 254, 255; at least two courses from 236, 237, 239, 256, 274, 374; at least two courses from 232, 233, 234, 272; at least two courses numbered 300 or higher, one of which must be a seminar.

One year of laboratory experience in the natural sciences is recommended.

The point scale for retention of the major applies to all courses offered toward the major as prescribed above. All requirements for the major must be met in conventionally graded courses.

Honors in Psychology

Students seeking to participate in the honors program must make formal application to the department during the junior year. In addition to fulfilling the basic requirements for the psychology major, students must take one additional course in psychology numbered above 300 and complete the honors research sequence (Psychology 483, 484). Upon vote of the department, the student will be awarded his or her degree "With Honors in Psychology."

Attention is also called to the Senior Scholars Program.

Requirements for the Minor in Psychology

Psychology 121, 122, 214; at least one course from 251, 253, 254, 255; at least one course from 232, 233, 234, 272; at least one course from 236, 237, 239, 256, 274, 374; at least one course at the 300 or 400 level.

Course Offerings

[117] Altruism and Aggression Seminar An examination of philosophical, ethological, sociobiological, and psychological approaches to understanding the causes of altruistic and aggressive behavior. Consideration to the role of such factors as mood, personality, social models, deindividuation, and the media in the production of such behaviors. Student

presentations 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. ROHRMAN, WINN, BURCH

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.* AVERNA, ESTOW

[136] Topics in Sex and Gender An introductory-level examination of psychological research and theory on topics in sex and gender. Both traditional and current perspectives reviewed. Focus topics are drawn from research literatures in the area of sex/gender, including sexuality, gender roles, gender identity, social behaviors, stereotypes, health, and cognition. Priority to non-psychology majors and minors. Cannot be counted toward the psychology major or minor. *Three credit hours.* D.

[171] Psychology of Nazi Germany An examination of the historical, social, economic, and psychological conditions that led to the establishment of the Nazi Germany totalitarian regime, from approximately 1900 to the end of World War II. Includes introductory material on the Holocaust and the conditions that made it possible as well as current attempts at denial. Cannot be counted toward the psychology major or minor. *Prerequisite:* Psychology 121. *Two credit hours.*

214fs Research Methods and Statistics Discussion of techniques used in conducting behavioral research. Includes literature survey, hypothesis formulation, control techniques, and research design as well as descriptive and inferential statistics. *Prerequisite:* Psychology 121, 122. *Four credit hours.* Q. AVERNA, ESTOW

232f Cognitive Psychology The human information processing system: how stimulus information is transformed, stored, retrieved, and used. Lecture and laboratory. *Prerequisite:* Psychology 121, 122. *Four credit hours.* 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.* BURCH

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. *Prerequisite:* Psychology 121, 122. *Three credit hours.* BURCH

235f Laboratory in Brain and Behavior A laboratory supplement to Psychology 233. Major emphasis on techniques that enhance the understanding of brain-behavior relationships. Cannot be counted toward the psychology major or minor. *Prerequisite:* Concurrent or prior enrollment in Psychology 233 and permission of the instructor. *One credit hour.* BURCH

236j 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.* YETERIAN

237s 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.* ROHRMAN

[238] Parapsychology A scientific study of aspects of human behavior and experience that are “anomalous”—i.e., difficult to explain within current scientific paradigms. These anomalous experiences fall into three general categories: extrasensory perception (obtaining information without using sensory or perceptual systems, including telepathy, clairvoyance or remote viewing, and precognition); psychokineses (mental interaction with physical objects), and phenomena suggestive of survival after bodily death (including near-death experiences and apparitions). A laboratory component involves data collection and statistical analysis. Cannot be counted toward the psychology major or minor. *Two credit hours.*

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. *Four credit hours.* 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 are 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, are included. *Prerequisite:* Psychology 121, 122. *Four credit hours.* ESTOW

253f Social Psychology An examination of major topics and current issues and research in social psychology. Includes self-perception, social cognition, attitudes, interpersonal attraction, social influence, altruism, aggression, group processes, decision making, and various special applied topics such as social psychology and business, health, and the legal system. *Prerequisite:* Psychology 121, 122. *Four credit hours.* ESTOW

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 are addressed. *Prerequisite:* Psychology 121, 122. *Four credit hours.* AVERNA

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

[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 is on the application of theoretical concepts to research findings. *Prerequisite:* Psychology 255. *Four credit hours.*

257f Educational Psychology Psychological principles applied to problems of education. Principles of developmental psychology, educational testing and measurement, child and adolescent problems, and pathology. For related practicum courses, see the Program in Education and Human Development. Cannot be counted toward the psychology major or minor. *Prerequisite:* Sophomore standing or above. *Four credit hours.* RAAG

272s Sensation and Perception The major human senses (vision, audition, somesthesia, taste, smell) studied as physiological systems and as intermediaries between the physical and perceived environments. Lecture and separate laboratory. *Prerequisite:* Psychology 121, 122. *Four credit hours.* WINN

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

[331] Interpersonal Perception Seminar How we judge and explain our own and others' behavior. Discussion topics include stereotypes, first impressions, self-fulfilling prophecies, detection of deception, and social perception motives. Focus also on people's self-evaluations, such as how they view their abilities and potential; how they process and remember self-relevant information; and how they present themselves to others. Resulting implications for academic achievement, health, and social relationships are considered. *Prerequisite:* Psychology 214 and 253. *Four credit hours.*

[332] Seminar in Judgment and Decision Making An exploration of antecedents and consequences of human judgment and decision making. Topics include decisional regret, counterfactual thinking, statistical heuristics, perceptions of personal and public risk, overconfidence in prediction, escalation of commitment, motivated reasoning, negotiation strategies, and methods of improving reasoning. Special emphasis will be placed on applications of research to such topics as stereotypes, superstitious and supernatural beliefs, health and medicine, legal decision making, sports, and interpersonal relationships. Comfort with algebra recommended. *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. *Prerequisite:* Psychology 255 and permission of the instructor. *Four credit hours.*

[339] The Psychology of Death and Dying Contemporary Western society has been described as "death phobic." This seminar will encourage students to approach, rather than avoid, death-related issues. Topics will include medical and spiritual definitions of death, coping with dying, terminal illness, the hospice movement, euthanasia, suicide, funeral practices, grief and bereavement. *Prerequisite:* Psychology 239. *Four credit hours.*

352f Sex and Gender Seminar 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. Emphasis on sex-based behaviors and gender-based behaviors from a developmental perspective. *Prerequisite:* Psychology 255. *Four credit hours.* RAAG

355s Psychopathology Seminar An examination of primary literature focusing on empirical, conceptual, and methodological issues and controversies in the field of psychopathology. Topics drawn from the major domains of mental disorder (e.g., schizophrenia, personality disorders, mood disorders). Issues may include symptomatology; assessment and diagnosis of disorder; social, biological, and genetic factors contributing to disorder; and approaches to management and treatment. *Prerequisite:* Psychology 254. *Four credit hours.* INSTRUCTOR

[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.*

[357] Seminar in Psychopharmacology An examination of current issues in the area of psychopharmacology. Topics may include the neuropharmacology of drugs of abuse, maternal use of illicit drugs, pharmacotherapy of mental disorders, drug use in sports, neurobiology of addiction, drug regulations, drug use and health, and drug use prevention. *Prerequisite:* Psychology 236. *Four credit hours.*

[358] Personality Seminar: Current Issues in Personality An examination of primary literature focusing on empirical, conceptual, and methodological issues and controversies in the field of personality psychology. Issues may include the validity and usefulness of current structural models of personality; the role of behavior genetics in the study of personality; the study of temperament and its relationship to personality; and the biological bases of personality. Emphasis 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. *Prerequisite:* Psychology 214, 251. *Four credit hours.*

[372] Neuroscience Seminar In-depth examination of current issues in physiological psychology and human neuropsychology. Topics may include hemispheric specialization, sex differences in the nervous system, neural substrates of learning and memory, physiological bases of behavior disorders, drugs and behavior, psychosurgery, and brain tissue transplants. Includes integration of animal experimental and human clinical data. *Prerequisite:* Psychology 233. *Four credit hours.*

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

376fs Seminar in Propaganda and Persuasion The 20th century might be called the Age of Propaganda. By governments, charities, churches, advertisers, politicians, hate groups, and business and environmental groups, and in newspapers, magazines, books, films, television, radio, the theater, and the arts, we are assaulted by a never-ending barrage of persuasive messages. An examination of the historical development of propaganda (since World War I, when mass media propaganda began), its techniques of psychological manipulation, and the impact of current propaganda efforts on ourselves and our society. *Prerequisite:* Psychology 232 or 237. *Four credit hours.* ROHRMAN

378s Seminar on the Psychology of Anomalous Experience A survey of human experiences that are difficult to explain within current scientific paradigms. Likely topics include psi-related experiences, past-life experiences, out-of-body experiences, near-death experiences, alien-abduction experiences, and anomalous healing experiences. *Prerequisite:* Permission of the instructor; Psychology 239 strongly recommended. *Four credit hours.* WINN

415f, 416s 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 (415). The investigation may include data collection (416). The project will integrate the knowledge and skills acquired in Psychology

214 and one or more content areas of the discipline. Students must apply to department during previous academic year. *Prerequisite:* Psychology 214, content area courses relevant to the research topic, and junior or 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.* ROHRMAN

483f, 484s Honors Research 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 3.5 major average at the end of the senior year is a condition of successful completion of this program. Application required during junior year. *Prerequisite:* A 3.5 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, PROFESSOR NIKKY SINGH

Professors Thomas Longstaff and Singh; Associate Professor Debra Campbell

The study of religion in a college curriculum involves the historical and comparative scrutiny of the world's religious traditions: Christianity, Judaism, Islam, Hinduism, Sikhism, Jainism, Buddhism, Taoism, Confucianism, 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, to include at least one from each of the following pairs: Eastern religions (211, 212); Christianity/North American religions (215, 217); biblical literature (233, 234); two courses selected from 312, 317, 318, 332; and Religious Studies 493, a one-credit senior seminar, which must be taken in the second semester of the senior year in conjunction with one of the following: a course of independent study, taken for three or four credit hours and culminating in a major essay, an honors program in religious studies, or a Senior Scholars Program in religious studies. The elective courses should be chosen in consultation with faculty advisors 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 in Religious Studies

Students majoring in religious studies who have a grade point average of 3.5 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

A minimum of seven courses in Religious Studies, totaling at least 22 credit hours, including at least one from each of the following pairs: Eastern religions (211, 212), Christianity/North American religions (215, 217); biblical literature (233, 234); two courses selected from 312, 317, 318, 332; and Religious Studies 493, a one-credit senior seminar.

Course Offerings

[114] Suffocated or Ecstatic: Women in Pre-Modern India Formerly listed as Suffocated or Ecstatic: Women in Pre-Modern India in “Integrated Studies.” *Four credit hours.* S, D.

117f A Passage to India: India and the Western Imagination Beginning with Walt Whitman’s romantic journeys toward the “soul” of the universe, the course will study Western attitudes toward 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. SINGH

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

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

201f, 202s Biblical Hebrew Although biblical languages are not offered as regularly scheduled courses, it is possible for students to study biblical Hebrew. Completion of both semesters is required to earn academic credit. *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. *Prerequisite:* Permission of the instructor. *Four credit hours.* LONGSTAFF

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

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

215f Christianity: An Introduction An introduction to the Christian religion that examines its evolution over the past two millennia. The course outlines the major turning points and important leaders in Christian history as well as the controversies that have broken out within Christian churches over questions of doctrine, politics, the distribution of wealth,

scientific knowledge, human sexuality, racism, sexism, and cultural difference. How individual Christians (including prophets, mystics, and other countercultural figures) have sought to reinterpret the Christian message amidst changing times. *Four credit hours.* **H.** 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. *Four credit hours.* **H.** CAMPBELL

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

234s Biblical Literature II Intended as a sequel to Religious Studies 233; an introduction to the specifically Christian scriptures (the Old Testament Apocrypha and the New Testament). Beginning with the intertestamental period, an exploration of the literature that reflects the background and earliest stages of the Christian movement. Attention is given to the historical and cultural context of the literature and to the development of early Christian theology and its significance for the contemporary world. *Four credit hours.* **L.** LONGSTAFF

[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.**

256s Religion in Film and Fiction An examination of selected works in American literature, with emphasis on the manner in which the authors treat biblical and religious themes, characters, and narratives. With reference to these works and films based upon them, students pursue related questions about the place of myth, symbol, and imagery in American thought and culture. *Four credit hours.* **L.** CAMPBELL, LONGSTAFF

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

[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.*

[275] Contemporary Wicca: Formalists, Feminists, and Free Spirits The history, the historicity, and the practice of contemporary Wicca on this continent. Wicca, one of the fastest growing religions in North America, and often erroneously confused with Satanism, is an earth-based religion centered on Goddess (and God) imagery that stresses the sacredness of each individual and all of life. Extensive readings and some videos on 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) and questions: 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? *Three credit hours.* D.

312s 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 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. *Four credit hours.* L, D. SINGH

[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 a variety of theological developments since mid-century, including post-Holocaust Jewish, feminist, Native American, black, Christian-Buddhist, liberation, process and eco-theologies. *Prerequisite:* Religious Studies 215. *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. *Four credit hours.* S, D. SINGH

318f 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:* One of the following: Religious Studies 215, 217, 257; Women's Studies 211. *Four credit hours.* 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. *Four credit hours.* CAMPBELL

[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. *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. *Four credit hours.* D.

[393] **Seminar: Judaism, Ancient and Modern** The evolution of Judaism from biblical times to the modern period. Against the backdrop of Jewish history and the evolution of tradition from TaNaK to Mishnah to Talmud and beyond, praxis will be emphasized. Sabbath observance, daily prayer, the rules of kashrut and other acts of devotion (practiced both at home and in the synagogue), the Jewish calendar (examining the annual cycle of feasts and fasts), and ceremonies that mark moments of life passage (including circumcision, bar/bat mitzvah, marriage, death and burial). *Four credit hours.* S, D.

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 3.5 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.* CAMPBELL, LONGSTAFF, SINGH

Russian

In the Department of German and Russian.

Chair, ASSOCIATE PROFESSOR URSULA REIDEL-SCHREWE (GERMAN)

Associate Professors Sheila McCarthy and Julie de Sherbinin; *Faculty Fellow* Kristen Welsh; *Teaching Assistant* Serguei Solntsev

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 multidisciplinary 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 (Russian 426, 428) or Russian history (when offered).

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 174, 177, 231, 232, 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, 447, and in the Government Department, such as Government 131, 151, 257, 258, 272, 332, 355, 432.

Course Offerings

113j The Literature and Art of St. Petersburg A three-week intensive course in St. Petersburg, Russia. Students will read Pushkin, Dostoevsky, and other major St. Petersburg writers, study the imperial and revolutionary history of the city, and learn about the city's art and architecture in classroom lectures and museum visits. Students will also receive a brief introduction to the Russian language. The course includes theater and concert performances and residence with a Russian family. Conducted in English; no knowledge of Russian required. Nongraded. *Three credit hours.* INSTRUCTOR

114j Russia's Transition Economy A three-week intensive course in St. Petersburg, Russia. In daily class lectures and planned site visits, students will be introduced to the Soviet centralized economy and its evolution since the 1950s. Topics will include: militarization; industrialization; collectivization; economic stagnation; price liberalization; budgets and taxation; inflation and currency reforms; banks; investment; small businesses; export and import; the new Russian entrepreneur; stock markets; the bank crisis of August 1998; the oligarchs and "natural" monopolies. The course includes a cultural program and residence with a Russian family. Conducted in English; no knowledge of Russian required. Nongraded. *Three credit hours.* INSTRUCTOR

125f, 126s Elementary Russian I The structure of the Russian language, spoken Russian, listening comprehension, and reading and writing of basic Russian. In addition to the textbook and language laboratory, Russian television will be used as an aid in understanding both the language and culture of Russia. *Prerequisite:* Russian 125 is prerequisite for 126. *Four credit hours.* DE SHERBININ

125j Elementary Russian I The structure of the Russian language, spoken Russian, listening comprehension, and reading and writing of basic Russian. In addition to the textbook and language laboratory, Russian television will be used as an aid in understanding both the language and culture of Russia. Offered in St. Petersburg. *Four credit hours; three credit hours in January.* INSTRUCTOR

127f, 128s Intermediate Russian Increased emphasis on reading and writing skills; continued use of Russian television and other audiovisual aids to improve oral and listening skills. *Prerequisite:* Russian 126; Russian 127 is prerequisite for 128. *Four credit hours.* WELSH

174j Chekhov and the Short Story Tradition Study of the American and British short story as it was influenced by the Russian master of the short story, Anton Chekhov. Readings include Chekhov's early humorous stories and mature works, essays on the short story, and selected stories by Raymond Carver, Bernard Malamud, Katherine Mansfield, Joyce Carol Oates, Eudora Welty, Virginia Woolf, Richard Wright, and others. Conducted in English; no knowledge of Russian required. *Three credit hours.* L. DE SHERBININ

[177] Russia's Greatest Writers An introduction to some of the world's most influential authors: Dostoevsky, Tolstoy, Chekhov, and others. Discussion format; occasional lectures on Russian intellectual history; emphasis on improved writing and speaking skills. Conducted in English; no knowledge of Russian required. *Four credit hours.* L.

[231] Topics in Russian Literature Topics, which change every year, may cover an author, a work, a genre, or a theme central to Russian literature of the 19th century. Conducted in English; no knowledge of Russian required. *Three or four credit hours.* L.

232f Topics in Russian Literature Russian literature after the revolution is often described as split in two, with Soviet literature on one side of the divide and literature written by Russians living in emigration on the other. A variety of 20th-century Russian novels from both sides of the split, considering how writers inside and outside the Soviet Union perceived their native land, within their social, historical, political, and cultural contexts. Readings include Pasternak's *Doctor Zhivago*, Bulgakov's *The Master and Margarita*, Solzhenitsyn's *The First Circle*, and a series of novels by Nabokov: *Invitation to a Beheading*, *Lolita*, *Pale Fire*. Conducted in English; no knowledge of Russian required. *Four credit hours.* L. WELSH

237s 19th-Century Russian Literature An introduction to some of the world's most influential authors—Dostoevsky, Tolstoy, and Chekhov—and study of selected works by Pushkin, Gogol, Lermontov, and Turgenev. Conducted in English; no knowledge of Russian required. *Four credit hours.* L. DE SHERBININ

[238] The Search for Utopia: 20th-Century Russian Literature An examination of the socialist realists' vision of Utopia, including selected works of Gorky, Sholokhov, and others, in comparison to the prophecies of modernist writers, such as Bulgakov, Zamiatin, Olesha, Pasternak, and others. Careful attention to the writing process in a series of brief student essays. Conducted in English; no knowledge of Russian required. *Four credit hours.* L.

[271] Human Rights in World Literature The notion of "human rights" arose in the 20th century in response to violations of horrific proportions all over the globe. Writers have frequently taken up their pens to preserve a record of human cruelty and endurance. Memoirs, poetry, short stories, and novels written by witnesses and victims of some of the 20th century's most repressive political systems will be studied in an exploration of how fiction facilitates survival, disseminates information, and insists upon remembrance. *Four credit hours.* L, D.

325f Conversation and Composition Grammar review and continued practice in oral and written expression. Reading and analysis of literary and historical texts from the 19th and 20th centuries. Original audiovisual taped materials supplement the readings. Conducted in Russian. *Prerequisite:* Russian 128. *Four credit hours.* DE SHERBININ

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 and 20th centuries. Original audiovisual taped materials supplement the readings. Conducted in Russian. *Prerequisite:* Russian 325. *Four credit hours.* DE SHERBININ

335f 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.* SOLNTSEV

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.* SOLNTSEV

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

425f The Russian Short Story Lectures, readings, and discussion of representative Russian short stories from the 19th and 20th centuries; weekly compositions in Russian, continued work in fine points of Russian grammar, audiovisual materials. Conducted entirely in Russian. *Prerequisite:* Russian 326. *Four credit hours.* L. DE SHERBININ

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

[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. *Four credit hours.*

[428] The 20th-Century Russian Novel A seminar that analyzes one major Russian novel of the 20th century, for example, 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. *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 Murray Campbell (*Physics and Astronomy*), Daniel Cohen (*Philosophy*), F. Russell Cole (*Biology*), Frank Fekete (*Biology*), Fleming (*Science, Technology, and Society*), Jonathan Hallstrom (*Music*), Homer Hayslett (*Mathematics*), Paul Josephson (*History*), Jeffrey Kasser (*Philosophy*), Thomas Longstaff (*Religious Studies*), Robert McArthur (*Philosophy*), Leonard Reich (*Administrative Science and Science, Technology, and Society*), Dale Skrien (*Mathematics and Computer Science*), Jennifer Shosa (*Geology*), Ted Underwood (*English*)

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 part of the process shaping 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 (STS) requires no special technical expertise. Students from all backgrounds are welcome to elect the STS minor (seven courses) or propose an independent major in STS (13 courses). Guidelines for the independent major may be found on the Web at www.colby.edu/sci.tech/stsmajor.htm.

