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2012

## Colby College Catalogue 2012 - 2013

Colby College

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# Colby College Catalogue

2012-2013

Colby

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## INQUIRIES

**Inquiries to the College should be directed as follows:**

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**Business Matters** Ruben L. Rivera, *Controller*: 207-859-4120; fax: 207-859-4122; rlriviera@colby.edu

**Career Center** Roger W. Woolsey, *Director of the Career Center*: 207-859-4140; fax: 207-859-4142; rwoolsey@colby.edu

**Financial Aid (for prospective students)** David S. Jones, *Interim Director of Financial Aid*: 207-859-4805; fax: 207-859-4828; admissions@colby.edu **(for enrolled students)** Cynthia W. Wells '83, *Director of Student Financial Services*: 207-859-4132, fax: 207-859-4122; cwwells@colby.edu

**Health and Medical Care** Paul D. Berkner, D.O., *Medical Director*: 207-859-4460; fax: 207-859-4475; pberkner@colby.edu

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### Accreditation

Colby College is accredited by the New England Association of Schools & Colleges (NEAS&C). Membership in the association indicates that the institution has been carefully evaluated and found to meet standards agreed upon by qualified educators.

### Statement on Nondiscrimination

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, gender identity, 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.

### Catalogue Changes

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. Up-to-date information may be found at [www.colby.edu/catalogue/](http://www.colby.edu/catalogue/).

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## ABOUT COLBY

Colby is a coeducational, residential undergraduate liberal arts college that confers the bachelor of arts degree. Chartered in 1813, 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 original site in downtown Waterville to the 714-acre Mayflower Hill campus, where more than 60 buildings have been constructed since 1937.

With its rigorous academic program and transformational relationships between students and faculty, the Colby experience is characterized by inspired learning and growth, in and outside of classes. Colby is international in its outlook, its program, and the impact of its graduates. Its location in Maine provides unique access to institutions and extraordinary opportunities for engagement. Students choose from some 500 courses and among 54 majors offered, and they have wide flexibility in designing independent study programs, electing special majors, and participating in internships and exchange programs.

Colby values understanding of and concern for others, diversity of thought and culture, open access to campus groups and organizations, and personal and academic honesty. 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.

Today Colby's 1,800 students, evenly divided between men and women, come from virtually every state and more than 60 nations. Colby was one of the first recipients of the Senator Paul Simon Award for Campus Internationalization, recognizing its emphasis on study-abroad programs, the international diversity of the student body and faculty, and the ways global issues permeate the curriculum. The College is a leader in environmental initiatives and has won environmental awards and honors for its commitment to sustainable practices on campus. (See [www.colby.edu/green](http://www.colby.edu/green).)

Alumni, now numbering more than 25,000, live in 75 countries, all 50 states, and in the District of Columbia, Guam, Puerto Rico, and the U.S. Virgin Islands. Alumni remain engaged with the College through the Colby Alumni Network, which includes an online directory and tools, alumni programs, affinity groups, and volunteer opportunities, all offered through the Office of Alumni Relations.

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## COLBY PLAN: MISSION AND PRECEPTS

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, for respect for various lifestyles and beliefs, and for the protection of every individual against discrimination. In the classroom and outside, there is freedom to study, to think, to speak, to work, to learn, and to thrive in an environment that insists upon both civility and the free and open exchange of ideas and views. The behavior of individuals may often affect the rights and well being of others, therefore all members of the campus community are responsible for fostering an environment in which teaching, learning, and research flourish.

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 as follows:

1. 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
2. to become knowledgeable about American culture and the current and historical interrelationships among peoples and nations
3. 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
4. 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
5. to understand and reflect searchingly upon one's own values and the values of others
6. to become familiar with the art and literature of a wide range of cultures and historical periods
7. 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

8. 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
9. 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
10. to explore the relationships between academic work and one's responsibility to contribute to the world beyond the campus.