Requirements for the Minor in Science Technology and Society**All three of the following:**

- 112 Science, Technology, and Society
- 485 The Craft of Research I
- 486 The Craft of Research II

Two or more of the following:

- | | | |
|---|----------------|---|
| <i>Science, Technology,
and Society</i> | 212 | Native Natural Knowledge |
| | 215 | Global Change: Environmental Science and Society |
| | 250 | Industry, Technology, and Society, 1750-1915 |
| | 251 | Industry, Technology, and Society Since 1900 |
| | 271 | History of Science in America |
| | 273 | Technology, Gender, and the Millennium |
| | 281 | Global Environmental History |
| | 297 | Technology and Revolutions: Computers, Cultures, and the Internet |
| | 298A | Luddite Rantings: Critique of Big Technology |
| | 298B | Technology, Information, and Business Since 1865 |
| | 393 | Technology, War, and Society |
| | 398 | Computers and Computing Since 1945 |
| | <i>History</i> | 299 |
| 397 | | Science, Race, and Gender |
| 398 | | Nuclear Madness |

Up to two of the following:

- | | | |
|-------------------------------|-----|--|
| <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 |
| | 271 | Introduction to Ecology |
| | 319 | Conservation Biology |
| | 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 |
| <i>Environmental Studies</i> | 118 | Environment and Society |
| <i>Geology</i> | 131 | Introduction to Environmental Geology |
| | 177 | Wetlands and Wetland Science |
| | 494 | Environmental Geology |
| | 235 | Sustainable Development |
| <i>Government
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> | 212 | Philosophy and Technology |
| | 317 | Philosophy of Science |
| <i>Physics</i> | 111 | From Galileo to Einstein |
| | 113 | The Elements |
| | 115 | The Shadow of the Bomb |
| | 116 | Chaos and Complexity |
| | 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

Course Offerings

112f 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. FLEMING

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

197j History of the Future: Science Fiction and Technology *Three credit hours.* HAIGH

212f 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. FLEMING

[215] Global Change: Environmental Science and Society A comprehensive introduction to the science of global change and its social dimensions. Topics include the composition, structure, and circulation of the Earth's atmosphere and oceans; air pollution, ozone depletion, El Niño, and climate change. Offered with Biology 298 as an integrated cluster; may be elected separately. *Four credit hours.* N.

244j Changing Notions of Progress Listed as History 244 (q.v.). *Three credit hours.* H. JOSEPHSON

[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 Administrative Science 250. *Four credit hours.* H.

[251] Industry, Technology, and Society Since 1900 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. *Four credit hours.* H.

[271] History of Science in America A survey of the social, intellectual, 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; women in science; and the emergence of America as a leading scientific nation. *Four credit hours.* H.

[273] Technology, Gender, and the Millennium Perspectives on technology and gender in the shaping of millennial hopes and expectations, including the quest for ultimate knowledge, power, and control. Topics include technological enthusiasm since the Middle Ages, in early American history, and as manifested by atomic weapons, space travel, robotics, artificial intelligence, genetic engineering, and the environmental crisis. Seminar format will emphasize close reading and discussion of primary sources. *Three credit hours.*

281s Global Environmental History Perspectives from the Southern and Northern Hemispheres. A seminar examining the history of environmental issues from the different perspectives of the South and the North. The course will meet on occasion in the video conferencing center for discussions with international experts from the Southern Hemisphere. Readings and discussion will emphasize responses to past environmental changes through the historical lenses of gender, race, class, privilege, and other differences. *Four credit hours.*
H. FLEMING

297f Technology and Revolution: Computers, Cultures, Internet Certain new technologies are greeted with claims that, for good or ill, they must transform our society, the two most recent being the personal computer and the Internet. An examination of what made these technologies seem revolutionary, and how perceptions changed as people began to use them as a part of everyday life. Issues such as online privacy, the culture of cyberspace, media depictions of technology, hackers, and the rapid rise and fall of Internet companies will be discussed in the context of broader historical and cultural perspectives. Students will work in teams to perform research and produce a Web site. *Four credit hours.* **HAIGH**

[393] Technology, War, and Society A seminar on the role of technology in warfare and the military's broader influence on society from antiquity to the end of the Cold War. Topics include causes of war, military research and development, the rise of the national security state, high-tech warfare, and the future of war. *Four credit hours.* **H.**

397f Science, Race, and Gender Listed as History 397 (q.v.). *Four credit hours.* **JOSEPHSON, TILDEN**

398s Nuclear Madness Listed as History 398B (q.v.). *Four credit hours.* **JOSEPHSON**

485f 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. Open to all seniors. *Prerequisite:* Permission of the instructor. *Three credit hours.* **FLEMING**

486s The Craft of Research II The second part of a year-long "capstone" research experience. Students will complete a final integrative project and present a public seminar. *Prerequisite:* Science, Technology, and Society 485. *Three credit hours.* **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 TERRY ARENDELL

Professors Thomas Morrione, Arendell, and Cheryl Townsend Gilkes; Assistant Professors Alec Campbell and John Talbot; Visiting Instructors Pam Blake, Heidi Kim, and Jonathan White

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, race and ethnicity, gender, social change, globalization, social control, deviance, conflict, social movements, 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. The major in sociology provides students with critical and humanistic perspectives. For those considering graduate or professional school, the major offers a comprehensive background in theory, research methods, statistics, and various substantive subject areas in the discipline.

Requirements for the Major in Sociology

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. During the academic year 2001-02, Sociology 215 and 271 are offered fall semester and Sociology 272 and 318 during spring semester. Thereafter, however, effective 2002-2003, Sociology 215 and 271 will be offered spring semester and are to be taken during the second year. Sociology 272 and 318 will be offered fall semester and are to be taken during the third year. The thematic senior seminar, Sociology 493, is offered fall semesters and rotates 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

Department policy is that students majoring in sociology generally study abroad only one semester, preferably spring semester of their junior year, and 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.

Note: All 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. Sociology courses have limited enrollments.

Course Offerings

131f Principles of Sociology Sociologists study processes by which people create, maintain, and change their social and cultural worlds. They investigate contemporary social issues and strive to explain relationships between what happens in peoples' lives and the societies in which they live. Sociology's research methods and theories apply to the full range of human behavior, from individual acts to global environmental, political, and economic change. An introduction to how and why sociologists study social and cultural phenomena such as inequality, race and ethnicity, gender, power, politics, the family, religion, social and cultural change, crime, and globalization. *Four credit hours.* S, D. ARENDELL, WHITE

134s Global Sociology Sociologists study processes by which people create, maintain, and change their social and cultural worlds. An examination of these social processes from a global perspective. The world is becoming a single global society, in which our lives are increasingly connected with the lives of other people all over the globe. An introduction to the variety of methods used by sociologists to investigate this emerging global social system, and to understand how it is changing the ways we experience and think about social life. Social phenomena such as identity, the family, gender, race and ethnicity, power and inequality, politics and social movements, and the relationship between society and the environment will be covered. This course is a modification of Sociology 131 and will fulfill any course's prerequisite specifying that course. *Four credit hours.* S, D. TALBOT

136s Sociology and Work An exploration of society, social behavior, and principles of sociology through the study of work, occupations, and professions. Building on the sociological tradition that highlights "the division of labor in society," the course addresses culture, social structure, socialization, roles, statuses, social inequality, gender, class, race-ethnicity, deviance, social control, education, family, urban life, and social conflict by exploring the ways work orders everyday life, the individual's relation to society, and social institutions. Special attention is paid to the meaning and importance of work in the context of capitalism and U.S. society. This course is a modification of Sociology 131 and will fulfill any course's prerequisite specifying that course. *Four credit hours.* S, D. GILKES

215f Classical 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 or 134 or 136. *Four credit hours.* WHITE

[217] **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. *Prerequisite:* Sociology 131 or 134 or 136. *Four credit hours.*

[218] **Contemporary Sociological Theory** *Four credit hours.*

[231] **Contemporary Social Problems** Analysis of selected controversial issues and public problems in the contemporary United States. General theoretical frameworks in the sociology of social problems used to analyze issues from one or more perspectives; areas include alienation, economic and political freedom, the politics of morality, poverty, women's roles, and social inequality. *Four credit hours.* S, D.

[233] **Crime and Justice in American Society** The course explores crime and the criminal justice system in American society. Topics include the definition of crime, police practices, sentencing practices, penal policy, and crime prevention. In addition, discussions of specific crimes, including drug crimes, domestic abuse, and white collar crime. Each issue is tied to sociological discussions of the social, economic, and political contexts of crime and criminal justice policies. *Prerequisite:* Sociology 131 or 134 or 136. *Three credit hours.*

[235] Sociology of Religion A survey and overview of religion as a social phenomenon and an object of sociological analysis. Topics include theoretical perspectives, research strategies, the problem of meaning and moral order, and religion as a group phenomenon involving social conflict, social organization, social class, race-ethnicity, gender relations, politics, popular culture, and public problems such as pluralism, innovation, secularization, and religious economy. *Prerequisite:* Sociology 131 or 134 or 136. *Four credit hours.*

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

[251] 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 134 or 136. *Four credit hours.* D.

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. An examination of the roles of race and ethnicity in organizing complex, stratified societies and in organizing communities and enclaves within those societies, utilizing multiple sociological perspectives on race, ethnicity, minority groups, institutional racism, and inequality. Special attention is paid to the United States in sociohistorical perspective, particularly with reference to the roles of conquest, slavery, immigration, and internal migration. The importance of race and ethnicity in social movements, social conflicts, social policy, and law is also examined. *Prerequisite:* Sociology 131 or 134 or 136. *Four credit hours.* D. GILKES

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 or 134 or 136. *Four credit hours.* TALBOT

272s Advanced Sociological 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 or 134 or 136, and 271. *Four credit hours.* Q. TALBOT

273f 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 or 134 or 136. *Four credit hours.* ARENDELL

274f 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 or 134 or 136. *Four credit hours.* D. WHITE

[275] Social Interaction and Everyday Life An exploration of the dynamic between the social self and society from a social-psychological perspective, focusing on social interactions and relationships in everyday encounters. Areas investigated include nonverbal and verbal communication, the social rules of interaction, issues of the presentation of self, and emotion management. *Prerequisite:* Sociology 131 or 134 or 136. *Four credit hours.*

276j 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. An introductory survey of the sociological study of gender, using feminist and social constructionist theoretical approaches, investigating the construction and maintenance of gendered identities and a stratified society, focusing primarily on contemporary America. Among the topics examined are: cultural definitions and expectations; childhood socialization; intimacies and sexualities; gendered activities and gender inequalities in marriage and family; activities and inequities in work and the economy; power and politics; and social reforms and possibilities. Variations by race and socioeconomic class are considered throughout. *Three credit hours.* S, D. 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 variety of perspectives. *Prerequisite:* Sociology 131 or 134 or 136. *Four credit hours.*

278s Sociology of Sexuality An exploration of the social aspects of human sexuality and various sexual identities, orientations, or preferences. The social constructionist perspective and feminist approaches frame the course. Topics include human sexual desire, attraction, and gender; the interrelationship between gender and sexuality; sexual behaviors and practices; heterosexuality, lesbianism, gay male sexuality, bisexuality, transsexuality, and transgenderism; intimate relationships; sex and marriage; the politics of sexuality; heterosexism and homophobia; and cultural images of sexuality and sexual behaviors. The overlapping influences of class, race, ethnicity, and religious beliefs and traditions will be considered throughout the course. *Prerequisite:* One of the following courses: Sociology 131, 134, 136; Women, Studies 221, 275, 276. *Four credit hours.* S, D. ARENDELL

[292] Social Change Television, rumor, fear, the madness of crowds, war, riots, the civil rights and women's rights social movements, congressional legislation, famine, industrialization, computer technology, religion, and government are agents of and products of social changes. A sociological look at phenomena such as these provides an introduction to the study of social change. A review of classical sociological approaches to the study of social change, as well as historical, social psychological, psychological, and ecological elements. Students are encouraged to analyze contemporary changes in American culture. *Prerequisite:* Sociology 131 or 134 or 136. *Four credit hours.*

298s Sociology of Immigration An introduction to the sociological study of immigration to the United States through an examination of the social, legal, and economic histories of American immigration, with a focus on the Asian-American experience. An analysis of consequences of immigration, such as assimilation, outsider/foreigner racialization, the development of ethnic economies, and the development of anti-immigrant legislation. *Prerequisite:* Sociology 131 or 134 or 136. *Four credit hours.* S, D. KIM

318s Contemporary Sociological Theory An exploration and analysis of the contemporary state of sociology as a discipline. Special attention is given to critical theory, rational choice theory, global systems theory, phenomenology, ethnomethodology, symbolic interactionism, and postmodernists' criticism of modern social science. *Prerequisite:* Sociology 215. *Four credit hours.* WHITE

333f 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 134 or 136. *Four credit hours.* D. TALBOT

[334] **Social Deviance** A seminar examining changing definitions of social deviance and evaluating the “adequacy” of a variety of theories of deviant behavior. Readings and discussions emphasize contemporary perspectives. Postmodernists’ criticisms of traditional views of deviance also receive attention. *Prerequisite:* Sociology 131 or 134 or 136. *Four credit hours.*

336s 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. Students explore the social meanings and the social relations surrounding the preparation and consumption of food as well as the social relations of food production. Also the organization of a global food system 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 134 or 136. *Four credit hours.* D. TALBOT

[337] **Childhood in Society** A seminar exploring the social, historical, and cultural constructions of childhoods and children, with a specific focus on the American and Western European contexts, using a sociological perspective, especially the social constructionist paradigm, to explore the relationships between the social order and constructions of childhood, children and their environment, and age categories and social relations. Social policy relevant to childhoods and children. The history and development of child welfare in the United States, and selective contemporary social issues and needs, among them economic provision, education, health care, child care, and health care. *Four credit hours.*

338s Genocide and Political Violence An exploration of the perplexing and disturbing reality of widespread genocide and political violence throughout the world, particularly during the 20th century. Causes, what constitutes genocide, how genocide and political violence are rationalized and allowed to continue, issues of prejudice, discrimination, and racism, responses by the world community, issues of morality and immorality, and what can be done to prevent/reduce genocide and political violence. Case studies covered may include the Holocaust, Armenia, Rwanda, Burma, El Salvador, Guatemala, East Timor, Chiapas, Tibet, Congo. *Prerequisite:* Sociology 131 or 134 or 136. *Four credit hours.* D. WHITE

[354] **Sociology and the American Race Problem** A seminar combining intellectual history with critical analysis of theories on race, ethnicity, prejudice, discrimination, caste, and other concepts related to the history of the sociological study of “race relations.” Special attention to sociologists and the civil rights movement and the impact of that and other social movements on sociological thought. *Prerequisite:* One of the following: Sociology 131, 134, 136, 214, 231, 252, 355 or 357 or American Studies 276. *Four credit hours.*

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. *Prerequisite:* An introductory social science course or American Studies 276. *Four credit hours.* D. GILKES

[356] Health and Illness A basic introduction to the sociological study of health and medicine. An overview of sociological work on health, death, disease, illness, sickness and health care. Topics will include health problems that medical care systems are designed to meet, the social psychology of sickness, occupations that have been devised to deal with those problems, settings designed to facilitate meeting health needs, health care systems in the United States, Sweden, and other countries, and medical care reform in the U.S. and other countries. *Prerequisite:* Sociology 131 or 134 or 136. *Four credit hours.* S.

[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* are used 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. *Prerequisite:* An introductory anthropology, sociology, history, or American studies course. *Four credit hours.* S, D.

[359] Social Movements Examines the origins, courses, and consequences of social movements. Topics include the emergence of movements, the development of leadership, movement tactics and strategies (e.g., nonviolent direct action, litigation), and explanations of movement success and failure. Cases covered change from year to year but may include racial and ethnic movements, nationalist movements, conservative movements, environmentalism, women's movements, and major political movements such as fascism, communism, progressivism, and populism. *Prerequisite:* Sociology 131 or 134 or 136 or 357. *Four credit hours.* D.

378s Welfare Policy in Sociological Perspective An examination of the origins and growth of the welfare state in comparative and historical perspective, although primary emphasis is placed on the United States. Topics include the definition of welfare, the social and political functions of welfare provision, corporate welfare, the relationship of welfare programs to the labor movement and other social movements, and the current crisis in welfare programs in advanced industrial countries. The success and/or failure of specific welfare programs and the extent of fraud in the welfare system. *Prerequisite:* Sociology 131 or 134 or 136. *Four credit hours.* D.
ARENDELL

483f, 484s 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 Social policy in contemporary Western societies, particularly the United States, including comparisons with other advanced industrial societies. The relationships between political structures and organization, cultural history and values, and social objectives. The processes of policy decision making and implementation and of social change and policy decision making. *Prerequisite:* Senior standing, Sociology 215, 271, and 272. *Four credit hours.* GILKES

Spanish

Chair, ASSOCIATE PROFESSOR BETTY SASAKI

Professors Priscilla Doel and Jorge Olivares; Visiting Professor Yvonne Sanavitis; Associate Professor Sasaki; Assistant Professors Gina Herrmann, Luis Millones-Figueroa, Barbara Nelson, and Meriwynn Grothe; Faculty Fellow Carmen Millán de Benavides

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 Salamanca, Spain, and to spend their junior year abroad at Colby's program in Salamanca, or at approved programs in other countries. Like most liberal arts majors, the study of foreign languages should be considered as a background leading to a wide variety of careers. Some students go on to pursue advanced degrees in 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 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 permission 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 advisor 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."

Course Offerings

125f Elementary Spanish I An introductory course in Spanish that emphasizes an interactive approach to the study of grammar in order to acquire communicative skills and cultural awareness. *Four credit hours.* GROTHE

126fs Elementary Spanish 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. *Prerequisite:* Spanish 125. *Four credit hours.* GROTHE, NELSON, SANAVITIS

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. *Four credit hours.* SASAKI

131fs Conversation and Composition Language review with emphasis on oral expression, written composition, and vocabulary development. *Prerequisite:* Spanish 128. *Four credit hours.* DOEL, MILLÁN DE BENAVIDES, SANAVITIS

135fs Introduction to Literary Analysis Introduction to literary analysis through Spanish and Spanish-American texts. *Prerequisite:* Spanish 131. *Four credit hours.* L. ROBERSON

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

[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.

[271] Questions of Identity, Spaces, and Power An exploration through selected readings of the rich and complex multicultural heritage of the Iberoamerican world, focusing on the broad questions of identity, spaces, and power. Analysis of 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.

273f Contemporary Spanish-American Short Story A study of the contemporary Spanish-American short story through close readings of representative texts by authors such as Reinaldo Arenas, Jorge Luis Borges, Julio Cortázar, José Donoso, Rosario Ferré, Gabriel García Márquez, Juan Rulfo, and Ana Lydia Vega. *Four credit hours.* L. OLIVARES

276s U.S. Latina/Chicana Women Writers An examination of a selection of novels, short stories, poetry, theater, and non-fiction by United States Latina and Chicana women writers. Interdisciplinary in approach, the course will focus on the relationship between the texts read and several important contemporary issues. Topics include feminism, the social and cultural construction of race and ethnicity, immigration, cultural nationalism, and identity formation. Readings are in English. *Four credit hours.* SASAKI

298s Topics in Contemporary Spanish Literature *Four credit hours.* GROTHE

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

351f 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. SASAKI

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

[371] **The Colonial Experience: European and Amerindian Responses to the Cultural Encounter** An exploration of texts and iconography produced to report, understand, legislate, and record the various dimensions of the cultural encounter during the 16th and 17th centuries. The course emphasizes the efforts by both Europeans and Amerindians to control the memory of events and to position themselves in colonial society. Requires close reading of representative primary documents from all parts of the colonial Spanish World. Formerly listed as Spanish 397. *Four credit hours.* L.

483fj, 484s Senior Honors Thesis The senior honors thesis will be undertaken in addition to all required courses for the major; it does not replace any part of the major. The thesis, which will be written in Spanish, is to be a substantial study of a carefully defined literary topic supported by critical sources. *Prerequisite:* A 3.5 or higher major average at the end of the junior year and permission of the department. *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. *Two to four credit hours.* FACULTY

493Af Senior Seminar: Voyages of Discovery and Exploration Close readings of colonial texts, focusing on the geography and national history of the Americas. Texts will include *Naufraios* by Álvaro Núñez Cabeza de Vaca, *La Florida* by Garcilaso de la Vega, *Inca* and *Expedición Botánica* by José Celestino Mutis. *Four credit hours.* MILLÁN DE BENAVIDES

493Bs Senior Seminar: Sexual Dissidence in Cuba This seminar will study the textual production of same-sex sexual subjectivities in post-1959 Cuba in the context of the government's official attitude toward homosexuality, which has developed from the oppressive policies of the 1960s and the 1970s to the somewhat less intolerant views of the 1990s. While focused on same-sex sexualities in Cuba, the seminar will provide a framework for discussing literary, cultural, and political dimensions of sex, gender, sexuality, desire, identity, and community. Materials include texts by writers such as Reinaldo Arenas, Pedro de Jesús, Chely Lima, Leonardo Padura Fuentes, Ena Lucía Portela, Roberto Urías, and Senel Paz; the documentaries *Improper Conduct*, *Gay Cuba*, and *Butterflies on a Scaffold*; and the feature films *Strawberry and Chocolate* and *Before Night Falls*. *Four credit hours.* OLIVARES

Theater and Dance

Chair, ADJUNCT PROFESSOR TINA WENTZEL

Adjunct Professor Wentzel; Associate Professor Joylynn Wing; Adjunct Associate Professors Richard Sewell and James Thurston; Visiting Assistant Professor Dennis Barnett; Technical Director John Ervin; Visiting Guest Artist Laura Chakravarty Box

The primary mission of the Department of Theater and Dance is to promote the historical, theoretical, and experiential study of these performing arts as vital and important areas of inquiry for liberal arts students. 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.

Consistent with the College's mission, the major in Theater and Dance 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 production in addition to the historical and theoretical study of theater and dance.

To encourage the study of theater and dance abroad, Colby collaborates with Bates and Bowdoin colleges to offer the CBB Off-Campus Study Program in theater. This exceptional program, founded by Colby in 1986, provides an important opportunity for Colby students to experience and study theater with British professionals. The Theater and Dance faculty strongly encourages majors, minors, and interested non-majors to participate in this unique and richly rewarding semester abroad.