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## SUMMARY OF COLBY VALUES

### **Academic Integrity**

Intellectual integrity is a fundamental value of all academic institutions and is at the heart of the primary teaching, learning, and research activities of the College. Misrepresenting one's work, using sources without appropriate attribution, and giving or receiving unauthorized aid on assignments and examinations are dishonest acts that violate the core value of intellectual integrity.

### **Diversity**

Colby is dedicated to the education of humane, thoughtful, and engaged persons prepared to respond to the challenges of an increasingly diverse and global society and to the issues of justice that arise therein. The College also is committed to fostering a fully inclusive campus community, enriched by persons of different races, gender identities, ethnicities, nationalities, economic backgrounds, ages, abilities, sexual orientations, political beliefs, and spiritual values.

### **Campus Sustainability and Resource Conservation**

Colby is committed to nurturing environmental awareness through its academic program as well as through its activities on campus and beyond. As a local and global environmental citizen, the College adheres to the core values of respect for the environment and sustainable living. Colby seeks to lead by example and fosters morally responsible environmental stewardship. Environmentally safe practices inform and guide campus strategic planning, decision making, and daily operations. We urge community members to recognize personal and institutional responsibilities for reducing impact on the local and global environment. Finally, we recognize that achieving environmental sustainability will be an ongoing challenge that evolves as we become more aware and educated as a community.

### **Nondiscrimination**

Colby 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, age, sex, sexual orientation, gender identity, religion, 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.

### **Prohibition of Harassment**

Harassment based on race, color, sex, sexual orientation, gender identity, religion, national or ethnic origin, or disability results in loss of self-esteem for the victim and in the deterioration of the quality of the classroom, social, or workplace environment. Neither the law nor College regulation permit harassment as defined in these policies. Both racial and sexual harassment are illegal under state and federal law. Harassment by one's peers, by any student, or by any employee of the College will not be tolerated. Possible penalties for those found guilty of harassment include probation, suspension, expulsion, termination of employment, and civil or criminal lawsuits. Those in positions of authority in all sectors of the College community must recognize that there is always an element of power in their relationships with persons having less authority. Faculty members must be aware that they can unexpectedly find themselves responsible for the instruction or evaluation of any student at the College. It is, therefore, the responsibility of the person in authority not to abuse that power. Relationships between consenting adults that would otherwise be acceptable can pose problems when one of the two has any kind of authority over the other. Such relationships should be avoided.

### **Prohibition of Sexual Assault**

Sexual assault is sexual activity, of any kind, with a person without that person's consent. Colby will not tolerate sexual assault in any form. Sexual assault is an act of violence prohibited, in separate ways, by Maine law and Colby policy. Students found responsible for sexual assault will be subject to disciplinary action, which can include suspension or expulsion.

### **Residential and Social Life**

Because Colby is a residential college, students create a community that is simultaneously intellectual and social. The patterns and programs of social and residential life are administered so as to enhance faculty-student ties beyond the classroom; assure respect for persons and property as well as the individual rights, well being, and dignity of others; promote understanding among all people; and foster personal growth and the opportunity to make lasting friendships. In the conduct of its social life Colby is committed to several principles. First, while not every social event can or should be open to every student, campus social life as a whole should be open and welcoming to all students. Second, students must retain the right to avoid social engagements when

they so choose. To this end, departments, residence halls, teams, clubs, and other groups should strive to ensure that participation in social activities is neither formally nor informally required. Third, personal conduct at social events should be governed by respect for the rights and well being of others.

### Code of Student Conduct

In accepting membership in the Colby community students agree to conduct themselves in a manner that is consistent with the values of an academic community including but not limited to honesty, integrity, civility, personal responsibility, respect for the rights of others, and openness in the pursuit of knowledge and the search for truth and, to adhere to the following Code of Student Conduct:

Colby students will not lie, steal, cheat, or engage in dishonest or unlawful behavior or any other behavior intended to inflict physical or emotional harm on another person. Colby students must abide by College policies and comply with directions of College officials acting in performance of their duties. For additional details see Code of Student Conduct in the Student Handbook.

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## REQUIREMENTS

- Distribution Requirement
- Major Requirement
- January Program Requirement
- Requirements for Returning Students

### Summary of Requirements for Graduation

- **Residence:** At least 64 credit hours in four full-time semesters, including the last semester.
- **Quantity:** A minimum of 128 credit hours in at least seven full-time semesters.
- **Quality:** A minimum 2.00 cumulative GPA
- **Distribution** (number of courses):
  - First-Year Writing (1)
  - Foreign Language
  - Arts (1)
  - Historical Studies (1)
  - Literature (1)
  - Quantitative Reasoning (1)
  - Natural Sciences (2)
  - Social Sciences (1)
  - Diversity (2)
  - First-Year Seminars/Wellness
- **Major:** Satisfy requirements of a major
- **January Program:** Complete three January programs, (two for students in residence six semesters or fewer)

### 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 for permission 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 64 credit hours. They must be resident students at Colby for at least four semesters, including the last semester. A resident student is defined as a full-time student taking at least 12 credit hours and paying tuition charges at the semester rate.

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

#### Quantity Requirement (Credits)

A minimum of 128 credit hours earned in at least seven semesters of full-time college-level study. Among the 128 credit hours,

up to 16 may be earned in courses taken on a satisfactory/unsatisfactory basis.

## 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 adds: .3 quality point per credit hour
- Each minus mark deducts: .3 quality point per credit hour

## Distribution Requirement

No part of any requirement can be satisfied with the satisfactory/unsatisfactory option.

### First-Year Writing

All students, with the exception of incoming transfer students who have completed an equivalent course before entering Colby, must take a first-year writing course (designated W1) during their first year. W1 courses, offered in a variety of subject areas and topics, share a strong emphasis on drafting, argument development, and revision; close focus on individual writing skills and needs; required writing in a variety of forms; frequent professor and peer feedback; and exploration of the ethical, critical, and formal expectations for written work in college.

### 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 Subject Test in a foreign language or in the Colby language placement test taken during orientation, a score of 4 or 5 in Advanced Placement language or literature, a 6 or 7 in an International Baccalaureate higher-level exam or 7 on a standard-level exam. Refer to the section on placement in foreign languages in the Academic Advising and Placement section 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 in the Academic Procedures section).

Students who have studied a foreign language not taught at Colby may fulfill the requirement by presenting evidence of having successfully completed at an accredited institution the intermediate level of that language.

For students whose native language is not English, knowledge of that language will be recognized as fulfilling the requirement. For a language taught at Colby, confirmation from the chair of the appropriate department must be filed with the Office of the Registrar. For languages not taught at Colby, confirmation must be obtained from the international students advisor in the Dean of Students Office. Testing may be required.

### Distribution 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 two years. Course descriptions use the letter designations A, H, L, Q, N (and sometimes Lb or OptLb), and S to indicate the area requirement met, if any. (See Key to Courses of Study.)

- **Area I Arts:** Courses in the history, theory, and/or practice of the creative arts. (A)
- **Area II Historical Studies:** Courses that investigate human experience by focusing on the development of cultures and societies as they evolve through time. (H)
- **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. (L)
- **Area IV Quantitative Reasoning:** Courses that focus on quantitative or analytic reasoning about formally defined abstract structures. (Q)
- **Area V Natural Sciences:** Courses that focus on the understanding of natural phenomena through observation, systematic study, and/or theoretical analysis. (N) At least one course taken to satisfy Area V must contain a substantial laboratory component (Lb for required lab; OptLb for optional lab).
- **Area VI Social Sciences:** Courses that focus on theoretically and methodologically directed inquiry into various aspects of human behavior and interaction. (S)

### Diversity

Students are required to pass two three- or four-credit-hour courses that are centrally concerned with:

- ▣ the structures, workings, and consequences of; and/or
- ▣ efforts at political and cultural change directed against; and/or

- progress in overcoming prejudice, privilege, oppression, inequality, and injustice

One of these courses must deal with these issues as they concern the United States (U designation in course description), and one must deal with these issues in a context other than the United States (I).