Requirements for the Major in Theater and Dance

A 12-course major comprising the following courses:

- I. Theater and Dance 113, The Dramatic Experience.
- II. Performance: any one section of Theater and Dance 264, and one course from each of the following four areas: acting, dance, directing/choreography, design.
- III. Theater and Dance History: three courses: Theater and Dance 224, 226, and either 228 or Text and Performance II, offered in the CBB Program in London.
- IV. Advanced Topics in Theater and Dance: two courses from the following: Theater and Dance 326, 335, 349, 361.
- V. Theater and Dance 493, Senior Thesis.
- VI. Significant participation in four faculty-directed productions in four separate semesters: one must be in performance, one must be in design/technical production, and one must be in stage management. Theater and Dance 264, Drama and Dance in Performance, counts as one of these experiences.

Requirements for the Minor in Theater and Dance

A seven-course minor comprising the following courses:

- I. Theater and Dance, 113 The Dramatic Experience.
- II. Performance: one course in each of the following two areas: acting/dance, design.
- III. Theater and Dance History: two courses: either Text and Performance I or II, offered in the CBB Program in London, or any of the following: Theater and Dance 224, 226, 228.
- IV. Advanced Topics in Theater and Dance: one course from the following: Theater and Dance 326, 335, 349, 361.
- V. Theater and Dance 264, Drama and Dance in Performance.
- VI. Significant participation in two faculty-directed productions in two separate semesters. Theater and Dance 264, Drama and Dance in Performance, counts as one of these experiences.

Only three- and four-credit theater and dance courses may count toward the major or minor. The point scale for retention of the major applies to all courses offered toward the major. No requirement for the major or minor may be taken satisfactory/unsatisfactory.

Course Offerings

113fs The Dramatic Experience Immerse yourself in the dramatic experience through observation, participation, and analysis. In addition to specialized workshops (e.g., "Audition Techniques") and a foundation of dramatic studies, students will examine departmental productions as well as two or three professional performances off campus. Labs provide either weekly exposure to scenic, lighting, and costume methodologies or a condensed two-week opportunity in lighting or sound operations. (Lighting/sound lab requires permission of the instructor.) *Four credit hours.* **A.** MR. ERVIN

131j Theater Production Go behind the scenes to reveal secrets about the “magic” of theater. Explore scene construction, painting, and lighting production methods hands-on, using first-rate equipment. Create and run an actual show. Study and engineer a theoretical show. No prior experience is required. The production will be in early February. *Three credit hours.* **A.** ERVIN

135fs Introduction to Design An introduction to the principles of visual design and their role in the dramatic event. Particular emphasis is placed on bringing the imagined world of the playwright to life through the use of space, light, and clothing. Historical and contemporary texts are explored through lectures, discussions, and projects. No prior experience is required. Enrollment limited. *Four credit hours.* **A.** THURSTON

155s Foundations of Dance Concentration on the basic principles of dance movement: body alignment, coordination, strength and flexibility, forms of locomotion. *Three credit hours.* **A.** WENTZEL

171f Acting I: Improvisation An overview of the foundational 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. Enrollment limited. *Four credit hours.* **A.** WENTZEL, WING

224f Theater History I: Greek to Renaissance History of Western theater and its literature from the Greco-Roman era to the Elizabethans and the Spanish Golden Age. Theater architecture, representative works of dramatic literature, staging practices, and theoretical treatises on performance are considered in relation to the social and intellectual history of the era. *Prerequisite:* Theater and Dance 113. *Four credit hours.* **L.** SEWELL

226s Theater History II: Restoration to 19th Century History of Western theater and its literature from 1600 to 1890 (Jacobean and French Neoclassical through Victorian). Theater architecture, representative works of dramatic literature (including Asian theater), staging practices, and theoretical treatises on performance are considered in relation to the social and intellectual history of the era. *Prerequisite:* Theater and Dance 113. *Four credit hours.* **L.** CHAKRAVARTY BOX

228s Theater History III: 20th Century to Present Developments in the art of theater from the turn of the 20th century through contemporary theater practice. Theater architecture, representative works of dramatic literature, staging practices, and theoretical treatises on performance are considered in relation to the social and intellectual history of the era. *Prerequisite:* Theater and Dance 113. *Four credit hours.* **L.** INSTRUCTOR

235s Intermediate Design Further exploration of the role of visual design in the dramatic event. Textual analysis, research, and conceptual design solutions focus on an integrated design philosophy (scenery, costumes, and lights). Drawing, rendering, drafting, scenic modeling, and computer-aided design become the means for design expression in this intensive course. *Prerequisite:* Theater and Dance 135. *Four credit hours.* **A.** THURSTON

255f 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:* Theater and Dance 155. *Three credit hours.* **A.** WENTZEL

264Af *The Winter’s Tale* Shakespeare’s great fantasy of love destroyed and reborn incorporates tragic and comic themes in one tale spanning 16 years. Special attention given to

Elizabethan language and play styles. Rehearses fall semester and performs November/early December. *Prerequisite*: Auditions to be held September 4, 5. *Four credit hours*. A. SEWELL

264Bj *The Masks of Rioclora* An ambitious business woman seeks her poet-father in South America, finds mystery, and confronts art's obligations to its society. A chance to work on a contemporary play with the writer. For background to the play, readings in Borges and Lorca are studied. Rehearses during Jan Plan and performs early February. *Prerequisite*: Auditions to be held October 8, 9. *Three credit hours*. A. SEWELL

264Cs *Colby Dance Theater* Repertory company of student dancers who perform the work of professional and student choreographers in concert format. Class combines advanced-level modern dance technique and company rehearsals. *Prerequisite*: Auditions held during fall semester. *Four credit hours*. A. WENTZEL

264Ds *Modern Genre* *Four credit hours*. A. INSTRUCTOR

271s *Acting II: Intermediate Acting* A studio course centering on the actor's process, with identification as the organizing principle. Includes presentation of assigned object-exercises and two-character scenes taken mostly from contemporary plays. Requires time outside of class for preparation and rehearsal. Enrollment limited to 16 actors, with three alternates. Attendance at first class is mandatory. *Prerequisite*: Theater and Dance 171. *Four credit hours*. INSTRUCTOR

[326] *Topics in Theater and Dance History* Advanced study of the history of theater and dance. Topics will vary from semester to semester and focus on the theoretical and historical context of dramatic works and the dance event. *Prerequisite*: Theater and Dance 113. *Four credit hours*.

[335] *Topics in Design* Advanced studies in design and technical production. Emphasis is placed on the theoretical and historical role of design in theater and dance. Topics vary from semester to semester and focus on the historical context of design, design theory, production design, technical theater, and theater architecture. *Prerequisite*: Theater and Design 113, 235. *Four credit hours*.

349Af *Contemporary American Playwrights* Topics in dramatic literature. Fall 2001: Contemporary American Playwrights. Careful consideration of the range of perspectives currently available in the American theater, beginning with the experimental theater groups and texts of the mid-'60s. Close analysis of the theatrical as well as the dramatic techniques of playwrights such as Ntozake Shange, Sam Shepard, Tina Howe, David Mamet, David Henry Hwang, and Suzan-Lori Parks. *Four credit hours*. WING

349Bs *Contemporary Drama and Performance in Africa* Topics in dramatic literature. Spring 2002: An introduction to the growing body of dramatic literature and performance produced in Africa and the African diaspora, using post-colonial theory to analyze the counter-canonical nature of African drama. An examination of the fusion of Western and traditional African elements and conventions in South Africa, Nigeria, Egypt, the Maghreb, Western Africa, America, and the Caribbean. *Four credit hours*. CHAKRAVARTY BOX

359f *Choreography* 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 formal compositional fundamentals of dance and their application to group choreography. Final projects will be research-based and fully conceived dances to be presented during workshop week. *Prerequisite*: Theater and Dance 255 and permission of the instructor. *Four credit hours*. WENTZEL

[361] Topics in Performance: Advanced Acting Techniques A studio course extending and enriching the work of 271. Includes presentation of two-character scenes exploring texts by authors other than contemporary Americans, as well as prepared object-exercises. Includes work on monologues. Requires time outside of class for preparation and rehearsal. Attendance at first class is mandatory. *Prerequisite:* Theater and Dance 271. *Four credit hours.*

379s Directing The 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:* Theater and Dance 113. *Four credit hours.* CHAKRAVARTY BOX

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

493f Senior Thesis An intensive research-oriented experience. Students are expected to complete in-depth, independent research on a singular topic and present their conclusions to the department in a final thesis paper and public presentation. *Prerequisite:* Senior standing as a theater and dance major. *Four credit hours.* THURSTON, SEWELL, WING

Women's Studies

Director, ASSOCIATE PROFESSOR LYN BROWN

APPOINTMENTS IN WOMEN'S STUDIES: *Associate Professor Brown; 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), Brown (Education and Women's Studies), Cedric Bryant (English), Cheshire Calhoun (Philosophy), Debra Campbell (Religious Studies), Suellen Diaconoff (French), Priscilla Doel (Spanish), Ben Fallaw (History and Latin American Studies), Cheryl Townsend Gilkes (Sociology and African-American Studies), Linda Goldstein (Development and American Studies), Jill Gordon (Philosophy), Paul Josephson (History), Elizabeth Leonard (History), Eva Linfield (Music), Howard Lupovitch (History), 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), Betty Sasaki (Spanish), Maritza Straughn-Williams (Anthropology), Nikky Singh (Religious Studies), Katherine Stubbs (English), Larissa Taylor (History), Thoma (American Studies and Women's Studies), Andrea Tilden (Biology), and Joylynn Wing (Theater and Dance)*

Colby's Women's Studies Program is a progressive interdisciplinary program designed to acquaint students with 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 analyze critically 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.

Interdisciplinary feminist study demands a broad range of course work that helps students explore diverse interests and draw important connections across and distinctions between disciplines and fields. A women's studies major graduates with a program of study that is often unique to the student's developing interests.

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 275 or 276; 221; 311; 493; and nine 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. Because the connection between theory and practice is central to women's studies, majors are *strongly encouraged* to undertake 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 either one independent study (Women's Studies 491, 492) or two semesters of honors work (Women's Studies 483, 484) or Senior Scholars work up to the equivalent of two courses (if approved by women's studies) or one internship for which three or four academic credits have been earned.

Majors are required to maintain a women's studies journal. See the program director or the women's studies home page for a description of the requirements for the journal.

The point scale for retention of the major applies to all courses taken toward fulfillment of the major. Courses counted toward the major may not be taken satisfactory/unsatisfactory.

Honors in Women's Studies

Seniors majoring in women's studies may apply to the Women's Studies Coordinating Committee (WSCC) for the honors program by April 15 of their junior year. A 3.5 major average at the end of the junior year is a condition for entry into the program. A 3.5 major average at the end of the senior year, a public oral presentation of the project, and approval of the WSCC are conditions for successful completion.

Requirements for the Minor in Women's Studies

A minimum of seven courses in at least two departments, to include an introductory course (Women's Studies 113, 275, or 276); 221; 311; 493, and three additional courses, at least one of which must be at the 300 or 400 level. Students may count toward fulfillment of the minor requirements one independent study (Women's Studies 491 or 492) or Senior Scholars work up to the equivalent of two courses (if approved by women's studies).

Minors are required to maintain a women's studies journal. See the program director or the women's studies home page for a description of the requirements for the journal.

The point scale for retention of the minor applies to all courses taken toward fulfillment of the minor. Courses counted toward the minor may not be taken satisfactory/unsatisfactory.

Course Offerings

[097] **Sexual Violence and its Impact** During this 40 hour-course, taught by a staff member of Rape Crisis Assistance and Prevention in Waterville, students will be sensitized to the emotional, psychological, physical, and social impacts of sexual violence. Topics of discussion will range from communication, advocacy, and crisis intervention to state laws and mental health issues. The dynamics and effects of various types of sexual violence are covered and include the following: sexual harassment, incest, child sexual abuse, date rape, stalking, acquaintance rape, and intimate partner abuse. Students will gain much of the knowledge, understanding, and skills necessary to provide services to the Rape Crisis Helpline, a sexual violence helpline serving northern Kennebec and Somerset Counties. Note: this is an emotionally intense and demanding training course. It is recommended that participants have adequate support systems to assist in dealing with stress that may be encountered due to participation. Rape Crisis understands that many participants have been exposed to sexual violence in their lives; however, it may not be a positive experience for a person actively engaged in the healing process. *Noncredit.*

113f **Introduction to Women's Literature and Feminist Criticism** An introduction to the practice of feminist criticism and to women's literature. The impact of feminist criticism on literary studies; fiction, prose, and drama by women writers from various countries. *Four credit hours.* L, D. MOSS

[211] Women in Myth and Fairy Tale How are women portrayed in the myths and fairy tales of Western cultures? What is the impact of these images on our selves and our society? What are some alternatives to the images we are familiar with? Are there innate "women's ways of heroism" that have been denigrated or ignored by patriarchal systems, or is such a gender distinction purely a social construct? These questions are explored through close examination of ancient and contemporary versions of the stories of Psyche, Beauty, and Inanna. Native American stories and feminist fairy tales provide alternative images for discussion, as will various video versions of the stories. Normally offered every other year. *Three credit hours.* L, D.

221s Gender, Race, and the Politics of Difference From an interdisciplinary perspective, the course examines how women have responded to the relationships among gender, race, ethnicity, sexuality, and class, with special emphasis on feminist contributions to understanding the politics of difference. How assertions and denials of difference have defined "woman" and the priorities of feminist activism in the United States. *Four credit hours.* D. THOMA

273f History of Women, Gender, and Family in Latin America Listed as History 273 (q.v.). *Four credit hours.* H, D. FALLAW

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

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

311f Seminar in Feminist Theory 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. *Four credit hours.* D. THOMA

312f Philosophical Topics in Feminist Theory Listed as Philosophy 312 (q.v.). *Four credit hours.* S, D. CONLY

315f Contemporary Asian-American Women Writers An interdisciplinary exploration of recent autobiography, fiction, poetry, essay, and film by Asian-American women that transform rigid notions of identity, culture, and nation. Focus on various strategies used in Asian-American women's writing to negotiate and offer alternatives to contemporary concerns: bourgeois female subject formation and the exoticization of Asian women; heterosexuality and patriarchal family structures; and political economy and U.S. imperialism. Particular attention will be devoted to Asian-American women's theoretical contributions to and interventions in cultural nationalism and panethnic consciousness, transnational feminism, and postmodernism. Also listed as American Studies 315 and English 312. *Four credit hours.* L, D. THOMA

397f Science, Race, and Gender Listed as History 397 (q.v.). *Four credit hours.* H, D. JOSEPHSON, TILDEN

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

Courses Cross-listed with Women's Studies:

<i>American Studies</i>	115	The Image of Women and Men in American Film	
	213	Medicine in 19th- and 20th-Century America: Women As Pioneer Healers	
	275	Gender and Popular Culture	
<i>Anthropology</i>	254	Women in the African Diaspora	
	373	The Anthropology of Gender and Sexuality	
<i>Biology</i>	115	Biology of Women	
<i>East Asian Studies</i>	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>	343	African-American Literature	
	359	Topics in Dramatic Literature (when appropriate)	
	362	Art and Oppression: Lesbian and Gay Literature and Modern Society	
	412	Shakespeare (when appropriate)	
	413	Author Course (when appropriate)	
	425	Modern Women's Literature	
	429	Passionate Expression: Love, Sex, and Sexuality in Western Literature	
	493	Seminar (when appropriate)	
	<i>French</i>	351	French-Canadian Literature and Society
		353	Francophone Women Writers
358		Passionate Discontent: The 19th-Century Epidemic	
<i>History</i>	231	American Women's History, to 1870	
	232	American Women's History, 1870 to the Present	
	273	History of Women, Gender, and Family in Latin America	
	313	Women in Medieval and Early Modern Europe	
	340	Seminar: Biographies and Autobiographies of Great American Women	
	382	Women in Modern Jewish History	
	397	Science, Race, and Gender	
	413	Seminar: Joan of Arc: History, Legend, and Film	
	422	Research Seminar: Topics in Modern European Women's History	
	435	Research Seminar: The American Civil War	
<i>Music</i>	255	Music, Sexuality, and Gender in Opera	
<i>Philosophy</i>	155	Feminist Philosophies	
	312	Philosophical Topics in Feminist Theory	

<i>Psychology</i>	136	Topics in Sex and Gender
	352	Sex and Gender Seminar
<i>Religious Studies</i>	257	Women in American Religion
	275	Contemporary Wicca: Formalists, Feminists, and Free Spirits
	312	South Asian Women at the Crossroads: Tradition and Modernity
	318	Seminar: Mary Daly
	355	The Goddess: A Hermeneutics in Theology
<i>Sociology</i>	273	The Family
	276	Sociology of Gender
	355	African-American Women and Social Change
<i>Spanish</i>	276	U.S. Latina/Chicana Women Writers
	334	Women in Hispanic Texts

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The Corporation 2001-2002

Corporate Name

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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. 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. Michael Marlais, art.

The Goldfarb Family Distinguished Professorship in American Government (1991) by William H. Goldfarb '68, Colby trustee. G. Calvin Mackenzie, government.

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 College 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 (1998) by the Christian A. Johnson Endeavor Foundation to launch a pioneer program in liberal arts education. 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. Cedric G. Bryant, English.

The Clare Boothe Luce Professorships (1988) through a bequest from Clare Boothe Luce. Catherine R. Bevier, biology, Judy L. Stone, biology, Andrea R. Tilden, biology, Lynn Hannum, biology, Jan É. Holly, mathematics, Virginia C. Long, physics, and Jennifer D. Shosa, geology.

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. W. Herbert Wilson Jr., biology.

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, emeritus, Jonathan Weiss, French.

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 Oak Chair in East Asian Language and Literature (2000) by The Oak Foundation, the family foundation of the parents of a Colby alumnus. Tamae Prindle, East Asian studies.

The Paul D. and Marilyn Paganucci Chair in Italian Language and Literature (2000) by Paul D. Paganucci, M.A. '75, Colby trustee, and Marilyn Paganucci. Mario Moroni, Italian.

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, past 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.

William A. Rogers Professorship of Physics (2000) by an anonymous donor. Murray F. Campbell, physics.

Sunrise Chair (2000) by anonymous parents of Colby alumni. Unfilled.

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 N. O'Neill, classics.

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

The Whipple-Coddington Chair in Geology (1994) by Jane Whipple Coddington '55, Colby trustee, and F. Chandler Coddington Jr. Robert A. Gastaldo, geology.

The Harriet S. and George C. Wiswell Jr. Chair in American Constitutional Law (2000) by Harriet and George Wiswell Jr. Joseph Reiser, government.

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.

JULIA ADAMS, D.Mus. '86, M.A.¹ (Oberlin, San Francisco State), 1986-
Artist in Residence in Music

WILLIAM D. ADAMS, M.A. '00, Ph.D. (Colorado College, California at Santa Cruz), 2000-
Professor of Philosophy; President

DEBRA ANN AITKEN, M.A. '01, M.Ed. (Frostburg State, Plymouth State), 1985-
Adjunct Professor of Physical Education and Athletics

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

JEFFREY D. ANDERSON, Ph.D. (Knox, Chicago), 1996-
Associate Professor of Anthropology

DOUGLAS N. 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, 1993-98

TERRY J. ARENDELL, M.A. '99, Ph.D. (United States International, California at Berkeley), 1994-
Professor of Sociology

ARIEL C. ARMONY, Ph.D. (Buenos Aires [Argentina], Ohio, Pittsburgh), 1998-
Assistant Professor of Government

SAMUEL L. ATMORE, M.S. (Pennsylvania State, Simmons), 1977-
Faculty Member without Rank: Director of Media Services

TOM C. AUSTIN, B.S. (Maine), 1986-
Adjunct Associate Professor of Physical Education and Athletics

SUSAN AVERNA, Ph.D. (Holy Cross, Boston College), 2001-
Visiting Assistant Professor of Psychology

JACK AXELROD, B.A. (California), 2000-2001
Distinguished Visiting Artist in Theater and Dance

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

DENNIS BARNETT, Ph.D. (Indiana, Florida State, Washington), 2001-
Visiting Assistant Professor of Theater and Dance

KAREN A. BARNHARDT, Ph.D. (North Carolina at Greensboro, Montana), 2000-
Assistant Professor of Education and Human Development

JAMES BARRETT, Ph.D. (California at Santa Cruz, Cornell), 2000-2001
Visiting Assistant Professor of English

CHARLES W. BASSETT, M.A. '80, Ph.D.¹ (South Dakota, Kansas), 1969-1999, 1999-
Lee Family Professor of American Studies and English, Emeritus; Visiting Professor of English

THOMAS R. BERGER, Ph.D. (Trinity, California Institute of Technology), 1995-
Carter Professor of Mathematics

WILLIAM BERLINGHOFF, Ph.D.¹ (Wesleyan University), 1988-91; 1993-95; 1996-
Visiting Professor of Mathematics

KIMBERLY A. BESIO, Ph.D. (Hawaii at Manoa, California at Berkeley), 1992-
Associate Professor of Chinese

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

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

CATHERINE ROBB BEVIER, Ph.D. (Indiana, Connecticut), 1999-
Clare Boothe Luce Assistant Professor of Biology

RAMACHANDRAN BHARATH, Ph.D. (Simon Fraser [Canada]), 1999-
Visiting Professor of Mathematics

ROBERT T. BLUHM JR., Ph.D. (NYU, Princeton, Columbia, Rockefeller), 1990-
Associate Professor of Physics

LAURA CHAKRAVARTY BOX, Ph.D.¹ (California State at Fullerton, San Diego State, Hawaii at
Manoa), 2001-
Visiting Guest Artist

JENNIFER FINNEY BOYLAN, M.A.'01, M.A.¹ (Wesleyan, Johns Hopkins), 1988-
Professor of English

PATRICK BRANCACCIO, M.A. '79, Ph.D. (Brooklyn, Ohio State, Rutgers), 1963-
John and Caroline Zacamy Professor of English