### **First-Year Seminars/Wellness Program**

Students must attend evening lectures offered for all first-year and new transfer students as part of the extended orientation called the First-Year Seminars. A variety of topics that the College has identified as fundamental health concerns for the college years will be covered. 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 this requirement, which is certified by the Health Center, does not earn academic credit hours. In order to register for second-semester classes, students must have completed the Web-based AlcoholEdu. In order to register for second-year classes, first-year students must have attended four lectures and completed the AlcoholEdu; midyear entrants must attend three lectures and complete AlcoholEdu. Transfer students have the first two semesters at Colby to attend four lectures and must complete AlcoholEdu in the semester they arrive on campus.

### **Major Requirement**

Each student must satisfy requirements of a major. During the first semester of their sophomore year, before selecting courses for their fourth semester, students may declare a major or minor. 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 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 Studies
- American Studies
- Anthropology
- Art
- Biology
- Biology–Interdisciplinary Computation
- Chemistry
- Chemistry-Biochemistry
- Classical Civilization
- Classical Civilization-Anthropology
- Classical Civilization-English
- Classics
- Classics-English
- Computer Science
- East Asian Studies
- Economics
- Economics-Mathematics
- English
- Environmental Studies–Interdisciplinary Computation
- Environmental Studies: Policy
- Environmental Studies: Science
- French Studies
- Geology
- Geoscience
- German Studies
- Global Studies
- Government
- History
- Latin American Studies
- Mathematics
- Mathematical Sciences
- Music
- Philosophy
- Physics
- Psychology



- Religious Studies
- Russian Language and Culture
- Science, Technology, and Society
- Sociology
- Spanish
- Theater and Dance
- Theater and Dance–Interdisciplinary Computation
- Women's, Gender, and Sexuality Studies

### Options

These specific options are available within majors:

- Art: Art History
- Art: Studio Art
- Biology: Cell and Molecular Biology/Biochemistry
- Biology: Ecology and Evolution
- Biology: Neuroscience
- Chemistry: Cell and Molecular Biology/Biochemistry
- Chemistry: Environmental Science
- Economics: Financial Markets
- English: Creative Writing
- Mathematical Sciences: Statistics
- Psychology: Neuroscience

### Minors

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 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 as follows:

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

### Major/Minor Limits

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

### Independent Majors

The option of an independent major is available to students whose academic interests do not match existing majors. A student may design an independent major and submit a detailed written proposal, prepared with the aid of one or two 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 normally totaling one third or more of the total credit hours required for graduation. Implementation requires the written approval of the Independent Study Committee; this approval must be obtained before the end of a student's sixth semester at Colby. Students pursuing independent majors must keep in touch with the committee, which must be notified about any changes in their program; substantial changes must be approved by the committee. The target date for independent major proposals is the 30th day of each semester. Inquiries about independent majors should be directed to the chair of the Independent Study Committee.

### January Program Requirement

To be eligible for graduation, each student must complete three January Programs if in residence for seven or more semesters, or two if in residence for six or fewer semesters. First-year students must take a January Program and are given preference in 100-level programs. All students have the option of courses, independent study, or internships.

### January Program Mission Statement

The fundamental purpose of the January Program (also known as Jan Plan) is to broaden and extend the learning experience at Colby by offering students distinctive opportunities not ordinarily available during the traditional academic semesters. By definition, January experiences are intensely focused, emphasizing engagement by faculty and students with a single subject matter or experience. While January experiences share the broader learning goals of Colby's curriculum, they are especially concerned with strengthening capacities for innovative thinking, independent work, creativity, intellectual exploration, and experimentation.

### January Program Core Elements and Dimensions

Jan Plan experiences typically fall into one of three central areas of content and purpose:

1. *Undergraduate Research and Independent Study*: Offers students opportunities to work closely with Colby faculty on original research or in courses of student-designed independent study under the guidance and supervision of a member of Colby's faculty.
2. *Cross-disciplinary Exploration*: Encourages Colby students and faculty to explore nontraditional subjects and innovative pedagogies and to push the boundaries of the academic disciplines and the traditional classroom.
3. *Career Explorations*: Provides opportunities for students to explore various professional fields and career paths, primarily through funded and unfunded internships and other work experiences both on and off the Colby campus.