OTTO BRETSCHER, Ph.D. (Zurich [Switzerland], Harvard, Zurich [Switzerland]), 1998-
Assistant Professor of Mathematics

LYN MIKEL BROWN, Ed.D.² (Ottawa, Harvard), 1991-
Associate Professor of Education and Human Development and Women's Studies

ANDREW J. BROWN, Ph.D. (Pennsylvania, California at San Diego), 2000-
Visiting Assistant Professor of Anthropology

FREDERIC BRUSSEL, B.A. (Hunter), 1996-2001
Adjunct Instructor of Physical Education and Athletics

CEDRIC G. BRYANT, Ph.D. (California at San Diego), 1988-
Lee Family Professor of English

REBECCA L. BURCH, M.A. (Adirondack Community College, SUNY at Brockport, SUNY at Albany), 2001-
Visiting Instructor in Psychology

PATRICIA A. BURDICK, A.L.M. (Cedar Crest, Georgia Institute of Technology, Simmons, Harvard), 2001-
Faculty Member without Rank: Special Collections Librarian

MICHAEL D. BURKE, M.F.A.¹ (California at Berkeley, Massachusetts at Amherst), 1987-
Associate Professor of English

THOMAS K. BURTON, B.A. (Hamilton), 1999-
Adjunct Assistant Professor of Physical Education and Athletics

CHESHIRE CALHOUN, M.A. '99, Ph.D. (Northwestern, Texas at Austin), 1991-
Professor of Philosophy

ALEC D. CAMPBELL, Ph.D. (Columbia, UCLA, California), 1998-
Assistant Professor of Sociology

DEBRA CAMPBELL, Ph.D. (Mt. Holyoke, St. Michael's [Canada], Boston University), January-June 1983; 1986-
Associate Professor of Religious Studies

MURRAY F. CAMPBELL, M.A. '92, Ph.D. (Pennsylvania State, Cornell), 1980-
William A. Rogers Professor of Physics

ARTHUR K. CHAMPLIN, M.A. '87, Ph.D. (Williams, Rochester), 1971-
Leslie Brainerd Arey Professor of Biosciences

KEVIN CLIFTON, M.A. (Austin, Texas at Austin), 2000-
Visiting Instructor in Music

DANIEL H. COHEN '75, M.A. '00, Ph.D. (Colby, Indiana), 1983-
Professor of Philosophy

F. 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 L. COLEMAN II, M.A. (Cornell, Kansas), 1963-
Associate Professor of Geology; Registrar

CLARE BATES CONGDON, Ph.D.² (Wesleyan, Michigan), 1998-
Assistant Professor of Computer Science

SARAH CONLY, Ph.D. (Princeton, Cornell), 2001-
Visiting Assistant Professor of Philosophy

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

REBECCA R. CONRY, Ph.D. (Eastern Washington, Washington), 2000-
Assistant Professor of Chemistry

CRISTANNA M. COOK, Ph.D.¹ (Maine, Tennessee), 2001-
Visiting Associate Professor of Economics

ANTHONY J. CORRADO JR., M.A. '01, Ph.D. (Catholic University, Boston College), February
1986-
Professor of Government

ALEXANDRE E. DAUGE ROTH, Ph.D. (Université de Lausanne [Switzerland], Michigan), 1999-
2000
Visiting Assistant Professor of French

MARTHA J. DENNEY, Ph.D. (Hamilton, Harvard, Brandeis), 1995-
*Assistant Professor of Education and Human Development; Associate Dean of Faculty and Director
of Off-Campus Study, 2000-*

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

ANDREW J. DEPTHEREOS, M.F.A.¹ (St. Lawrence, Colorado State), 1997-2001
Visiting Assistant Professor of English

JULIE WELLWOOD DE SHERBININ, Ph.D. (Yale, Amherst, Cornell), 1993-
Associate Professor of Russian

ELIZABETH R. DESOMBRE, Ph.D. (Oberlin, Harvard), 1995-
Associate Professor of Environmental Studies and Government

THOMAS A. DEXTER, M.S. (SUNY at Cortland), 1989-
Adjunct Associate Professor of Physical Education and Athletics

SUELLEN DIACONOFF, M.A. '00, Ph.D. (Willamette, Indiana), 1986-
Professor of French

PETER B. DITMANSON, M.A. (Minnesota, Harvard), 1999-
Assistant Professor of History/East Asian Studies

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

MICHAEL R. DONIHUE '79, Ph.D. (Colby, Michigan), 1989-
Associate Professor of Economics

SHARI ULDRICH DUNHAM, Ph.D.² (Drew, MIT), 1998-
Dr. Gerald and Myra Dorros Assistant Professor of Biochemistry

STEPHEN ULDRICH DUNHAM, Ph.D.² (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

MARGARET DONELIAN ERICSON, M.L.S. (Florida State University), 1998-
Faculty Member without Rank: Art and Music Librarian

SARAH ESTOW, Ph.D.¹ (Wesleyan, Tufts), 2001-
Visiting Assistant Professor of Psychology

BEN W. FALLAW, Ph.D. (North Carolina at Chapel Hill, Chicago), 2000-
Assistant Professor of History and Latin American Studies

BARRY M. FARBER, M.B.A.¹ (Purdue, UCLA), February 1995-
Visiting Assistant Professor of Administrative Science

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

CHRIS S.T. FERNANDES, M.S. (Northwestern), 2000-2001
Visiting Instructor in Computer Science

ARTHUR L. FIGLIOLA, M.A., M.S. (Middlebury, Washington), 2000-2001
Instructor in Italian

DAVID W. FINDLAY, M.A. '99, Ph.D. (Acadia [Canada], Purdue), 1985-
Professor of Economics

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

RICHARD P. FLANAGAN, Ph.D. (Hamilton, Brandeis), January 2000; 2000-
Visiting Professor of English

JAMES R. FLEMING, Ph.D. (Pennsylvania State, Colorado State, Princeton), 1988-
Associate Professor of Science, Technology, and Society

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

PATRICE FRANKO, M.A. '00, Ph.D. (Bucknell, Notre Dame), 1986-
Professor of Economics and International Studies

W. DALE GARRAWAY, M.Sc. (Langara [Canada], Simon Fraser [Canada], Dalhousie [Canada]),
2001-
Visiting Instructor in Mathematics

ROBERT A. GASTALDO, Ph.D. (Gettysburg, Southern Illinois), 1999-
Whipple-Coddington Professor of Geology

HENRY A. GEMERY, M.A. '77, Ph.D. (Southern Connecticut, Harvard, Pennsylvania), 1961-
2002
Pugh Family Professor of Economics

CHERYL TOWNSEND GILKES, M.A. '00, Ph.D. (Northeastern), 1987-
John D. and Catherine T. MacArthur 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 Assistant Professor of Physical Education and Athletics

MARK GODOMSKY, B.A. (Bates), 1998-
Adjunct Assistant Professor of Physical Education and Athletics

JILL P. GORDON, Ph.D. (Claremont McKenna, Brown, Texas at Austin), 1991-
Associate Professor of Philosophy

HUGH J. GOURLEY III, A.B. (Brown), April 1966-

Faculty Member without Rank: A Friend's Director of the Museum of Art

FERNANDO Q. GOUVÊA, M.A.'01, Ph.D. (Universidade de São Paulo [Brazil], Harvard), 1991-
Professor of Mathematics

ARTHUR D. GREENSPAN, M.A. '91, Ph.D. (Columbia, Indiana), 1978-
Professor of French

PAUL G. GREENWOOD, Ph.D. (Knox, Florida State), 1987-
Associate Professor of Biology and Dr. Charles C. and Pamela W. Leighton Research Fellow

MERIWYNN F. GROTHE, Ph.D. (Mount Holyoke, Johns Hopkins), 1995-
Assistant Professor of Spanish

HEATHER HAAS, M.A. (Rocky Mountain, St. Andrews [Scotland]), 1999-2001
Visiting Assistant Professor of Psychology

TOM HAIGH, M.A. (Manchester [UK], Pennsylvania), 2001-
Visiting Instructor in Administrative Science

JONATHAN F. HALLSTROM, Ph.D. (Oregon State, Iowa), 1984-
Associate Professor of Music

LYNN HANNUM, Ph.D. (Bates, Yale), 2001-
Clare Boothe Luce Assistant Professor of Biology

NATALIE B. HARRIS, Ph.D. (Indiana), 1978-80, 1982-85, 1986-
Associate Professor of English

PETER B. 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

MARK D. HAZARD, M.A., M.A. (New Mexico, San Francisco State, Cornell), 1999-2001
Visiting Assistant Professor of English

PATRICIA BURTON HELM, M.A.¹ (Colorado College, Pennsylvania), February-May 1990,
February-May 1991, 1995-
Assistant Professor of Music

PEYTON R. HELM, M.A. '90, Ph.D. (Yale, Pennsylvania), 1988-
Professor of Classics; Vice President for College Relations

MARGARET HENNESSY, M.A. (Harvey Mudd, Princeton), 2000-2001
Visiting Instructor in Chemistry

GINA A. HERRMANN, Ph.D. (Cornell, Columbia), 1998-
Assistant Professor of Spanish

JAN S. HOGENDORN, M.A. '76, Ph.D. (Wesleyan, London School of Economics), 1963-64,
1966-
The Grossman Professor of Economics

JAN É. HOLLY, Ph.D. (New Mexico, Illinois), 1996-
Clare Boothe Luce Assistant Professor of Mathematics

OLIVIA HOLMES, Ph.D.¹ (Yale, Iowa, Northwestern), 2001-
Visiting Assistant Professor of Italian

JENNIFER L. HOLSTEN '90, M.Ed. (Colby, Springfield), 1995-
Adjunct Assistant Professor of Physical Education and Athletics

SCOTT L. HORTON, Ph.D. (Antioch, Harvard, BU), 2000-2001
Visiting Assistant Professor of Psychology

SHAOHUA HU, Ph.D. (American University, Peking [China]), 2000-2001
Visiting Assistant Professor of Government

LLOYD C. IRLAND, Ph.D.¹ (Michigan State, Arizona, Yale), 2001-
Visiting Associate Professor of Economics

KEITH A. JOHNSON, Ph.D. (Monmouth, Dartmouth), 1999-
Visiting Assistant Professor of Biology

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

RANDOLPH M. JONES, Ph.D.² (UCLA, California at Irvine), 1998-
Assistant Professor of Computer Science

JOHN M. JOSEPH, Ph.D.¹ (Boston College, Georgetown), 2001-
Visiting Professor of Economics

PAUL R. JOSEPHSON, Ph.D. (MIT, Harvard), 2000-
Associate Professor of History

JEFFREY L. KASSER, Ph.D. (Michigan), 1998-
Visiting Assistant Professor of Philosophy

JANICE ARMO KASSMAN, M.A. (SUNY at Stony Brook, Boston College), 1974-
Faculty Member without Rank: Vice President for Student Affairs and Dean of Students

TONI DINSMORE KATZ, M.S. (Maine at Portland, Simmons), 1983-
Faculty Member without Rank: Assistant Director of Technical Services, Libraries

STEPHEN KECSKEMETHY, D.Mus. '86, B.Mus., Artist's Diploma¹ (Eastman), 1986-
Artist in Residence in Music

SUSAN MCILVAINE KENNEY, M.A. '86, Ph.D.¹ (Northwestern, Cornell), 1968-
Dana Professor of Creative Writing

RANDLE K. KIMBROUGH, Ph.D. (Colorado, Columbia, Yale), 2001-
Assistant Professor of East Asian Studies [Japanese]

D. WHITNEY KING, Ph.D. (St. Lawrence, Rhode Island), 1989-
Associate Professor of Chemistry

WILLIAM M.P. KLEIN, Ph.D. (Northwestern, Princeton), 1991-
Associate Professor of Psychology

KAREN KUSIAK '75, M.Ed.¹ (Colby, Lesley), 1990-
Assistant Professor of Education and Human Development

CHARLES R. LAKIN, M.L.S.¹ (U.S. Naval Academy, Iowa), 1985-
Faculty Member without Rank: Reference Librarian

RONALD LANTZ, D.Mus., B.Mus.¹ (Indiana, Juilliard), 1986-
Artist in Residence in Music

WILLIAM A. LEE, J.D.¹ (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 and Harriet S. and George C. Wiswell Jr. Research Fellow in American History

EVA LINFIELD, Ph.D. (Wellesley, Brandeis), 1993-
Associate Professor of Music

LEO LIVSHITS, Ph.D. (Waterloo [Canada], Toronto [Canada]), 1994-
Associate Professor of Mathematics

VIRGINIA C. LONG, Ph.D. (Williams, North Carolina), 2000-
Clare Boothe Luce Assistant Professor of Physics

THOMAS R.W. LONGSTAFF, M.A. '84, Ph.D. (Maine, Bangor Theological, Columbia), 1969-
Crawford Family Professor of Religious Studies

HOWARD N. LUPOVITCH, Ph.D. (Michigan, Columbia), 1998-
Pulver Family Assistant Professor of Jewish Studies

PAUL S. MACHLIN, M.A. '87, Ph.D. (Yale, California at Berkeley), 1974-
Arnold Bernhard Professor of Music

G. CALVIN MACKENZIE, M.A. '86, Ph.D. (Bowdoin, Tufts, Harvard), 1978-
The Goldfarb Family Distinguished Professor of American Government; Vice President for Development and Alumni Relations, 1985-88

SARAH VOSE MACKENZIE '70, Ed.D.¹ (North Carolina, Southern Maine, Maine at Orono), 2001-
Visiting Assistant Professor of Education and Human Development

L. SANDY MAISEL, M.A. '83, Ph.D. (Harvard, Columbia), 1971-
William R. Kenan Jr. Professor of Government; Director of Colby in Washington Program, 1987-94, 1995-

PHYLLIS F. MANNOCCHI, M.A. '96, Ph.D. (Pennsylvania, Columbia), 1977-
Professor of English

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

MICHAEL A. MARLAIS, M.A. '95, Ph.D. (St. Mary's of California, California at Hayward, Michigan), 1983-
James M. Gillespie Professor of Art

RICHARD R. MARCUS, Ph.D. (NYU, California, Florida), 2001-
Visiting Instructor in Government

PASCAL MASSIE, M.A. (Sorbonne [France]), 2001-
Visiting Instructor in Philosophy

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 L. 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; Christian A. Johnson Professor of Integrative Liberal Learning, 1998-

SHEILA M. MCCARTHY, Ph.D.¹ (Emmanuel, Harvard, Cornell), 1987-
Associate Professor of Russian

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

MICHAEL C. MCGUIRE '89, M.L.S. (Colby, Syracuse), 2000-
Faculty Member without Rank: Technical Services Librarian

JAMES R. MCINTYRE, Ph.D. (Michigan State), 1976-
Associate Professor of German; Director of Career Services, 1982-91

WESLEY C. MCNAIR, M.Litt.¹ (Keene State, Middlebury), 1999-2001
Visiting Professor of English

JAMES W. MEEHAN JR., M.A. '82, Ph.D. (Saint Vincent, Boston College), 1973-
Herbert E. Wadsworth Professor of Economics

MARGARET PACKARD MENCHEN, M.L.S.¹ (Southampton [England], Maine), 1989-
Faculty Member without Rank: Reference Librarian

EDWARD J. MESTIERI, M.Ed. (Springfield, Norwich), 1989-
Adjunct Associate Professor of Physical Education and Athletics

GEORGE MIAOULIS JR., Ph.D.¹ (New York University), February 1995-
Visiting Professor of Administrative Science

JULIE TAMSSEN MILLARD, Ph.D. (Amherst, Brown), 1991-
Associate Professor of Chemistry

LUIS MILLONES-FIGUEROA, Ph.D. (Pontificia Universidad Católica [Peru], Stanford), 1998-
Assistant Professor of Spanish

DAVID H. 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 [Canada], California at Berkeley), 1992-
Associate Professor of Anthropology

GARRY MITCHELL, M.F.A.¹ (Hawaii at Honolulu, Pratt Institute), 1996-98; 1999-
Visiting Assistant Professor of Art

MARIO MORONI, Ph.D. (Northwestern), 2001-
Paul and Marilyn Paganucci Assistant Professor of Italian Language and Literature

THOMAS J. MORRIONE '65, M.A. '85, Ph.D. (Colby, New Hampshire, Brigham Young), 1971-
Dana Professor of Sociology

MARIA K. MORRISON, M.A.¹ (Princeton, Virginia), 2001-
Assistant Professor of German

JANE MERYL MOSS, M.A. '90, Ph.D. (Wellesley, Yale), 1979-
Robert E. Diamond Professor of Women's Studies and French

RICHARD J. MOSS, M.A. '90, Ph.D. (Michigan State), 1978-
John J. and Cornelia V. Gibson Professor of History

SUANNE WILSON MUEHLNER, M.L.S., M.B.A. (California at Berkeley, Simmons, Northeastern),
1981-
Faculty Member without Rank: Director of the Colby Libraries

BRADFORD P. MUNDY, M.A. '92, Ph.D. (SUNY at Albany, Vermont), 1992-
Miselis Professor of Chemistry

ELISA NARIN VAN COURT, Ph.D. (California at Berkeley), 1996-
Assistant Professor of English

BARBARA KUCZUN NELSON '68, M.A.¹ (Colby, Middlebury), 1978-
Assistant Professor of Spanish

RANDY A. NELSON, M.A. '90, Ph.D. (Northern Illinois, Illinois), 1987-
Douglas Professor of Economics and Finance

ROBERT E. NELSON, M.A. '96, Ph.D. (San Francisco State, Washington), 1982-
Professor of Geology

CHERYL TSCHANZ NEWKIRK, D.M.A. (Indiana, SUNY at Stony Brook), 1991-
Adjunct Assistant Professor of Music

DAVID L. NUGENT, Ph.D. (Michigan, Columbia), 1989-
Associate Professor of Anthropology

STEVEN R. NUSS, Ph.D. (Wisconsin at Madison, CUNY), February 1996-
Assistant Professor of Music

PATRICIA O'BRIEN, M.Ed. (Salem State), 1995-
Adjunct Assistant Professor of Physical Education and Athletics

JORGE OLIVARES, M.A. '93, Ph.D. (Miami [Florida], Michigan), 1982-
Allen Family Professor of Latin American Literature

MICHAEL J. OLIVER, Ph.D.¹ (Leicester [U.K.], Manchester Metropolitan [U.K.]), 2001-
Visiting Associate Professor of Economics

KERILL N. O'NEILL, Ph.D. (Trinity College [U.K.], Cornell), 1992-
Taylor Associate Professor of Classics

PATRICIA ARNOLD ONION, M.A. '00, Ph.D.¹ (Connecticut College, Harvard), 1974-
Professor of English

LAURIE ENNIS OSBORNE, Ph.D. (Yale, Syracuse), 1990-
Associate Professor of English

ADRIANNA M. PALIYENKO, Ph.D. (North Carolina at Chapel Hill, BU, North Carolina at
Chapel Hill), 1989-
Associate Professor of French

CANDICE PARENT, B.S. (Maine at Farmington), 1998-
Adjunct Assistant Professor of Physical Education and Athletics

FRANCES M. PARKER, M.L.S.¹ (Harpur, Columbia), August 1974-
Faculty Member without Rank: Assistant Director for Public Services, Library

DEE PEPPE, M.F.A.¹ (SUNY, Savannah College of Art and Design), 1999-
Visiting Assistant Professor of Art

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

DAVID PRICHARD, Ph.D. (Maine, Virginia Commonwealth), 2000-2001
Visiting Professor of Psychology

VÉRONIQUE B. PLESCH, Ph.D. (Swiss Maturité Fédérale [Switzerland], University of Geneva [Switzerland], Princeton), 1994-
Associate Professor of Art

TAMAE KOBAYASHI PRINDLE, M.A.'98, Ph.D. (SUNY at Binghamton, Washington State, Cornell), 1985-
Oak Professor of East Asian Language and Literature [Japanese]

MARILYN R. PUKKILA, M.A., M.S.L.S. (Michigan, Aberystwyth [Wales], Columbia), March 1984-
Faculty Member without Rank: Reference Librarian

NANCY QUIRK, B.A. (New Orleans), 2001-
Visiting Instructor in Government and Environmental Studies

TARJA RAAG, Ph.D. (Skidmore, Indiana), 1995-
Associate Professor of Psychology

SCOTT H. REED III, M.F.A.¹ (Rhode Island School of Design), February 1987-
Associate Professor of Art

LEONARD S. REICH, M.A. '95, Ph.D. (Bucknell, Johns Hopkins), February 1986-
Professor of Administrative Science and of Science, Technology, and Society

CLIFFORD REID, M.A. '89, Ph.D. (George Washington, Princeton), 1987-
Dana Professor of Economics

URSULA REIDEL-SCHREWE, Ph.D. (Harvard), 1989-
Associate Professor of German

DOUGLAS E. REINHARDT '71, M.B.A. (Colby, Babson), 1972-
Faculty Member without Rank: Associate Vice President for Investments and Treasurer

NANCY S. REINHARDT, Ph.D. (Mount Holyoke, Oxford [England], Cornell, Simmons), 1994-2001
Faculty Member without Rank: Special Collections Librarian

JOSEPH R. REISERT, Ph.D. (Princeton, Harvard), 1996-
Harriet S. and George C. Wiswell Jr. Assistant Professor of American Constitutional Law

JEREMY M. RICH, M.A. (Chicago, Indiana), 2001-
Visiting Instructor in History

JAMES C. ROBERSON III, M.A. (Virginia), 1999-
Instructor in Spanish

KENNETH A. RODMAN, M.A. '98, Ph.D. (Brandeis, MIT), 1989-
William R. Cotter Distinguished Teaching Professor of Government

NICHOLAS L. ROHRMAN, M.A. '77, Ph.D. (Butler, Miami [Ohio], Indiana), 1977-
Professor of Psychology

HANNA M. ROISMAN, M.A. '94, Ph.D. (Tel Aviv [Israel], Washington at Seattle), 1990-
Professor of Classics

JOSEPH ROISMAN, M.A. '94, Ph.D. (Tel Aviv [Israel], Washington at Seattle), 1990-
Professor of Classics

BILL ROORBACH, M.F.A. (Ithaca, Columbia), 2001-
Visiting Associate Professor of English

PAUL ROSS, D.Mus. '86, Artist's Diploma¹ (Toronto Conservatory [Canada], Juilliard), 1986-
Artist in Residence in Music

ANINDYO ROY, Ph.D. (Delhi [India], Illinois State, Texas at Arlington), 1995-
Assistant Professor of English

HOLLY LABBE RUSSELL '94, M.F.A. (Colby, Case Western Reserve), 2000-2001
Visiting Adjunct Assistant Professor of Theater and Dance

IRA SADOFF, M.A. '88, M.F.A.¹ (Cornell, Oregon), 1977-
Dana Professor of Poetry

ELIZABETH HARRIS SAGASER, Ph.D. (Brown, Brandeis), 1994-
Assistant Professor of English

COLIN L. SAGE, Ph.D. (CNAAB, University of Durham [U.K.]), 2001-
UCC Exchange Visiting Professor of Environmental Studies

LAURA SALTZ, Ph.D. (Chicago, Yale), 2001-
Assistant Professor of Art and American Studies

YVONNE SANAVITIS, Ph.D. (Puerto Rico, New York, Puerto Rico), 1996-2001
Visiting Professor of Spanish

JEAN DONOVAN SANBORN, M.A. '97, Ph.D.¹ (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 E. SAUNDERS, Ph.D. (Carnegie-Mellon, Pittsburgh), 1990-
Associate Professor of Music

RAFFAEL M. SCHECK, Ph.D. (Kantonsschule Wettingen [Switzerland], Universität Zurich
[Switzerland], Brandeis), 1994-
Associate Professor of History

RICHARD C. SEWELL, M.A., 1974-
Adjunct Associate Professor of Theater and Dance; Director of Powder and Wig

THOMAS W. SHATTUCK, M.A. '00, Ph.D. (Lake Forest, California at Berkeley), 1976-
Professor of Chemistry

JENNIFER D. SHOSA, M.S. (Syracuse, Hobart and William Smith), 2000-
Clare Boothe Luce Instructor in Geology

ANDRÉ N. SIAMUNDELE, Ph.D. (University of Zaire, Yale), 2000-
Assistant Professor of French

DAVID L. SIMON, M.A. '88, Ph.D. (Boston University, London), 1981-
Jetté Professor of Art

NIKKY-GUNINDER KAUR SINGH, M.A. '99, Ph.D. (Wellesley, Pennsylvania, Temple), 1986-
Professor of Religious Studies

DALE J. SKRIEN, M.A. '97, Ph.D. (Saint Olaf, Washington), 1980-
Professor of Mathematics and Computer Science

EARL H. SMITH, M.A. '95, B.A. (Maine), 1962-
Professor; Secretary of the College; Executive Assistant to the President

MARK L. SMITH, Ph.D. (Central Florida), 2001-
Assistant Professor of Computer Science

DEBRA ALISON SPARK, M.F.A.¹ (Yale, Iowa), February 1995-
Associate Professor of Creative Writing

SUSAN STERLING, Ph.D.¹ (Wellesley, California at Berkeley), 1988-89; 1992-2001
Visiting Assistant Professor of English

ELISABETH F. STOKES, M.F.A.¹ (Smith, UMass-Amherst), 2001-
Visiting Instructor in English

JUDY LYNN STONE, Ph.D. (Michigan, Yale, SUNY at Stony Brook), 1999-
Clare Boothe Luce Assistant Professor of Biology

MARITZA STRAUGHN-WILLIAMS, M.A. (Pace, CUNY), 1999-
Instructor in Anthropology and African-American Studies

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

DAVID B. SUCHOFF, Ph.D. (California at Berkeley), 1993-
Associate Professor of English

JOHN R. SWENEY, M.A. '82, Ph.D. (Colorado College, Claremont, Wisconsin), 1967-
The NEH Class of 1940 Distinguished Teaching Professor of Humanities, Emeritus, English

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

MARK B. TAPPAN, Ed.D.² (Oberlin, Ohio State, Harvard), 1991-
Associate Professor of Education and Human Development

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

LINDA TATELBAUM, Ph.D.¹ (Cornell), 1982-
Associate Professor of English

LARISSA J. TAYLOR, Ph.D. (Harvard, Brown), 1994-
Associate Professor of History

DASAN M. THAMATTOOR, Ph.D. (Karnatak [India], Princeton), 1999-
Assistant Professor of Chemistry

TRACEY THEYERL, M.S. (Northern Michigan, Wyoming), 1998-
Adjunct Assistant Professor of Physical Education and Athletics

PAMELA S. THOMA, Ph.D. (Ohio State, Colorado), 1996-
Assistant Professor of American Studies and Women's Studies

JAMES C. THURSTON, M.F.A. (Ohio Wesleyan, Northwestern), 1988-
Adjunct Associate Professor of Theater and Dance

THOMAS H. TIETENBERG, M.A. '84, Ph.D. (USAF Academy, University of the East in the Philippines, Wisconsin), 1977-
Mitchell Family Professor of Economics

ANDREA REMICK TILDEN, Ph.D. (Alma, Oklahoma), 1999-
Clare Boothe Luce Assistant Professor of Biology

JAMES TORTORELLA, B.S. (Maine), 1996-
Adjunct Assistant Professor of Physical Education and Athletics

ANDREW C. TWADDLE, Ph.D. (Brown, Connecticut), 2000-2001
Visiting Professor of Sociology

WILLIAM E. UNDERWOOD, Ph.D. (Williams, Cornell), 1998-
Assistant Professor of English

LISA ANN WALTON, M.S. (Bowdoin, Oregon Graduate Institute of Science and Technology), 2001-
Visiting Instructor in Computer Science

CHRISTINE R. WATT, B.A. (Westfälische-Wilhelms Universität Münster [Germany]), 2000-2001
Visiting Instructor in German

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

ROBERT S. WEISBROT, M.A. '90, Ph.D. (Brandeis, Harvard), 1980-
Christian A. Johnson Distinguished Teaching Professor of History

JONATHAN M. WEISS, M.A. '86, Ph.D. (Columbia, Yale), 1972-
NEH Class of 1940 Distinguished Professor of Humanities, French; Associate Dean of Faculty and Director of Off-Campus Study, 1991-2000

ANKENEY WEITZ, Ph.D. (Cornell, Kansas), 1998-
Assistant Professor of Art and East Asian Studies

GEORGE A. WELCH, Ph.D.¹ (Cornell, Vermont, Alaska, Dartmouth), 1992-
Associate Professor of Mathematics

CHRISTINE M. WENTZEL, M.A. '94, M.A. (Massachusetts, Michigan), 1973-
Adjunct Professor of Theater and Dance

JAMES B. WESCOTT, M.A.'01, M.S. (Plymouth State, Indiana), 1978-
Adjunct Professor of Physical Education and Athletics

JONATHAN M. WHITE, M.A. (Boston College, Brandeis), 2000-
Visiting Instructor in Sociology

RICHARD L. WHITMORE JR., M.A. '90, M.Ed. (Bowdoin, Maine), 1970-
Adjunct Professor of Physical Education; Director of Athletics, 1987-

W. HERBERT WILSON JR., Ph.D. (North Carolina, Johns Hopkins), 1990-
J. Warren Merrill Associate Professor of Biology

JOYLYNN WING, Ph.D. (San Francisco State, Stanford), 1988-
Associate Professor of Theater and Dance

DIANE SKOWBO WINN, M.A. '89, Ph.D. (Miami [Ohio], Brandeis), 1974-
Professor of Psychology

W. ARNOLD YASINSKI, M.A. '90, M.B.A., Ph.D. (Michigan, Indiana), 1990-
Professor of English; Administrative Vice President

EMIKO YASUMOTO, M.A. (Notre Dame Seishin [Japan], Wisconsin at Madison), 2000-2001
Visiting Instructor in East Asian Studies [Japanese]

EDWARD H. 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-

JENNIFER A. YODER, Ph.D. (Akron, Maryland), 1996-
Assistant Professor of Government and International Studies

DAVID ZAZZARO, B.A. (Drew), 1995-2001
Adjunct Instructor of Physical Education and Athletics

HONG ZHANG, Ph.D. (Huazhong Normal [China], Wuhan [China], Columbia), 1995-99;
2000-
Assistant Professor of East Asian Studies [Chinese]

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

¹Part time.

²Professors Lyn Brown and Mark Tappan share a joint appointment; Professors Shari Dunham and Stephen Dunham share a joint appointment; Professors Clare Congdon and Randolph Jones share a joint appointment.

Faculty Sabbaticals, Leaves, and Directors of Colby Programs Abroad 2001-02

Semester I Sabbaticals

Priscilla Doel, Portuguese and Spanish

Charles Lakin, Librarian

Kenneth Rodman, Government

Richard Whitmore, Physical Education and Athletics

Semester II Sabbaticals

Michael Burke, English
Paul Greenwood, Biology
Peter Harris, English
Robert Nelson, Geology
Frances Parker, Public Services Librarian
Richard Sewell, Theater and Dance
Murray Campbell, Physics and Astronomy

Full-Year Sabbaticals

Ariel Armony, Government
Thomas Berger, Mathematics
Jennifer Boylan, English
Cheshire Calhoun, Philosophy
Alec Campbell, Sociology
Clare Bates Congdon, Computer Science
Beth DeSombre, Environmental Studies and Government
Shari Dunham, Chemistry
Stephen Dunham, Chemistry
David Firmage, Biology
Henry Gemery, Economics
Jill Gordon, Philosophy
Gina Herrmann, Spanish
Randolph Jones, Computer Science
William Klein, Psychology
Karen Kusiak, Education and Human Development
Howard Lupovitch, History
Sheila McCarthy, German and Russian
Luis Millones, Spanish
Thomas Morrione, Sociology
David Nugent, Anthropology (Fellowship)
Clifford Reid, Economics
Hanna Roisman, Classics
Joseph Roisman, Classics
Steven Saunders, Music
David Simon, Art
John Sweney, English
William Underwood, English
Ankeney Weitz, Art and East Asian Studies

Directors of Colby Programs Abroad

Michael Burke: Colby in London Freshman Program semester I, leave semester II
Guilain Denoeux: Colby in Dijon semester I
Paul Greenwood: CBB London semester I, leave semester II
Leonard Reich: Colby in Cork full year
James Webb: CBB Cape Town semester I
Joylynn Wing: CBB London semester II
Jennifer Yoder: CBB London semester II

Applied Music Associates

KAREN BEACHAM, M.M., 1991-
Clarinet

MESSAN JORDAN BENISSAN, Master Drummer, 1999-
African Drumming

RICHARD W. BISHOP, 1993-
Bass Guitar

JOHN BODEN, M.M. 1997-2000
French Horn

MARILYN BUZY, B.A., 1999-
Percussion

ANGELA CAPPS, M.M., 1995-
Bassoon

MARY JO CARLSEN, B.A., B.Mus., 1985-
Violin, Viola; Concertmistress

CARL DIMOW, B.M., 1981-
Guitar

ANNABETH FRENCH, 1996-
Voice

SUZANNE GEORGE, January 2000-
French Horn

LOUIS O. HALL, Ed.D., 1999-
Oboe

LYNN HANNINGS, 1995-2001
String Bass

DENNIS G. HARRINGTON, M.S., 1987-92, 1995-
Trumpet

SEBASTIAN JEROSCH, 2000-
Trombone

MARK LEIGHTON, M.A., 1981-
Classical Guitar

GAYLE E. MAROON, B.M., 1995-
Piano

ELIZABETH E. PATCHES, M.M., 1992-
Voice

JOHANNE PATENAUDE, 1997-
Piano

JEAN ROSENBLUM, B.A., 1973-
Flute

ERIC THOMAS, B.M., 1998-
Director of Band Activities

JOANN WESTIN, February 1996-
Piano

Marshals

ADRIANNA M. PALIYENKO, Ph.D.
F. RUSSELL COLE, M.A.'90, Ph.D.
College Marshals

DEBRA A. BARBEZAT, Ph.D.
D. WHITNEY KING, Ph.D.
Faculty Marshals

EARL H. 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

RUTH G. DEIKE, M.S., 1984-
Research Scientist in Geology

NEAL F. TAYLOR, Ph.D., 1999-
Research Scientist in Biology

JAMES BARRETT, Ph.D., 2000-
Research Associate in Classics

LISA CHURCHILL-DICKSON '92, M.S., 2000-
Research Scientist in Geology

HENRY WALKER, Ph.D., 1993-
Research Associate in Religious Studies

Associates and Assistants

BERNADETTE N. GRAHAM '96, M.S., 1999-2001
Teaching Assistant in Biology

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

TIMOTHY CHRISTENSEN, B.S., 1985-
Senior Teaching 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

SHARON TREAT, J.D., 2000-
Environmental Studies Coordinator

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

LISA MARIE MILLER, M.S., 1999-
Teaching Associate in Chemistry

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

TINA MARIE BEACHY, M.S., 1999-
HHMI Teaching Assistant in Chemistry

CHARLES JONES, 1998-
Instrument Maintenance Technician

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

LISA M. LESSARD, M.S., 2000-
Teaching Assistant in Physics and Astronomy

COLLEEN BURNHAM, 1992-
Teaching Associate in Psychology

JOHN D. ERVIN, M.A., 1989-
Technical Director, Theater and Dance

Fellows and Interns

HEIDI KIM, M.A., 1999-2001
Faculty Fellow in American Studies

JUDITH A. BORUCHOFF, Ph.D., 2000-2001
Faculty Fellow in Anthropology

TAD TULEJA, Ph.D., 1999-2001
Faculty Fellow in Art and American Studies

GAIL E. SPAIEN, M.F.A., 1999-December 2000
Faculty Fellow in Art

MARK T. IWINSKI, M.F.A., 2000-2001
Faculty Fellow in Art

KENNETH E. RASMUSSEN, M.A., 2001-
Faculty Fellow in Art and East Asian Studies

LARKSPUR SOLVI MORTON,, Ph.D., 1999-2001
NSF AIRE Fellow in Biology

JOHN C. ALLSHOUSE, Ph.D., 2001-
Faculty Fellow in Chemistry

RUTH BEH HOOI BIN, 2000-2001
Language Assistant, Chinese

TSAI KUO-CHENG, 2001-2002
Language Assistant, Chinese

JAMES BARRETT, Ph.D., 2000-
Faculty Fellow in Classics

KELLEE A. BARNARD, Ph.D., 2001-
Faculty Fellow in Classics

ANDREAS ORTMANN, Ph.D., 2000-2001
Faculty Fellow in Economics and Administrative Science

PHILIP J. NYHUS, Ph.D., 1999-2001
NSF AIRE Fellow in Environmental Studies

KAREN KARBIENER, M.A., 2001-
Faculty Fellow in English

ANNE-SOPIE SAVOUREUX, B.A., 2001-
Language Assistant, French

CLAIRE WROBEL, 2000-2001
Language Assistant, French

MATTHEW C. SCHWARTZ, B.S., 2001-
NSF AIRE Fellow in Geology

SARA KÜHNE, 2000-2001
Language Assistant, German

MATTHIAS PUSCHMANN, 2001-
Language Assistant, German

SERGUEI V. SOLNTSEV, 2001-2002
Language Assistant, German

STEPHEN A. WATT, M.A., 1999-2001
Faculty Fellow in German and Russian

MARK D. BREWER, M.A., 2001-
Faculty Fellow in Government

JOSHUA SCHREIER, M.A., 2001-
Faculty Fellow in History [Jewish Studies]

SEVDIJE AHMETI, B.A., 2001-
Oak Fellow in International Human Rights

BEATRICE MARZOLA, 2000-2001
Language Assistant, Italian

YOSHIKO KAWASHIMA, 2000-2001
Language Assistant, Japanese

AYAKA SOGABE, B.A., 2001-2002
Language Assistant, Japanese

KEVIN CLIFTON, M.M., 2000-2001
Faculty Fellow in Music

WALTER R. OTT JR., Ph.D., 2000-2001
Faculty Fellow in Philosophy

CHARLES D. LANE, Ph.D., 2000-2001
Faculty Fellow in Physics and Astronomy

ANDREW KORTYNA, Ph.D., 1999-2001
NSF AIRE Fellow in Physics

MARTHA L. FINCH, Ph.D., 2000-2001
Faculty Fellow in Religious Studies

OLGA ANDREEVA, 2000-2001
Language Assistant, Russian

KRISTEN WELSH, M.A., 2001-
Faculty Fellow in Russian

DIEGO GONZALEZ DE CECELIA, B.A., 2001-2002
Language Assistant, Spanish

CARMEN MILLÁN DE BENAVIDES, Ph.D., 2001-2002
Faculty Fellow in Spanish

BRUNHILDE ROMÁN IBÁREZ, 2000-2001
Language Assistant, Spanish

YVONNE SANAVITIS, Ph.D., 2001-
Faculty Fellow in Spanish

ANGELA M. CANNON '99, 1999-2001
Farnham Writers' Center Assistant

MICHAEL BATES '01, 2001-
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
Administrative
Admissions and Financial Aid
 Bunche Scholars
Advisory Committee on Off-Campus Study
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 Academic Standing
Faculty Course Evaluation
Grievance
Dismissal Proceedings
Nominating
Promotion and Tenure
Research, Travel, and Sabbatical Leaves

Other Committees or Councils

Appeals Board
Faculty Lounge Committee
Fellowship Advisory Board
Harassment Advisory Group
Humanities Grants
Institutional Animal Care and Use Committee
Institutional Biohazards Safety
Institutional Review Board: Human Subjects
Interdisciplinary Grants
Judicial Board
Natural Sciences Grants

Administration 2001-2002

President, WILLIAM D. ADAMS, M.A. '00, Ph.D., 2000-

Administrative Assistant to the President, JACQUELINE K. EDGAR PERSON, 1994-

Executive Assistant to the President and Secretary of the College, 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, MARTHA J. DENNEY, M.A., M.Ed., 1995-

Director of CBB Consortium in Cape Town (Fall Semester), JAMES L.A. WEBB JR., Ph.D., 1987-

Director of CBB Consortium in Cape Town (Spring Semester), LEO LIVSHITS, Ph.D., 1994-

Director of Colby in Cork, LEONARD S. REICH, M.A. '95, Ph.D., 1986-

Director of Colby in Dijon, GUILAIN P. DENOEU, Ph.D., 1990-

Director of Colby in London, MICHAEL D. BURKE, M.F.A., 1987-

Director of CBB Consortium in London (Fall Semester), PAUL G. GREENWOOD, Ph.D., 1987-

Director of CBB Consortium in London (Spring Semester), JENNIFER A. YODER, Ph.D., 1996-

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

Associate Director of Off-Campus Study, DANNA J. LEE, M.A., 2000-

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-

Assistant Director for Technical Services, TONI D. KATZ, M.S., 1983-

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-

Art and Music Librarian, MARGARET D. ERICSON, M.L.S., 1998-

Reference Librarian, MARILYN R. PUKKILA, M.S.L.S., M.A., 1984-

Reference Librarian, CHARLES R. LAKIN, M.L.S., 1985-

Reference Librarian, MICHAEL C. MCGUIRE '89, M.L.S., 2000-

Science Librarian, SUSAN W. COLE, M.S., 1978-

Special Collections Librarian, PATRICIA A. BURDICK, M.S., M.L.S., A.L.M., 1998-

A Friend's Director of the Museum of Art, HUGH J. GOURLEY III, A.B., 1966-

Registrar for the Museum of Art, PATRICIA ROSS-KING, B.A., 2001-

Assistant Director of the Museum of Art, 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-

Director of the Oak Institute, MARY ELIZABETH MILLS, Ph.D., 1992-

Acting Associate Director of the Oak Institute, MONICA GALLEGRO, B.S., 2001-

Director of Career Services, CYNTHIA A. PARKER, 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-
Internship Coordinator, JORGE A. ACERO, M.A., 1999-

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 Investments, DOUGLAS E. REINHARDT '71, M.B.A., 1972-
Investment Assistant, PAMELA LEO, 1981-

Controller, RUBEN L. RIVERA, B.S., C.P.A., 1994-
Director of Administrative Financial Services, SCOTT D. SMITH '88, M.B.A., 1993-
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-
ColbyCard Manager, WILLIAM U. POTTLE, 1980-

Associate Vice President for Administration, DOUGLAS C. TERP '84, M.B.A., 1987-
Associate Director of Personnel Services, BONNIE L. SMITH, B.S., 1986-
Associate Director of Personnel Services, RICHARD C. NALE, J.D., 1994-
Director of Security, PETER S. CHENEVERT, 1997-

Assistant Director of Security/Personnel Services, HEATHER S. BUMPS, B.A., 1997-
Director of Safety, BRUCE A. MCDUGAL, C.S.P., B.B.A., 1993-
Bookstore Manager, BRUCE K. BARNARD, M.Ed., 1987-
Book Division Manager, BARBARA C. SHUTT, A.B., 1994-

Director of Information Technology Services, RAYMOND B. PHILLIPS, Ph.D., 1984-
*Director of Academic Information Technology Services and Foreign Language
 Technology*, JACKIE M. TANNER, M.Ed., M.A., 1996-

Personal Computer Consultant, RURIK SPENCE, 1988-
Personal Computer Consultant, MARIA C. CLUKEY, B.A., 1999-
Macintosh Applications Specialist, WENDY M. RANCOURT, B.S., 1996-
User Services Consultant, PAULA KROG, 1983-

Language Technology Specialist, JONATHON S. REINHARDT, M.A., 2001-

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, PAUL R. MEYER, M.S., 1999-

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-
Network Specialist, DANIEL A. CONNELLY, B.A., 2001-