Selected courses, designated in the catalogue with "j," are offered during January. January courses are offered for zero, two, or three credit hours. As a rule, no more than three credit hours may be earned in any January.

Because the January Program assures most students considerable flexibility in the use of their time, it permits them to participate more fully in extracurricular activities in athletics, drama, music, and other fields. While students are encouraged to attend the lectures, seminars, concerts, and art exhibitions scheduled by the College, they are expected to spend 30 to 40 hours a week on their January Program topics.

January Program options are:

- *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*.
- *Independent Study*. 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.
- *Internships*. An internship is a carefully monitored work experience in which a student has intentional learning goals. An internship most frequently takes place at an off-campus job site and is monitored by an on-site work supervisor. An internship during January for Jan Plan credit requires completion of an online application and approval in advance by a faculty sponsor and the internship coordinator in the Career Center. A successful Jan Plan internship will receive transcript notation and may earn, with the approval of the faculty sponsor, one academic credit. Complete internship policies can be found at the Career Center website, [www.colby.edu/careercenter/](http://www.colby.edu/careercenter/).
- *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 credit or fail.

Other than the grades indicated above, marks of I (work incomplete) may be given only in cases in which the student has made an acceptable arrangement with the instructor. Grades of I 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 available on the Web 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 during Web registration. Except under unusual circumstances, no more than one January Program may be taken each year.

### Requirements for Returning Students

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.

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## ACADEMIC HONORS

### Dean's List

Eligibility for the Dean's List is limited to the top 30 percent of students, based on semester grade point average as calculated by February 1 for the fall semester Dean's List and by July 1 for the spring semester Dean's List. To be named to the Dean's List, a student with a qualifying average must have earned 15 or more credits in the semester, 12 or more of which are graded credits; he or she must have no mark of I (unless for medical reason or critical emergency), U, WF, or WU; and he or she must have no instance of academic dishonesty in that semester.

### 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; many departments stipulate a higher average in the major.

### Honors in [Department or Program]

Honors programs are offered in American studies; anthropology; biology; chemistry; computer science; East Asian studies; economics; English; environmental studies; French; geology; global studies; government; history; Latin American studies; mathematics and statistics; music; philosophy; physics; psychology; religious studies; science, technology, and society; sociology; Spanish; theater and dance; and women's, gender, and sexuality studies. Successful completion of an honors program, as determined by the department or program, will enable a student to graduate "With Honors in [Department or Program]." Independent majors may apply for honors to the chair of the Independent Study Committee.

### Latin Honors

The degree of bachelor of arts with honors is awarded in three grades: summa cum laude to those whose grade point averages are within the top 5 percent of the graduating class; magna cum laude to those within the top 10 percent; and cum laude to those within the top 20 percent.

### Named Scholarships

Academic excellence is recognized at a convocation each fall for the Julius Seelye Bixler, Ralph Bunche, Charles A. Dana, and Strider 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 first-year student with the best academic record at the end of the first year is named a Strider Scholar for his or her sophomore year.

### Phi Beta Kappa

In American colleges, election to Phi Beta Kappa is considered the highest undergraduate honor. 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.

### Senior Scholars

This honors program permits a limited number of seniors to devote eight credit hours per semester to a project approved by the Independent Study Committee and pursued under the guidance of a faculty member. Students applying to the Senior Scholars Program will normally be expected to have a grade point average of at least 3.3 in their major. Students submit a midyear report on the project; their final report is judged by three faculty readers. Upon successful completion of the program with a minimum grade of B+, the senior scholar's report is deposited in the College library. Application must be made during the student's junior year. Inquiries should be directed to the committee chair.

### 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, Dana, or Bunche scholars are printed in the annual commencement program.