Director of Information Technology Support Services, KENNETH T. GAGNON,
 B.A., 1981-

Assistant Director of Information Technology Support Services, JANE M.
 ROBERTSON, B.A., 1990-

Director of Media Services, SAMUEL L. ATMORE, M.S., 1977-
Video Services Coordinator, PAUL A. GREGOIRE, 1985-

Director of Dining Services, VARUN AVASTHI, M.S., 1999-
Associate Director of Dining Services, JOSEPH KLAUS, A.A.S., 1998-
Management Intern, JANELLE DOCTOR, B.S., 2001-
Manager, Johnson/Chaplin Commons, PAUL BOUCHER, I.F.S.E.A., 1998-
Manager, Johnson/Chaplin Commons, HEATHER VIGUE, B.A., 1997-
Production Manager, Johnson/Chaplin Commons, WENDY A. BENNEY, 2000-
Manager, Lovejoy Commons, DANIEL A. ROY, B.A., 1992-
Assistant Manager, Lovejoy Commons, ANDREW S. GOODSPEED, A.S., 2001-
Production Manager, Lovejoy Commons, JODY R. PELOTTE, 1983-
Manager, Mary Low Commons, TERRY LANDRY, 1997-
Manager, Spa, STERLING HARTIN, 1999-
Catering Manager, RICHARD J. KRAEMER, B.S., 2001-
Assistant Catering Manager, JESSICA J. GABLE, 2000-

Director of Special Programs, JOAN SANZENBACHER, M.S.Ed., 1978-
Assistant Director of Special Programs, JACQUES R. MOORE, B.A., 1999-
Scheduling and Facilities Manager, KAREN R. FARRAR LEDGER, B.S., 1981-
Director of Physical Plant, PATRICIA C. MURPHY, B.S., 2000-
Associate Director of Physical Plant, GORDON E. CHEESMAN, B.S., 1987-
Assistant Director for Operations and Maintenance, PAUL E. LIBBY, B.S., 1994-
Supervisor, Building Trades, DANE A. STETSON, 2000-
Supervisor, Mechanical and Electrical Services, JOHN A. MCCUTCHEON, 1978-
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, Grounds and Moving, KEITH STOCKFORD, A.A.S., 1982-
Campus Horticulturist/Landscaper, DALE M. DEBLOIS, B.S., 1998-
Supervisor of Special Projects/Architect, JOSEPH A. FEELY, M.S., 1995-

Vice President for College Relations, PEYTON R. HELM, M.A. '88, Ph.D., 1988-
Assistant Vice President for Development and Alumni Relations/Director of Corporate and Foundation Relations, LINDA L. GOLDSTEIN, Ph.D., 1990-
Administrative Assistant for Development/Corporate and Foundation Relations, SEVEN S. GRENIER '94, 2000-
Associate Director of Corporate and Foundation Relations, BETSY BROWN, Ph.D., 1993-
Director of Donor Relations, JAIME PORTER, B.A., 1999-
Stewardship Coordinator, ELLEN M. COREY, 1982-
Coordinator of Development Web and Publications, JULIA L. STOWE, M.F.A., 1998-
Development Events Coordinator, KARIN R. WESTON, B.A., 1993-
Director of College Relations Information Systems Services, JOSEPH M. MEDINA, B.A., 1987-
Supervisor of Data Services, MARLENE E. CONNER, 1988-
Associate Director of College Relations Information Systems Services, PATRICIA AYERS-MILLER, B.A., 1988-
Natural Programmer/Analyst, R. NEAL PATTERSON, B.A., 1995-
Natural Programmer, MARTIN D. GARBE, A.A.T., 1995-
Systems Analyst, JOHN J. BOLDUC, B.S., 1999-
Programmer/Analyst, DENNIS G. HARRINGTON, M.Ed., 1997-

- Director of Alumni Relations*, MARGARET VIENS '77, 1994-
Associate Director of Alumni Relations, MARGARET BERNIER '81, 1997-
Assistant Director of Alumni Relations, BUFFY L. CLIFFORD, B.A., 1999-
- Director of Annual Giving*, DAVID R. BEERS '85, 1987-90, 1998-
Administrative Assistant to the Director of Annual Giving, ANN M. HURLBURT, B.S., 1980-
Associate Director of Annual Giving, KELLY L. DODGE '83, 1999-
Assistant Director of Annual Giving, BONNIE L. NIELSON '74, 1999-
Assistant Director of Annual Giving, FLANNERY M. HIGGINS '99, 1999-
Assistant Director of Annual Giving, CHRISTINE F. BICKNELL, B.A., 2001-
- Director of Capital Giving*, STEVEN C. GREAVES, B.A., 1993-
Associate Director of Planned Giving, SUSAN F. COOK '75, 1981-
- Director of Major Gifts*, AVRUM R. VINICK, B.A., 1997-
Major Gifts Officer, ROBERT R. ATWOOD, M.S., 1999-
Major Gifts Officer, KRISTINA LENTZ JUDD, M.A., 1999-
Major Gifts Officer, LISA A. HALLEE '81, J.D., 2000-
Major Gifts Officer, BRADLEY R. SMITH JR. '96, M.Ed., 2000-
Senior Research Specialist, JULIE MACKSOUD, B.A., 1993-
Prospect Researcher, DEBORAH J. OUELLETTE, B.S., 1988-
- Director of Communications*, STEPHEN B. COLLINS '74, 1993-
Administrative Assistant to the Director of Communications, JOANNE A. LAFRENIERE, 1969-
Design Director, BRIAN D. SPEER, B.F.A., 1993-
Illustrator/Graphic Designer, LEO A. PANDO, B.F.A., B.F.A., 1997-
Web Manager, KAREN S. OH '93, M.F.A., 1994-97, 1999-
College Editor, ROBERT A. GILLESPIE, Ph.D., 1971-77, 1982-
Managing Editor/Associate Director of Communications, GERARD E. BOYLE '78, 1999-
Assistant Director of Communications: News Bureau, ALICIA N. MACLEAY '97, 1999-
- Dean of Admissions and Financial Aid*, PARKER J. BEVERAGE, M.A., 1985-
Director of Admissions, THOMAS STEPHENS THOMAS IV, M.A., 1998-
Administrative Assistant to the Director of Admissions, BARBARA W. CHASE, B.A., 1996-
Senior Associate Dean of Admissions and Financial Aid, 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, NANCY R. MORRIONE '65, M.Ed., 1982-
Associate Dean of Admissions and Financial Aid, DAVID S. JONES, M.B.A., 1987-
Associate Dean of Admissions and Financial Aid, ERIK C. BERTELSEN JR., B.A., 2000-
Associate Director of Admissions and Financial Aid/Director of Multicultural Enrollment, SANDRA I. SOHNE, B.A., 2001-
Associate Director of Admissions and Financial Aid, MICHAEL F. MONTGOMERY '96, 1997-
Assistant Director of Admissions and Financial Aid, BARBARA SWENEY, B.A., 1982-
Assistant Director of Admissions and Financial Aid, KAREN C. HAMMOND, M.Ed., 1998-
Assistant Director of Admissions and Financial Aid, JAMIE W. BREWSTER '00, 2000-
Admissions/Financial Aid Officer, REBECCA M. DOWNING '01, 2001-
Admissions Counselor, KATHERINE JOLY DEVINE, B.A., 1986-
- Director of Financial Aid*, LUCIA W. WHITTELEY '73, 1986-

- Vice President for Student Affairs and Dean of Students*, JANICE A. KASSMAN, M.A., 1974-
Administrative Assistant to the Dean, MARIA C. DUBOIS, A.S., 2000-
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, STEPHANIE M. EIDT '99, 2000-
Associate Dean of Students, SUSAN M. LAFLEUR, B.A., 1996-
Associate Dean of Students/Director of Student Activities, LISA P. HALLEN, M.Ed., 1999-
Assistant Director of Student Activities, LEANNE YEATON BURNHAM, B.S., 2000-
- Chaplains:*
Catholic, FATHER PHILIP A. TRACY, S.T.B., 1999-
Jewish, RABBI RAYMOND KRINSKY, M.H.L., 1984-
Protestant, RONALD E. MORRELL, 1984-
- Medical Director*, MELANIE M. THOMPSON, M.D., M.P.H., 1993-
Physician Assistant, ALDEN R. KENT, P.A.-C./L.C.S.W., 1991-
Physician Assistant, JIMMIE J. WOODLEE, B.S., P.A.-C., 1988-
Nurse Practitioner, LYDIA BOLDUC-MARDEN, R.N., N.P., 1992-
Head Nurse, HELEN BALGOOYEN, B.S., R.N.C., 1984-
Director of Physical Therapy/Sports Medicine, TIMOTHY J. ADAMS, B.S., R.P.T.,
 A.T.C., 1980-
Staff Athletic Trainer, TIMOTHY S. WESTON, B.S., 1992-
Staff Athletic Trainer, MICHELLE L. HICKS, M.S., 2000-
Staff Athletic Trainer, CHRISTINA M. LOVETT, B.S., 1998-
- Director of Counseling Services*, PATRICIA NEWMEN, M.A., 1987-
Psychological Counselor, JAN MUNROE, Ph.D., 1994-
Psychological Counselor, JING YE, M.A., L.C.P.C., 2000-

Enrollment by States and Countries

Classified according to geographical locations of students' homes 2000-2001.

	Men	Women	Total				
All Areas	837	977	1814	Washington	10	22	32
Alabama	1	-	1	West Virginia	1	1	2
Alaska	-	1	1	Wisconsin	6	3	9
Arizona	1	-	1	Wyoming	-	1	1
Arkansas	-	1	1				
California	32	48	80	Foreign Countries	36	33	62
Colorado	14	14	28	Argentina	1	-	1
Connecticut	79	81	160	Belgium	1	1	2
Delaware	2	1	3	Botswana	-	1	1
District of Columbia	5	5	10	Bulgaria	2	3	5
Florida	4	6	10	Cambodia	-	1	1
Georgia	8	9	17	Canada	13	1	14
Hawaii	-	1	1	China	-	1	1
Idaho	2	6	8	Czech Republic	1	-	1
Illinois	21	29	50	Denmark	1	1	2
Indiana	4	2	6	Estonia	-	1	1
Iowa	2	2	4	France	-	1	1
Kansas	1	-	1	Germany	-	2	2
Kentucky	2	3	5	Hong Kong	-	1	1
Louisiana	3	4	7	India	2	-	2
Maine	104	99	203	Indonesia	-	1	1
Maryland	21	24	45	Jamaica	1	-	1
Massachusetts	191	239	430	Japan	1	2	3
Michigan	5	13	18	Jordan	1	-	1
Minnesota	15	12	27	Kazakhstan	1	-	1
Mississippi	2	-	2	Kenya	-	1	1
Missouri	3	5	8	Latvia	-	1	1
Montana	2	-	2	Lithuania	-	1	1
Nebraska	-	2	2	Macedonia	-	1	1
New Hampshire	39	55	94	Myanmar	-	1	1
New Jersey	39	36	75	Norway	-	1	1
New Mexico	1	4	5	Oman	-	1	1
New York	83	81	164	Pakistan	-	2	2
North Carolina	5	4	9	Philippines	2	-	2
North Dakota	1	-	1	Romania	-	1	1
Ohio	14	13	27	Saudi Arabia	-	1	1
Oregon	4	8	12	Singapore	2	-	2
Pennsylvania	25	31	56	South Africa	1	-	1
Rhode Island	14	17	31	South Korea	1	-	1
South Carolina	3	2	5	Switzerland	1	-	1
Tennessee	1	4	5	Uganda	1	-	1
Texas	2	11	13	Ukraine	1	-	1
Utah	2	1	3	United Arab Emirates	-	1	1
Vermont	18	27	45	Venezuela	-	1	1
Virginia	9	16	25	Yugoslavia	-	1	1
				Zimbabwe	2	2	4

Degrees Awarded at Commencement Sunday, May 27, 2001

Bachelor of Arts

As of the Class of 1977

Lewis William Kingsbury *Georgetown, Maine*

As of the Class of 1999

Colin Young Gibbons *Pittsburgh, Pa.*

The Class of 2001

James Joseph Abodeely *Redmond, Wash.*

Amy Susan Ackerman *Ellsworth, Maine*

Amanda Marie Adams *Torrington, Conn.*

Alison Grace Aiello *Reading, Mass.*

Jessica Frances Alex *Old Town, Maine*

Melissa Ann Alioto *Del Mar, Calif.*

Kirk Paul Allen *Monson, Maine*

Samantha Elaine Allen *Wayzata, Minn.*

*Briney Mikell Alltucker *Eugene, Ore.*

Justin Robert Amirault *Plymouth, Mass.*

Preston Clark Amos *Ladue, Mo.*

Patricia Andrade *Chatham, N.J.*

Susan Michelle Andree *Rhineland, Wis.*

Seth John Taylor Arens *Ellington, Conn.*

Iris Augusten Phillips *Maine*

Abdul Razak Aziz *Washington, D.C.*

Milan Babík *Sumperk, Czech Republic*

Diliana Alexandrova Bakalova *Sofia, Bulgaria*

Erik Tress Balsbaugh *Weston, Mass.*

Brian Leigh Barnett *Lake Forest, Ill.*

William Stephen Barron *Fort Collins, Colo.*

Jason Ronald Batchelder *Hampton, N.H.*

Michael Charles Bates *North Oaks, Minn.*

Martha Beebe *Hebron, N.H.*

Sarah Lauren Belanger *Gorham, N.H.*

Devin Murray Beliveau *Hallowell, Maine*

David Benetello *New York, N.Y.*

Jason Park Bennett *Exeter, N.H.*

Patrick Jacob Bernal *Ithaca, N.Y.*

Landraud Lynn Bickford *Evergreen, Colo.*

Stephen Andrew Bigelow *Needham, Mass.*

Matthew Colin Birnholz *Highland Park, Ill.*

Rebecca Evelyn Bischoff *Norton, Mass.*

Scott Ward Bixby *La Jolla, Calif.*

Nicholas Paul Bizier *Winslow, Maine*

Megan Laurel Blackburn *Omaha, Neb.*

Caroline Papin Blair *Manchester, Mass.*

Michael Aron Bloom *Sharon, Mass.*

Jennifer Blume *Bethesda, Md.*

Nathan Edward Boland *Orange, Mass.*

Amy Carolyn Bonnefond *Kents Hill, Maine*

Sara Frances Bowen *Chehmsford, Mass.*

Sarah Mathers Breul *Washington, D.C.*

Emily Robinson Brooks *Chestnut Hill, Mass.*

Christian Michael Brunet *Natick, Mass.*

Lucia Rosa Bruno *Methuen, Mass.*

Jennifer Catherine Bubrick *Orlando, Fla.*

Reed Fetridge Bundy *Washington, D.C.*

Christopher Scott Cady *Millis, Mass.*

Anne Catherine Cain *Riverside, Conn.*

Jeffrey Matthew Calareso

Patricia Marie Zenarosa Calong *Belleville, Ill.*

Reagan Elizabeth Campbell *York Village, Maine*

Cassandra Leigh Canfield *Bishop, Calif.*

Reagan Lee Carey *Atlanta, Ga.*

Jennifer Lynn Carlson *Walpole, Mass.*

Elicia Anne Carmichael *Newmarket, N.H.*

Matthew Allen Carter *Norwood, Mass.*

Timothy J. Cassidy *Darien, Conn.*

Sarah Dorothy Castille *Sunset, La.*

Mark Chandler Cattrell *New Canaan, Conn.*

Sarah Elizabeth Cavanagh *Warwick, R.I.*

Courtney Cotter Cease *Concord, Mass.*

Michelle Chandler *Weston, Mass.*

Josephine Turner Chapman *Bristol, R.I.*

Frederic Chasse *Oakville, Ontario, Canada*

Gena Katy Chavez *Beverly Hills, Calif.*

Donna Chen *Vancouver, Wash.*

Sandy Cho *Medford, Mass.*

Alena Renee Cianchetti *Hamilton, Ohio*

Jacob Frank Civiello *Bangor, Maine*

David Mitchell Clark *Palo Alto, Calif.*

Dennis G. Clark, Jr. *Dresher, Pa.*

Samuel Thayer Cyrus Clark *Woolwich, Maine*

Matthew Stuart Cohen *Wayland, Mass.*

Pierce Thomas Cole *Wells, Maine*

Rebecca W. Cole *Arlington, Va.*

Jack Alexander Comstock *Glen Spey, N.Y.*

Kimberly Burke Condon *Presque Isle, Maine*

Michelle Avery Cook *Milford, Mass.*

Valerie Meredith Cooper *Groton, Mass.*

- Philip Perry Coppage *Hartford, Conn.*
 Jennifer A. Cosso *Orinda, Calif.*
 Matthew Brian Cost *Middleboro, Mass.*
 Jennifer Lee Coughlin *Baker City, Ore.*
 Chad Lewis Creelman *Grand Rapids, Mich.*
 Jessica Lin Crowley *Meredith, N.H.*
 Sarah Hanna Culbertson *Glenview, Ill.*
 Steven Elliott Cunningham *Ancaster, Ontario, Canada*
 Trent Jared Cunningham *Washburn, Maine*
- Coy R. Dailey *Jersey City, N.J.*
 Jodi Anne Dakin *Melrose, Mass.*
 Mark James D'Ambrosio *Winthrop, Mass.*
 Lindsay France Damon *Framingham, Mass.*
 Kellee Sherell Daniels *Greensboro, N.C.*
 Paul Mackenzie Dante *Bethesda, Md.*
 George Jacob Davie *Madison, Wis.*
 Christopher L. Davies, Jr. *Folsom, Calif.*
 Chesley Harding Davis *Bethesda, Md.*
 Zebulun Matthew Davis *Skowhegan, Maine*
 Shaira Moaiz Daya *Westport, Conn.*
 Whitney Loher Dayton *Dallas, Texas*
 Danielle Michelle D'Entremont *Kennebunk, Maine*
 Jill Louise Diamond *Gardiner, Maine*
 Regina Marie DiBella *Kalamazoo, Mich.*
 Louis Andrea DiStasi, Jr. *Chelmsford, Mass.*
 Thomas Dohlie-Evenson *Bethesda, Md.*
 Emiko Katsura Domoto-Reilly *Needham, Mass.*
 Noam Naphthali Dorros *Scottsdale, Ariz.*
 Moriah H. Doucette *Center Conway, N.H.*
 Rebecca Merrill Downing *Newburyport, Mass.*
 Julia Carol Drees *Los Gatos, Calif.*
 Colleen Patricia Dugan *Sandwich, Mass.*
 Jarrod Paul Dumas *Mexico, Maine*
 Emily Jo Dupill *Peru, Maine*
 Dana Erin Dupre *Lafayette, La.*
- Seth Nathaniel Eckstein *Norwalk, Conn.*
 *Mark Andrew Edgar *Hanover, Mass.*
 Erin Michelle Edinburgh *Sharon, Mass.*
 Robert Pearson Egleston *Boston, Mass.*
 Justin Reid Ehrenwerth *Pittsburgh, Pa.*
 Annie Louise Eisinger *Fergus Falls, Minn.*
 Curtis Syms Ellingham *Cleveland, Ohio*
 Jonathan Brett Engel *Hingham, Mass.*
 Cara Elana Erdheim *New York, N.Y.*
 Stacy Reid Erickson *Seattle, Wash.*
 Hillary Jean Evans *Seattle, Wash.*
- Kelly P. Falsani *Duluth, Minn.*
 Lindsay Beth Fanjoy *Millinocket, Maine*
 Calla Beattie Fankhanel *Wilton, Conn.*
 Ann deClairmont Farley *Morristown, N.J.*
- Robin Anthony Farlow *Norwich, Conn.*
 Benjamin Richard Farrell *Orange, Mass.*
 Michelle Leigh Farrell *North Billerica, Mass.*
 Salena Alexa Feit *Ossining, N.Y.*
 Stephen Nathan Feldman *Needham, Mass.*
 Karin E. Felmly *Manchester, N.H.*
 Elizabeth Marie Festa *Wilton, Conn.*
 Kathryn Marie Firth *Methuen, Mass.*
 Jeffrey Allen Fishbone *Flourtown, Pa.*
 Christopher Luke Fithian *Basking Ridge, N.J.*
 Brooke D. Fitzsimmons *Rehoboth, Mass.*
 Robert Henry Fleiss *Lexington, Mass.*
 Catherine Teresa Flemming *Bangor, Maine*
 Frederic Forrest Floberg *Winnetka, Ill.*
 Danielle Marie Fornes *Mackinaw City, Mich.*
 David Alexander Forsyth *Grand Rapids, Mich.*
 David Jemison Foster *Warsaw, Ohio*
 Dana Drouillard Fowler *Bernardsville, N.J.*
 Rebecca Louise Fowler *New Orleans, La.*
 Theodore Caillouet Fowler *New Orleans, La.*
 Pamela Jeanne Foxley *New York, N.Y.*
 Anthony S. Frangie *Walpole, Mass.*
 Aubrey Catlett Frank *Portland, Ore.*
 Molly Forrest Franke *Townsend, Mass.*
 Elizabeth Emily Frankel *Essex, Conn.*
 Tiffany Faith Frazar *Russell, Mass.*
 Jason Scott Freedman *Sudbury, Mass.*
 Scott Bernard Friemann *New York, N.Y.*
 David E. Fuente *Milford, Mass.*
- Amanda Lynne Gagnon *West Gardiner, Maine*
 Stacie Rose Galiger *Guilford, Conn.*
 Anne Elizabeth Garinger *Paoli, Pa.*
 Gavin Thomas Garner *Richmond, Va.*
 Kyle Patrick Garry *Framingham, Mass.*
 Brendan Andrew Gavin *Norwood, Mass.*
 Daniel Matthew Geary *Chatham, N.J.*
 Nathan Christopher Gehlert *Cuyahoga Falls, Ohio*
 Keith Michael Gerry *Downingtown, Pa.*
 William Patton Getty, Jr. *Allison Park, Pa.*
 David Asher Ghertner *Sodus, N.Y.*
 Allyson Rose Giard *Narragansett, R.I.*
 Stacy Ellen Gibbs *Huntingdon Valley, Pa.*
 Michael Scott Gibson *Middleton, Wis.*
 Junko Goda *Mount Prospect, Ill.*
 Emily Beth Goldenberg *East Greenwich, R.I.*
 William Ira Goldman *Brookline, Mass.*
 Jon Robert Gonthier *Morris, Conn.*
 Maria Graciela Gonzalez Muller *Caracas Miranda, Venezuela*
 Sarah Lynn Goodrich *St. Johnsbury, Vt.*
 Stephanie Brooke Graber *East Grand Rapids, Mich.*
 Charles Timothy Grayson *West Falmouth, Mass.*

David Thomas Green *Brookhaven, N.Y.*
 Stephanie Jean Greenleaf *West Gardiner, Maine*
 Janice Elaine Greenwald *Armonk, N.Y.*
 Sara Melissa Gross *Leucadia, Calif.*
 Jeffrey Charles Guerette *Bangor, Maine*

Jill Elizabeth Haefele *Spencer, N.Y.*
 Van James Haidas *Osterville, Mass.*
 Julie Michele Hall *New City, N.Y.*
 Kelli Kristen Hall *Lake Bluff, Ill.*
 Jennifer Ruth Hallee *Nashua, N.H.*
 Richard Reese Hallquist *Greeley, Colo.*
 Peter Bolton Hanby *Huntingdon Valley, Pa.*
 Deborah Lynn Harris *Fairview Village, Pa.*
 Lisa Anne Hart *York, Maine*
 Christos Solon Hatzidakis *Manchester, N.H.*
 Mitchell Behar Hauptman *Great Neck, N.Y.*
 Teresa Kathleen Hawko *Meredith, N.H.*
 Robert Charles Henzi II *Wellesley, Mass.*
 Jessica Rookh Hereford
 Katherine A. Hilly *Boston, Mass.*
 Dana Lynn Holschuh *Annapolis, Md.*
 Elizabeth Anne Hoorneman *South Harwich, Mass.*
 Anne Elizabeth Hottle *Ridgefield, Conn.*
 Matthew Meo Houlahan *Concord, Mass.*
 Nicholas Paul Houlahan *Concord, Mass.*
 Sarah Stacy Howard *Reading, Mass.*
 Elizabeth Virginia Hubbard *Johnston, R.I.*
 Matthew Todd Huber *St. Louis, Mo.*
 April Lynn Hunter *Framingham, Mass.*
 John Harold Hutchins IV *Portland, Maine*

Kirsten Cyr Isaksen *Oyster Bay, N.Y.*
 Anne Meree Isham *Wayland, Mass.*
 Kate Ryan Isley *Burlington, Vt.*

Benjamin Ebrima Jallow *Braintree, Mass.*
 Aura May Janze *Highgate, Vt.*
 Alyssa C. Johnson *Moretown, Vt.*
 Drew Rupert Johnson *Minneapolis, Minn.*
 Hokuala Kari Johnson *Honolulu, Hawaii*
 Jacqueline Denise Johnson *Atlanta, Ga.*
 Mark Andrew Johnson *Leawood, Kan.*
 Nathaniel Granahan Johnson *Southborough, Mass.*
 Peter Douglas Johnson *Calistoga, Calif.*
 Michael John Jose *Augusta, Maine*
 Jennifer Ann Jost *Shelton, Conn.*
 Kase William Jubboori *West Springfield, Mass.*

Zecharia Seth Kahn *Cranston, R.I.*
 Jutika Krishna Kalghatgi *Westborough, Mass.*
 Kenneth A. Kearns *Holland, Ohio*
 Quinn Patrick Keating *Lake Oswego, Ore.*

Ryan Patrick Boyd Kelly *Weare, N.H.*
 Kelly-Ann Spellman Kenney *Norwood, Mass.*
 Bryan Paul Kessler *Carrboro, N.C.*
 Aida Majid Khan *Karachi, Pakistan*
 Margot Post Kidd *Hardwick, Mass.*
 Johnathan Bruce Kilgour *Augusta, Maine*
 Adela Kim *Monterey Park, Calif.*
 Jennifer Leigh Kizkiss *Wayland, Mass.*
 Michael Saul Kleinman *Port Jefferson, N.Y.*
 Tyler Paul Knauer *Sudbury, Mass.*
 Bethany Robin Knorr *Vernon, Conn.*
 Yuki Kodera *Kameoka Kyoto, Japan*
 Eric Kimball Kostrowski *Chatham, N.J.*
 John Randolph Kuhl III *Hammondsport, N.Y.*

Jose Luis Barcelon Lacson *Manila, Philippines*
 Scott T. Laliberte *Winslow, Maine*
 Julia Anne Langsdorf *Saint Louis, Mo.*
 Eric Jonathan Lantzman *Pittsburgh, Pa.*
 Jonathan Donald Lay *Denver, Colo.*
 Alex Alan Lear *Morrill, Maine*
 Anna Rebekah Leavitt *Natick, Mass.*
 Jon Francis LeBlanc *Bucksport, Maine*
 Katherine Ramsdell Lee *West Newton, Mass.*
 Phoebe Sierra Lehmann *Storrs, Conn.*
 Keith Michael Leonard *Storrs, Conn.*
 Mary Elizabeth Leroy *Darien, Conn.*
 Thomas Nelson Levings *Greenville, Miss.*
 Ann Walker Levy *San Mateo, Calif.*
 Mark H. Levy *Palo Alto, Calif.*
 David A.G. Lewis *Wales, United Kingdom*
 Megan Anne Lewis *Oakville, Ontario, Canada*
 Joshua David Lieberman *Honolulu, Hawaii*
 Michael Charles Liedtke *Mirror Lake, N.H.*
 John Matthew Logan *Lynnfield, Mass.*
 Jisel E. Lopez *Haverstraw, N.Y.*
 Sara Beth Lovitz *Fairfield, Maine*
 Elizabeth Boggs Loyd *Grand Rapids, Mich.*
 Stuart Hanan Luth *Marlboro, N.J.*
 Gauri Luthra *Rochester, Minn.*
 Darcy Williams Lynch *Old Lyme, Conn.*

Cynthia Robertson MacColl *Baltimore, Md.*
 Emily Margaret Mahlman *Philadelphia, Pa.*
 Angela Jill Makkas *Framingham, Mass.*
 Marybeth Maney *Wenham, Mass.*
 Katharine Iva Mangan *Ventura, Calif.*
 Rodrigo Esteban Mansilla *Louisville, Ky.*
 Kathryn Gabrielle Manu *Farmington, Conn.*
 Rachel Elizabeth Mara *Greenwich, Conn.*
 Elizabeth Weir Mark *Birmingham, Mich.*
 Daniel Lyman Martin *Hampden, Maine*
 Richard Ripley Martin *Belmont, Mass.*
 Sarah Elizabeth Martin *Richland, Mich.*
 John David Mason *Ringgold, Ga.*

- Venola Lucrecia Mason *Los Angeles, Calif.*
 Samuel Eli Mateosian *Somerville, Maine*
 Sara Jessie Matson *Harvard, Mass.*
 Marion Norris Grabarek Matthews *Raleigh, N.C.*
 Raymond Henry Mazza III *Darien, Conn.*
 Gwynneth Anne McCoy *Mystic, Conn.*
 Marc Douglas McEwen *Littleton, Colo.*
 Elizabeth Mairin McGann *Port Washington, N.Y.*
 David McGeehan *Winchester, Mass.*
 Brendan Matthew-Taidhg McGillick *Brookline, Mass.*
 Mieko Racquel McKay *Amarillo, Texas*
 Colin Matthew McKee *Chicago, Ill.*
 Christopher Michael McLean *Chevy Chase, Md.*
 Stephanie Lynn McMurrich *Wellesley, Mass.*
 Jason Lee Meadows *Bloomfield, Conn.*
 Sarah Dori Meehan *Reading, Mass.*
 Aaron Michael Megquier *Hampden, Maine*
 Erik Capers Mellen *Hingham, Mass.*
 Stephanie Elaine Mendell *Setauket, N.Y.*
 Julie Ellen Mensh *Williamstown, Mass.*
 Katherine Meyerhans *Fairfield, Maine*
 Anne Leah Miller *Washington, D.C.*
 Jennifer Ann Miller *Hanover, Mass.*
 Amy Elizabeth Millett *Charlottesville, Va.*
 Todd Winslow Miner *Westwood, Mass.*
 Beth Kristine Moloney *Chelmsford, Mass.*
 Elizabeth Ryan Monahan *Scituate, Mass.*
 Courtney Alexander Monteiro *N. Dartmouth, Mass.*
 Laura Ann Montgomery *Winchester, Mass.*
 Hadley Huston Moore *Medfield, Mass.*
 Kristin Ann Moresi *Torrington, Conn.*
 Christopher Ryan Morgan *Carrabassett Valley, Maine*
 Mayo Piersol Morgan *Worcester, Mass.*
 Melanie Lynn Morin *Augusta, Maine*
 Carrie Elizabeth Mosca *North Kingstown, R.I.*
 Melinda Eva Mraz *Freeport, Maine*
 Jessie S. Mullen *Harwich, Mass.*
 Jason Myers Mund *Baltimore, Md.*
 Rebecca Jennings Munsterer *Wharton, N.J.*
 Marylee Smith Murphy *Stonington, Conn.*
- Michael Harris Natenshon *Greenfield, Mass.*
 Jonathan Alan Natkin *Woodbridge, Conn.*
 Hilary Marlene Neiman *Pittsburgh, Pa.*
 Paul Andrew Neundorfer *Willoughby, Ohio*
 Brian Joseph Newman *Darien, Conn.*
 Brian Nguyen *Bronx, N.Y.*
 Jefferson Day Nichols *Woodway, Wash.*
 Stephanie Ryan Nichols *Arlington, Va.*
 Alyson L. Nickse *Newtown, Conn.*
- Elizabeth Lee Oberlin *Oyster Bay, N.Y.*
 Jacqueline Oguma Ogutha *Nairobi, Kenya*
- Stan David O'Loughlin *Pittsburgh, Pa.*
 Heather Elisa Olson *Lewisburg, Pa.*
 Peter Louis Oppenheim *Chevy Chase, Md.*
 Gareth William Osborn *Manhattan Beach, Calif.*
 Douglas Arthur Otte *Warren, N.J.*
- Robert Kenneth Painter *Pleasantville, N.Y.*
 Binah Pattuinan Palmer *Seattle, Wash.*
 Angela Melissa Pappas *Gwynedd Valley, Pa.*
 Justin Phillip Paré *Groveland, Mass.*
 Abigail Deering Parker *Woolwich, Maine*
 Karalyn Ann Parzych *Longmeadow, Mass.*
 Owen S. Patrick *Lexington, Mass.*
 Mark Douglas Paustenbach *Woodside, Calif.*
 Charles Graham Pearce *Higgins, Texas*
 Luis E. Perez *Newton, Mass.*
 Logan Elizabeth Perkins *Dryden, N.Y.*
 Frederick Alexander Perowne *Montreal, Quebec, Canada*
 Nyasha Grace Pfukwa *Chipinge, Zimbabwe*
 Andre William Cooper Picher *Ontario, Canada*
 Vanessa Noel Pickett *Chapel Hill, N.C.*
 Nicole Ann Poland *Hiram, Maine*
 Grace Alison Price *Spring Lake, N.J.*
 Lindsay Margaret Prichard *Washington, D.C.*
 Adelaide Washburn Prudden *Woody Creek, Colo.*
- Jumalia Qazi *New York, N.Y.*
 Andrew Christopher Quale III *Bronxville, N.Y.*
 Henrietta Bates Quattlebaum *Myrtle Beach, S.C.*
- Michelle-Nicholle D. Rahmings *Philadelphia, Pa.*
 Anna Louise Randall *Willsboro, N.Y.*
 Jesse Albert Randzio *Southwick, Mass.*
 Matthew Christopher Reeber *Newport, R.I.*
 Evan Van Slyck Reece *Topsfield, Mass.*
 J.C. Reeves *Granite Bay, Calif.*
 Alana Ahi Rezaee *Waite Hill, Ohio*
 Claire Marie Richards *Houston, Texas*
 Elizabeth Ann Richards *Winslow, Maine*
 Sarah Lena Richards *Winthrop, Maine*
 Angela Marie Ridlon *Sebago, Maine*
 Kathleen O'Brien Riley *Needham, Mass.*
 Elliot Sean David Rinzler *Woodstock, N.Y.*
 David George Francis Riss *Madison, N.H.*
 Travis James Roderick *Lunenburg, Mass.*
 Erin Gunn Rogers *Inverness, Fla.*
 Rachel Anne Rokicki *Aurora, Colo.*
 Adam Joseph Rolewicz *New Fairfield, Conn.*
 Caroline Beth Rosch *Summit, N.J.*
 Cynthia Bess Rosenbaum *Rocky Hill, Conn.*

Timothy William Rouhana *Sands Point, N.Y.*
 Kathryn Krysta Rowen *Virginia Beach, Va.*
 Lindsey Claire Rowland *New Castle, Del.*
 Sarah Pauline Rundquist *Northampton, Mass.*
 John Mead Rust, Jr. *Cold Spring Harbor, N.Y.*
 Jennifer Marie Rutkiewicz *Cranston, R.I.*

Jason E. St. Pierre *Gloucester, Mass.*
 Thomas David Savage *Stamford, Conn.*
 Juanito Emmanuel Savaille *Beverly, Mass.*
 Lauren Reay Schaad *Sherborn, Mass.*
 Rebecca Blodgett Schechter *Rockville, Md.*
 William Piehl Schmidt *Alexandria, Va.*
 Kimberly Lia Schneider *Portland, Ore.*
 Benjamin Miller Schreiner *Wynnewood, Pa.*
 Melissa Taylor Schuler *North Hampton, N.H.*
 Deborah Leah Schwartz *Concord, Mass.*
 Lindsey Phillips Scott *Gorham, Maine*
 Payal Pradip Shah *Wellesley, Mass.*
 Thomas Patrick Shanley, Jr. *Hingham, Mass.*
 Gregory Scott Shelton *Houston, Texas*
 Meghan Elizabeth Short *Manchester, Vt.*
 Vanessa Tess Sibley *Lake Forest, Ill.*
 Kirsten Emily Sisk *Portland, Ore.*
 Emily Spero Smith *Arlington, Va.*
 Hannah Elizabeth Smith *Laconia, N.H.*
 Seth David Smith *Boynton Beach, Fla.*
 Mathew Virgil Solso *Columbus, Ind.*
 Hilary Nicole Spitz *Brookline, Mass.*
 Subhashini Srivatsan *Dubai, United Arab Emirates*
 Brian Scott Stephens *East Patchogue, N.Y.*
 Emily Stevens *Middleboro, Mass.*
 Jane Bergen Stevens *Chevy Chase, Md.*
 Lauren Marie Stevens *Cape Elizabeth, Maine*
 Katherine Cunningham Stewart *Darien, Conn.*
 Katie Ann Stimac *Poulsbo, Wash.*
 Wynter Beth Stinchfield *Phillips, Maine*
 Jen-ai Sun Stokesbary *South Laguna, Calif.*
 Margaret Ruth Stone *Acton, Mass.*
 Michelle Lea Storkan *Pebble Beach, Calif.*
 Corey Elizabeth Stranghoener *Saint Louis, Mo.*
 Lynne Elizabeth Strobl *West Yarmouth, Mass.*
 Gregory Paul Stutman *Montreal, Quebec, Canada*
 Robert Geoffrey Sudderth *Atlanta, Ga.*
 Carolyn Cushing Szum *Amherst, N.H.*

William John Tackaberry *Chatham, N.J.*
 Christopher Vahe Tashjian *Stoneham, Mass.*
 Catherine Anne Thompson *Hampden, Maine*
 Day Gamble Thornton *Colorado Springs, Colo.*
 Tara Leanna Thwing *Uxbridge, Mass.*
 Lydia Petkova Tomitova *Sofia, Bulgaria*
 Joclyn Tosch *New Sharon, Maine*
 Andrew Bromley Tripp *Saco, Maine*

Melissa Kim Trout *Schenectady, N.Y.*
 Baskut Ors Tuncak *Bellevue, Wash.*
 Steven Harold Tweedie *Hermon, Maine*

Pierre Benoit Vanden Borre *Litchfield, Conn.*

Theresa Lynn Wagner *Red Hill, Pa.*
 Elizabeth Katharine Wainwright *Oxford, Md.*
 Theodore Hugh Kendall Wallach *New York, N.Y.*
 Laura Katharine Walsh *Simsbury, Conn.*
 Bradford Philip Wand *Avon, Conn.*
 Kathryn Anne Wasik *Brooklyn, N.Y.*
 Kohjiro Watanabe *Tokyo, Japan*
 William Robinson Webb *Boston, Mass.*
 Tramaine E. Weekes *Randolph, Mass.*
 Jonathan Weinberg *Fair Lawn, N.J.*
 Jessica Lee Weisbein *Rydal, Pa.*
 Colin Andrew West *Salem, Ore.*
 Laura J. West *Evanston, Ill.*
 Tracey Wheatley *Niskayuna, N.Y.*
 Colin English Widener *Beaufort, S.C.*
 Laura Jean Wilcox *Falmouth, Maine*
 Joel Morris Williams *Andover, Mass.*
 Michael Edward Wilmot *Plymouth, Mass.*
 Jennifer Arellano Winn *San Jose, Calif.*
 Timothy Bennett Wiswell *Old Saybrook, Conn.*
 Jennifer Marie Worden *Nashville, Tenn.*
 Anne Elizabeth Wullschlager *Pasadena, Calif.*

Weimeng Yeo *Singapore, Singapore*
 Elizabeth Patricia Young *Geyserville, Calif.*

Degrees Awarded in October As of the Class of 2000

Janet Elizabeth Bordelon *New Caney, Texas*
 Robert Joseph Caron *Danvers, Mass.*
 Raymond Jeremiah Lang III *Warwick, R.I.*
 Stevenson Earl Ward IV *Darien, Conn.*

Honorary Degrees

Gerald Dorros *Doctor of Science*
 Robert Hazard Edwards *Doctor of Laws*
 Linda J. Greenlaw *Doctor of Laws*
 Peter John Gomes *Doctor of Divinity*
 Paul Donnelly Paganucci *Doctor of Laws**

**Awarded posthumously*

Honors

Senior Marshal

Aura May Janze

Bachelor's Degrees with Honors

Summa Cum Laude

Kirk Paul Allen
 Milan Babík
 Matthew Colin Birnholz
 Nathan Edward Boland
 Valerie Meredith Cooper
 Seth Nathaniel Eckstein
 Erin Michelle Edinburgh
 Justin Reid Ehrenwerth
 Stacy Reid Erickson
 Elizabeth Emily Frankel
 Tiffany Faith Frazier
 David E. Fuente
 Brendan Andrew Gavin
 David Asher Ghertner
 Stephanie Brooke Graber
 Sara Melissa Gross
 Richard Reese Hallquist
 Aura May Janze
 Jisel E. Lopez
 Marybeth Maney
 Daniel Lyman Martin
 Sarah Elizabeth Martin
 Sarah Dori Meehan
 Aaron Michael Megquier
 Beth Kristine Moloney
 Melanie Lynn Morin
 Heather Elisa Olson
 Nicole Ann Poland
 Anna Louise Randall
 Sarah Lena Richards
 Travis James Roderick
 Caroline Beth Rosch
 Kimberly Lia Schneider
 Jonathan Weinberg
 Jessica Lee Weisbein

Magna Cum Laude

James Joseph Abodeely
 Amanda Marie Adams
 Alison Grace Aiello
 Jessica Frances Alex
 Samantha Elaine Allen
 Susan Michelle Andree
 Patrick Jacob Bernal
 Megan Laurel Blackburn
 Caroline Papin Blair
 Christopher Scott Cady

Jeffrey Matthew Calareso
 Reagan Elizabeth Campbell
 Frederic Chasse
 Jack Alexander Comstock
 Chesley Harding Davis
 Thomas Dohlie-Evenson
 Julia Carol Drees
 Dana Erin Dupre
 Annie Louise Eisinger
 Hillary Jean Evans
 Michelle Leigh Farrell
 Salena Alexa Feit
 Elizabeth Marie Festa
 Brooke D. Fitzsimmons
 Molly Forrest Franke
 Jason Scott Freedman
 Stacie Rose Galiger
 Stacy Ellen Gibbs
 Emily Beth Goldenberg
 Janice Elaine Greenwald
 Kelli Kristen Hall
 Jennifer Ruth Hallee
 Deborah Lynn Harris
 Nicholas Paul Houlahan
 Elizabeth Virginia Hubbard
 Kate Ryan Isley
 Mark Andrew Johnson
 Bryan Paul Kessler
 Margot Post Kidd
 Yuki Kodera
 Eric Kimball Kostrowski
 Alex Alan Lear
 Anna Rebekah Leavitt
 Jon Francis LeBlanc
 Ann Walker Levy
 David A. G. Lewis
 John Matthew Logan
 Sara Beth Lovitz
 Elizabeth Boggs Loyd
 Rachel Elizabeth Mara
 John David Mason
 Raymond Henry Mazza III
 Anne Leah Miller
 Melinda Eva Mraz
 Paul Andrew Neundorfer
 Jefferson Day Nichols
 Elizabeth Lee Oberlin
 Jacqueline Oguma Ogutha
 Robert Kenneth Painter
 Binah Pattuinan Palmer
 Owen S. Patrick
 Vanessa Noel Pickett