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## ACADEMIC ADVISING AND PLACEMENT

For their first year, students are assigned to faculty advisors through the Office of the Dean of Students. Advisors and advisees establish contact with one another in early summer to help guide course selection for the fall. Advisors meet with students during the orientation period and assist students during the period when courses may be added or dropped from the students' schedules. During the third semester, when students may elect a major, they will move under direct advisorship of a major department or program. The chair of each department or program designates academic advisors for student majors. Students must elect a major before choosing courses for their junior year.

Faculty advisors are urged to use Colby's 10 educational precepts as a framework for conversations with their advisees. Faculty advisors, advising deans, coaches of athletic teams in which a student participates, and the student's parent(s) are notified whenever students receive warnings from instructors or are placed on academic probation.

#### **Placement in Mathematics**

During orientation first-year students will have the opportunity to attend a mathematics placement meeting with the faculty to discuss their placement. Any student intending to take a mathematics course numbered above 111 should attend. Any student intending to register for a 200-level course should consult with his or her advisor and with the chair of the Department of Mathematics and Statistics.

#### **Placement in Foreign Languages**

Students wishing to continue the study of a foreign language at Colby are encouraged to take the College Board SAT Subject 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 selection information available to members of the incoming first-year class.

If a student has not taken the SAT Subject 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 Subject 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, a 6 or 7 in an International Baccalaureate higher-level exam, or a 7 on a standard-level exam, may be eligible for placement in upper-level language courses.

Students who have had two or more years of language study may receive credit for 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.

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## **OPPORTUNITIES TO STUDY OFF CAMPUS**

The opportunity to study in another country is an integral part of Colby's educational philosophy. Colby's precepts maintain that students should "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." Consistent with that precept, off-campus study should

- be part of the student's overall academic plan and should enhance the program of study following the student's return to Colby;
- provide a substantially different cultural experience;
- involve, when appropriate, a language different from the student's own.

The Off-Campus Study Office ensures that Colby's programs abroad, as well as other programs approved by the College, must

- provide an educational experience consistent in quality with the educational experience at Colby and that can reinforce, complement, and broaden a student's educational program;
- contain a substantial, high-quality academic component; and
- provide a cultural experience and, when appropriate, a linguistic experience consistent with the goals stated above. To promote cultural integration, at least one full semester must normally be spent in a single host country.

Colby's financial aid is applicable to Colby programs and portable to other approved programs. The Office of Off-Campus Study works closely with faculty liaisons and an Advisory Committee on Off-Campus Study, which includes faculty, staff, and student members.

The Office of Off-Campus Study helps students make appropriate study plans, preparing students for departure, evaluating programs abroad, administering Colby's programs (see below), assisting with students' reintegration to Colby, and monitoring the program selection and application processes. The office facilitates study abroad as well as study at domestic off-campus programs that are integrated into each major and academic program.

Applications and requests for program approval are processed 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 advisor and the off-campus faculty liaison in their major department while making

plans for study abroad. Sophomores will have access to 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 2013-2014 are due by March 15, 2013, regardless of the semester for which the student is applying. Colby students normally study abroad for one semester. A 2.7 G. P. A. is required to study abroad, and students on probation of any kind may not study abroad.

### **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 completed two years of high school French. The program is offered in the fall semester only.

### **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 Off-Campus 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 France, Spain, and Russia.

*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 of any major may be accepted provided they have taken at least Spanish 135 and Spanish 231. 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:* 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). Courses are taught by instructors at the St. Petersburg Classical Gymnasium, where Colby students also 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 at Bigelow Laboratory for Ocean Sciences:* A semester-in-residence program at Bigelow Laboratory in East Boothbay, Maine, for Colby students interested in gaining an in-depth understanding of oceanography and hands-on research experience through immersion in a professional laboratory environment. Available in fall only, the intensive research experience is focused on ocean science within a changing global climate and covers topics such as microbial oceanography, marine biogeochemistry, the ocean's role in the global carbon cycle, molecular approaches to biological oceanography, and pelagic ecology. Implications for public policy are explored within each of these topics. This program offers a unique opportunity for any student interested in becoming a marine scientist.