Angela Marie Ridlon
 Kathleen O'Brien Riley
 Erin Gunn Rogers
 Cynthia Bess Rosenbaum
 Lindsey Phillips Scott
 Vanessa Tess Sibley
 Emily Spero Smith
 Hannah Elizabeth Smith
 Brian Scott Stephens
 Jen-ai Sun Stokesbary
 Carolyn Cushing Szum
 Catherine Anne Thompson
 Day Gamble Thornton
 Tara Leanna Thwing
 Lydia Petkova Tomitova
 Theresa Lynn Wagner
 Laura Katharine Walsh
 Colin Andrew West
 Michael Edward Wilmot
 Anne Elizabeth Wullschlager
 Elizabeth Patricia Young

Cum Laude

Amy Susan Ackerman
 Melissa Ann Alioto
 Briney Mikell Alltucker
 Justin Robert Amirault
 Patricia Andrade
 Seth John Taylor Arens
 Iris Augusten
 Diliiana Alexandrova Bakalova
 Michael Charles Bates
 Martha Beebe
 Sarah Lauren Belanger
 David Benetello
 Landraud Lynn Bickford
 Stephen Andrew Bigelow
 Nicholas Paul Bizier
 Michael Aron Bloom
 Amy Carolyn Bonnefond
 Sarah Mathers Breul
 Anne Catherine Cain
 Jennifer Lynn Carlson
 Elicia Anne Carmichael
 Sarah Dorothy Castille
 Mark Chandler Cattrell
 Sarah Elizabeth Cavanagh
 Sandy Cho
 David Mitchell Clark
 Dennis G. Clark, Jr.
 Rebecca W. Cole
 Jennifer Lee Coughlin
 Steven Elliott Cunningham
 George Jacob Davie
 Danielle Michelle D'Entremont

Jill Louise Diamond
 Regina Marie DiBella
 Moriah H. Doucette
 Emily Jo Dupill
 Jonathan Brett Engel
 Cara Elana Erdheim
 Lindsay Beth Fanjoy
 Calla Beattie Fankhanel
 Ann deClairmont Farley
 Robin Anthony Farlow
 Karin E Felmlly
 Catherine Teresa Flemming
 Dana Drouillard Fowler
 Theodore Caillouet Fowler
 Pamela Jeanne Foxley
 Anthony S. Frangie
 Anne Elizabeth Garinger
 Kyle Patrick Garry
 Nathan Christopher Gehlert
 Keith Michael Gerry
 William Patton Getty, Jr.
 Allyson Rose Giard
 William Ira Goldman
 Jon Robert Gonthier
 Maria Graciela Gonzalez Muller
 Sarah Lynn Goodrich
 Jill Elizabeth Haefele
 Julie Michele Hall
 Lisa Anne Hart
 Katherine A. Hilly
 Elizabeth Anne Hoorneman
 Sarah Stacy Howard
 Matthew Todd Huber
 Drew Rupert Johnson
 Jacqueline Denise Johnson
 Nathaniel Granahan Johnson
 Michael John Jose
 Jennifer Ann Jost
 Kase William Jubboori
 Zecharia Seth Kahn
 Ryan Patrick Boyd Kelly
 Kelly-Ann Spellman Kenney
 Jennifer Leigh Kizkiss
 Bethany Robin Knorr
 Jose Luis Barcelon Lacson
 Julia Anne Langsdorf
 Eric Jonathan Lantzman
 Keith Michael Leonard
 Mary Elizabeth Leroy
 Mark H. Levy
 Stuart Hanan Luth
 Gauri Luthra
 Darcy Williams Lynch
 Cynthia Robertson MacColl
 Emily Margaret Mahlman

Angela Jill Makkas
 Kathryn Gabrielle Manu
 Elizabeth Weir Mark
 Samuel Eli Mateosian
 Marion Norris Grabarek Matthews
 Elizabeth Mairin McGann
 Mieko Racquel McKay
 Colin Matthew McKee
 Stephanie Lynn McMurrich
 Katherine Meyerhans
 Jennifer Ann Miller
 Elizabeth Ryan Monahan
 Laura Ann Montgomery
 Hadley Huston Moore
 Mayo Piersol Morgan
 Jason Myers Mund
 Jonathan Alan Natkin
 Stephanie Ryan Nichols
 Gareth William Osborn
 Angela Melissa Pappas
 Abigail Deering Parker
 Karalyn Ann Parzych
 Charles Graham Pearce
 Logan Elizabeth Perkins
 Andre William Cooper Picher
 Grace Alison Price
 Lindsay Margaret Prichard
 Adelaide Washburn Prudden
 Henrietta Bates Quattlebaum
 Michelle-Nicholle D. Rahmings
 Jesse Albert Randzio
 Matthew Christopher Reeber
 Elizabeth Ann Richards
 David George Francis Riss
 Rachel Anne Rokicki
 Sarah Pauline Rundquist
 Jennifer Marie Rutkiewicz
 Jason E. St. Pierre
 Lauren Reay Schaad
 Rebecca Blodgett Schechter
 William Piehl Schmidt
 Benjamin Miller Schreiner
 Deborah Leah Schwartz
 Payal Pradip Shah
 Thomas Patrick Shanley, Jr.
 Gregory Scott Shelton
 Kirsten Emily Sisk
 Mathew Virgil Solso
 Wynter Beth Stinchfield
 Lynne Elizabeth Strobl
 Melissa Kim Trout
 Theodore Hugh Kendall Wallach
 William Robinson Webb
 Laura J. West
 Tracey Wheatley

Colin English Widener
 Weimeng Yeo

Honors Programs

Honors in American Studies

Michael Charles Bates
 Sarah Lauren Belanger
 Reagan Elizabeth Campbell
 Elizabeth Boggs Loyd

Honors in Anthropology

Mieko Racquel McKay

Honors in Biology

Annie Louise Eisinger
 Tiffany Faith Frazar
 Aura May Janze
 John Matthew Logan

Honors in Chemistry

Nicholas Paul Bizier
 Nathan Edward Boland
 Julia Carol Drees
 Robin Anthony Farlow
 David Asher Ghertner
 Michael John Jose
 Sara Beth Lovitz
 Christopher Ryan Morgan
 Jonathan Alan Natkin
 Heather Elisa Olson
 Douglas Arthur Otte
 Subhashini Srivatsan
 Baskut Ors Tuncak

Honors in Computer Science

Raymond Henry Mazza III

Honors in Economics-Mathematics

Maria Graciela Gonzalez Muller

Honors in English

Melissa Ann Alioto
 Stephen Andrew Bigelow
 Jeffrey Matthew Calareso
 Sarah Dorothy Castille
 Michelle Chandler
 Cara Elana Erdheim
 Elizabeth Emily Frankel
 Allyson Rose Giard
 Marybeth Maney
 Jesse Albert Randzio
 Rachel Anne Rokicki
 Kimberly Lia Schneider
 Kirsten Emily Sisk
 William Robinson Webb
 Anne Elizabeth Wullschlager

Honors in Environmental Policy

Kathryn Anne Wasik

Honors in Government

Nathan Christopher Gehlert
Kase William Jubboori
Theresa Lynn Wagner

Honors in History

Karin E. Felmly
Drew Rupert Johnson
Jason E. St. Pierre

Honors in International Studies

Stephanie Brooke Graber

Honors in Mathematical Sciences

Stacy Ellen Gibbs

Honors in Mathematics

Richard Reese Hallquist
Bethany Robin Knorr
Stephanie Ryan Nichols

Honors in Performing Arts

David Benetello
Stacy Reid Erickson

Honors in Physics

David Mitchell Clark
John David Mason

Honors in Philosophy

Bryan Paul Kessler

Honors in Religious Studies

Jack Alexander Comstock
Ann Walker Levy
Hilary Marlene Neiman
Sarah Lena Richards
Vanessa Tess Sibley
Emily Spero Smith

Honors in Sociology

Amanda Marie Adams
Lindsey Phillips Scott

Distinction in Major*American Studies*

Alison Grace Aiello
Jessica Frances Alex
Michael Charles Bates
Sarah Lauren Belanger
Landraud Lynn Bickford
Amy Carolyn Bonnefond
Reagan Elizabeth Campbell
Pierce Thomas Cole
Benjamin Richard Farrell
Catherine Teresa Flemming
Jessica Rookh Hereford
Elizabeth Boggs Loyd

Rodrigo Esteban Mansilla

Elizabeth Lee Oberlin
Binah Pattuinan Palmer
Abigail Deering Parker
Vanessa Noel Pickett
Lindsay Margaret Prichard
Matthew Christopher Reeber
Melissa Taylor Schuler
Michael Edward Wilmot

Anthropology

James Joseph Abodeely
Mieko Racquel McKay
Mayo Piersol Morgan

Art

Dana Drouillard Fowler
Julie Michele Hall
Elizabeth Anne Hoorneman
Jacqueline Denise Johnson
Gauri Luthra
Sarah Elizabeth Martin
Elizabeth Ann Richards
Sarah Pauline Rundquist
Hannah Elizabeth Smith
Laura J. West
Tracey Wheatley
Elizabeth Patricia Young

Biology

Matthew Colin Birnholz
Annie Louise Eisinger
Tiffany Faith Frazar
Kyle Patrick Garry
Brendan Andrew Gavin
Jennifer Ruth Hallee
Aura May Janze
Jennifer Ann Jost
John Matthew Logan
Aaron Michael Megquier
Melanie Lynn Morin
Karalyn Ann Parzych
David George Francis Riss
Jennifer Marie Rutkiewicz
Catherine Anne Thompson
Day Gamble Thornton
Jessica Lee Weisbein
Colin English Widener

Chemistry

Nathan Edward Boland
Julia Carol Drees
Robin Anthony Farlow
David Asher Ghertner
Sara Beth Lovitz
Jonathan Alan Natkin
Heather Elisa Olson
Gregory Scott Shelton

Classics

Nicholas Paul Houlahan

Computer Science

Eric Kimball Kostrowski
 Samuel Eli Mateosian
 Raymond Henry Mazza III
 Travis James Roderick
 Jonathan Weinberg

East Asian Studies

Gena Katy Chavez
 Seth Nathaniel Eckstein
 Jill Elizabeth Haefele
 Jen-ai Sun Stokesbary

Economics

Kirk Paul Allen
 Justin Robert Amirault
 Milan Babík
 Michael Aron Bloom
 Frederic Chasse
 George Jacob Davie
 Erin Michelle Edinburgh
 Jason Scott Freedman
 Stacy Ellen Gibbs
 Jon Robert Gonthier
 Maria Graciela Gonzalez Muller
 Janice Elaine Greenwald
 Katherine A. Hilly
 Matthew Todd Huber
 Alyssa C. Johnson
 Eric Kimball Kostrowski
 Keith Michael Leonard
 Mark H. Levy
 Beth Kristine Moloney
 Melinda Eva Mraz
 Gareth William Osborn
 Theresa Lynn Wagner

Economics-Mathematics

Maria Graciela Gonzalez Muller
 Elizabeth Ryan Monahan

English

Samantha Elaine Allen
 Stephen Andrew Bigelow
 Anne Catherine Cain
 Jeffrey Matthew Calareso
 Sarah Dorothy Castille
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 Rachel Anne Rokicki
 William Piehl Schmidt
 Kimberly Lia Schneider
 Vanessa Tess Sibley
 Kirsten Emily Sisk
 Wynter Beth Stinchfield
 Anne Elizabeth Wullschlager

Environmental Policy

Seth John Taylor Arens
 Jennifer Lee Coughlin

French Studies

Dennis G. Clark, Jr.
 Salena Alexa Feit
 Emily Beth Goldenberg
 Lisa Anne Hart
 Kate Ryan Isley
 Jacqueline Denise Johnson
 Jisel E. Lopez
 Heather Elisa Olson
 Vanessa Noel Pickett

Geology

David E. Fuente
 Marylee Smith Murphy
 Logan Elizabeth Perkins
 Anna Louise Randall
 Laura Jean Wilcox

Geology-Biology

Melissa Kim Trout

German

Johnathan Bruce Kilgour
 Claire Marie Richards
 Catherine Anne Thompson
 Tara Leanna Thwing
 Colin Andrew West

German Studies

Nathan Christopher Gehlert

Government

Milan Babík
 Megan Laurel Blackburn
 Rebecca W. Cole
 Emily Jo Dupill
 Jonathan Brett Engel
 Elizabeth Marie Festa

Nathan Christopher Gehlert
 Keith Michael Gerry
 Kase William Jubboori
 Zecharia Seth Kahn
 Keith Michael Leonard
 Emily Margaret Mahlman
 Elizabeth Weir Mark
 Laura Ann Montgomery
 Owen S. Patrick
 Mark Douglas Paustenbach
 Lydia Petkova Tomitova
 Theresa Lynn Wagner
 Laura Katharine Walsh
 Bradford Philip Wand
 William Robinson Webb
 Jennifer Marie Worden
 Weimeng Yeo

History

Caroline Papin Blair
 Karin E. Felmly
 William Patton Getty, Jr.
 Drew Rupert Johnson
 David A. G. Lewis
 Sarah Elizabeth Martin
 Binah Pattuinan Palmer
 Jason E. St. Pierre
 Rebecca Blodgett Schechter
 Michael Edward Wilmot

Human Development (Independent)

Jennifer Ann Miller
 Henrietta Bates Quattlebaum
 Cynthia Bess Rosenbaum

International Studies

Patrick Jacob Bernal
 Megan Laurel Blackburn
 Sarah Mathers Breul
 Christopher Scott Cady
 Elicia Anne Carmichael
 Dana Erin Dupre
 Seth Nathaniel Eckstein
 Calla Beattie Fankhanel
 Salena Alexa Feit
 Anne Elizabeth Garinger
 Stephanie Brooke Graber
 Deborah Lynn Harris
 Lisa Anne Hart
 Kate Ryan Isley
 Zecharia Seth Kahn
 Stuart Hanan Luth
 Colin Matthew McKee
 Jefferson Day Nichols
 Andre William Cooper Picher
 Grace Alison Price
 Rebecca Blodgett Schechter
 Payal Pradip Shah

Thomas Patrick Shanley, Jr.
 Carolyn Cushing Szum
 Tara Leanna Thwing
 Jennifer Marie Worden

Latin American Studies

Rebecca W. Cole
 Luis E. Perez

Mathematical Sciences

Frederic Chasse
 Thomas Dohlie-Evenson
 Stacy Ellen Gibbs

Mathematics

Amanda Marie Adams
 Emily Beth Goldenberg
 Richard Reese Hallquist
 Bethany Robin Knorr
 Stephanie Ryan Nichols
 Brian Scott Stephens

Music

Sara Melissa Gross
 Caroline Beth Rosch

Origins of Self (Independent)

Theodore Hugh Kendall Wallach

Performing Arts

David Benetello
 Stacy Reid Erickson
 Elizabeth Emily Frankel
 Daniel Lyman Martin
 Michelle-Nicholle D. Rahmings
 Caroline Beth Rosch

Philosophy

Justin Reid Ehrenwerth
 Mark Andrew Johnson
 Bryan Paul Kessler
 Marion Norris Grabarek Matthews

Physics

David Mitchell Clark
 Thomas Dohlie-Evenson
 Jon Francis LeBlanc
 John David Mason
 Raymond Henry Mazza III

Psychology

Valerie Meredith Cooper
 Stacie Rose Galiger
 Stephanie Lynn McMurrich
 Anne Leah Miller
 Jacqueline Oguma Ogutha
 Nicole Ann Poland
 Sarah Lena Richards

Religious Studies

Susan Michelle Andree
 Jack Alexander Comstock
 Eric Jonathan Lantzman
 Mary Elizabeth Leroy
 Ann Walker Levy
 David A. G. Lewis
 Hilary Marlene Neiman
 Gareth William Osborn
 Sarah Lena Richards
 Vanessa Tess Sibley
 Emily Spero Smith
 Jen-ai Sun Stokesbary

Sociology

Amanda Marie Adams
 Iris Augusten
 Pamela Jeanne Foxley
 Molly Forrest Franke
 Angela Marie Ridlon
 Lindsey Phillips Scott

Spanish

Christopher Scott Cady
 Michelle Leigh Farrell
 Molly Forrest Franke
 Angela Jill Makkas

Phi Beta Kappa

Amanda Marie Adams
 Kirk Paul Allen*
 Milan Babik
 Matthew Colin Birnholz
 Nathan Edward Boland
 Valerie Meredith Cooper
 Thomas Dohlie-Evenson
 Seth Nathaniel Eckstein
 Erin Michelle Edinburgh
 Justin Reid Ehrenwerth
 Stacy Reid Erickson
 Salena Alexa Feit
 Molly Forrest Franke
 Elizabeth Emily Frankel
 Tiffany Faith Frazier
 David E. Fuente
 Brendan Andrew Gavin
 David Asher Ghertner
 Stephanie Brooke Graber
 Sara Melissa Gross
 Richard Reese Hallquist
 Kate Ryan Isley
 Aura May Janze*
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John Matthew Logan
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 Raymond Henry Mazza III
 Sarah Dori Meehan
 Aaron Michael Megquier
 Beth Kristine Moloney
 Melanie Lynn Morin
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 Caroline Beth Rosch
 Kimberly Lia Schneider
 Lindsey Phillips Scott
 Vanessa Tess Sibley
 Carolyn Cushing Szum
 Catherine Anne Thompson
 Tara Leanna Thwing
 Jonathan Weinberg
 Jessica Lee Weisbein
 Michael Edward Wilmot
 Anne Elizabeth Wullschlager
 Elizabeth Patricia Young

*Elected in Junior Year

Julius Seelye Bixler Scholars

Milan Babik
 Aura May Janze
 Marybeth Maney
 Heather Elisa Olson
 Nicole Ann Poland

Charles A. Dana Scholars

Erin Michelle Edinburgh
 Justin Reid Ehrenwerth
 Sara Melissa Gross
 Aaron Michael Megquier
 Kimberly Lia Schneider

Ralph J. Bunche Scholars

Abdul Razak Aziz
 Patricia Marie Zenarosa Calong
 Coy R. Dailey
 Jacqueline Denise Johnson
 Adela Kim
 Jisel E. Lopez
 Rodrigo Esteban Mansilla
 Courtney Alexander Monteiro
 Brian Nguyen
 Binah Pattuinan Palmer
 Michelle-Nicholle D. Rahmings
 Jennifer Arellano Winn

L.L. Bean Scholars

Kimberly Burke Condon
 Trent Jared Cunningham
 Melanie Lynn Morin
 Steven Harold Tweedie

Senior Scholars

Raymond Mazza
*Building an Interactive Three-Dimensional
 World*

Binah Palmer
*Modernity, Tradition, and American Identity
 in Advertisements, 1918-1929*

Michelle-Nicholle Rahmings
*The Colored Museum, Ethnic Theater: A
 Representation of African-American Culture,
 Reality or Stereotypes*

Erin Rogers
Fata Morgana

Hannah Smith
Drawing from Words

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College Calendar 2001-2002

First Semester

Tuesday, August 28
 Wednesday, August 29, through Monday, September 3
 Monday, September 3
 Wednesday, September 5
 Monday and Tuesday, October 22, 23
 Friday, October 26, through Sunday, October 28
 Wednesday, November 21, through Sunday, November 25
 Friday, December 7
 Saturday, December 8
 Wednesday, December 12, through Monday, December 17
 Tuesday, December 18

Class of 2005 arrives for COOT
 COOT and orientation
 Dorms open; upperclasses return
 First classes
 Fall break (no classes)
 Family Homecoming Weekend
 Thanksgiving recess
 Last classes of first semester
 Last day for scheduled events
 Semester examinations
 Residence halls close for winter recess

January Term

Wednesday, January 2
 Thursday, January 3, through Wednesday, January 30
 Thursday, January 31, through Saturday, February 2

Midyear students arrive
 January Program
 COOT for new students

Second Semester

Monday, February 4
 Saturday, March 23, through Sunday, March 31
 Friday, May 10
 Saturday, May 11
 Wednesday, May 15, through Monday, May 20
 Saturday, May 25
 Sunday, May 26

First classes
 Spring recess (residence halls closed)
 Last classes of second semester
 Last day for scheduled events
 Semester examinations
 Baccalaureate
 Commencement

College Calendar 2002-2003

First Semester

Tuesday, August 27
 Wednesday, August 28, through Monday, September 2
 Monday, September 2
 Wednesday, September 4
 Monday and Tuesday, October 14, 15
 Friday, October 18, through Sunday, October 20
 Wednesday, November 27, through Sunday, December 1
 Friday, December 6
 Saturday, December 7
 Wednesday, December 11, through Monday, December 16
 Tuesday, December 17

Class of 2006 arrives for COOT
 COOT and orientation
 Dorms open; upperclasses return
 First classes
 Fall break (no classes)
 Family Homecoming Weekend
 Thanksgiving recess
 Last classes of first semester
 Last day for scheduled events
 Semester examinations
 Residence halls close for winter recess

January Term

Sunday, January 5
 Monday, January 6, through Thursday, January 30
 Friday, January 31, through Sunday, February 2

Midyear students arrive
 January Program
 COOT for new students

Second Semester

Wednesday, February 5
 Saturday, March 22, through Sunday, March 30
 Friday, May 9
 Saturday, May 10
 Wednesday, May 14, through Monday, May 19
 Saturday, May 24
 Sunday, May 25

First classes
 Spring recess (residence halls closed)
 Last classes of second semester
 Last day for scheduled events
 Semester examinations
 Baccalaureate
 Commencement

The College reserves the right in its sole judgment to make changes of any nature in its program, calendar, or academic schedule whenever it is deemed necessary or desirable, including changes in course content, the rescheduling of classes with or without extending the usual academic term, cancellation of scheduled classes and other academic activities, and requiring or affording alternatives for scheduled classes or other academic activities, in any such case giving such notice thereof as is reasonably practicable under the circumstances.

Notes

Admissions Office
Colby College
Waterville, Maine 04901



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