### **Other Study-Abroad Programs**

In addition to its own programs, the College approves study at a number of institutions and programs throughout the world that meet Colby's standards for academic rigor. A handbook of opportunities that lists all approved programs is available on the Off-Campus Study website and is distributed to all sophomores near the beginning of the fall semester. For programs not administered by Colby, the College requires that students obtain approval for their course of study before the stated deadline; without prior approval, credit cannot be transferred to Colby. Approval forms are available from the Office of Off-Campus Study. For study abroad during the academic year 2013-2014, a preliminary application must be filed with the Off-Campus Study Office by November 15, 2012, and a final application or request for program approval must be submitted by March 15, 2013, or March 1, 2013 in cases requiring petitions. Students receiving financial aid continue to receive that aid if they attend a Colby-approved program.

With the exception of students in 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 three semesters of the language before departure (some programs and majors require more advanced preparation). Students are advised to keep this in mind while selecting courses during their first two years. For study in countries where the language is not taught at Colby, students are required to take at least one course in the host country's language for the duration of their program.

Students should be aware that due to enrollment constraints, they may not be able to study abroad in the semester of their choice and that opportunities to study abroad for the full year are restricted. Colby students must petition for study abroad undertaken in any country for which a U.S. State Department Travel Warning has been issued.

### **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 Handbook of Off-Campus Study Opportunities, available each fall on the Off-Campus Study website ([www.colby.edu/off-campus](http://www.colby.edu/off-campus)).

Opportunities include:

*Exchange programs:* Colby participates in student exchange programs with Howard University in Washington, D.C., the Claremont Colleges in Claremont, Calif., and Clark Atlanta University in Atlanta, Ga. 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.

*Opportunities to Study and Intern in Washington:* Colby students may study and intern in Washington, D.C., for a semester. Students from a variety of majors take advantage of this opportunity. More information is available through the Off-Campus Study Office.

*Engineering Programs:* Colby has a coordinated dual degree engineering program with Dartmouth College, in which both a bachelor of arts and a bachelor of engineering can be earned. Students spend their first two years and their senior year at Colby and their junior year and a fifth year at Dartmouth. The usual Colby graduation requirements must be met in addition to engineering prerequisites, so careful course planning is important. Colby also offers a liberal arts and engineering dual-degree program with Columbia University in New York. Students complete four years and earn a bachelor of arts degree at Colby and then transfer to Columbia's Fu Foundation School of Engineering and Applied Science for two years to obtain a discipline-specific bachelor of science degree in engineering. See more on engineering dual-degree programs.

*Course Exchange:* A course exchange program is in effect with Thomas College. Students may obtain information from the registrar.

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

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## **RESEARCH**

Research is an integral part of undergraduate education in all of Colby's academic divisions. Major grants from the National Science Foundation, National Institutes of Health, the Andrew W. Mellon Foundation, the Howard Hughes Medical Institute, and other sources have expanded opportunities for students to engage in research in Colby's laboratories and classrooms as well as in the field. Students in the natural sciences are encouraged to participate and present their research at national meetings of science organizations such as the American Chemical Society, American Physical Society, the Geological Society of America, and the Society for Neuroscience. Students in the social sciences have worked on national and international projects supported by the Pew Charitable Trusts and the Ford Foundation.

### **Colby Undergraduate Research Symposium**

The Colby Undergraduate Research Symposium is held each spring for students to present their work to a broad audience. Begun in 2000 under a grant from the National Science Foundation, the symposium now encompasses departments and programs from across the curriculum. The symposium and associated sessions have grown steadily since their inception and most recently included more than 700 student authors and coauthors.

### **INBRE**

The Maine IDeA Network of Biomedical Research Excellence (INBRE) is funded by the National Center for Research Resources and the National Institutes of Health to advance biomedical research in Maine. Colby is one of 13 partners in Maine INBRE, which in 2009 received a five-year, \$18.7-million grant to continue operations that include extraordinary research opportunities for Colby students and faculty members.

### **Bigelow Laboratory for Ocean Sciences**

Established in 2010, a strategic partnership with Bigelow Laboratory for Ocean Sciences offers expanded educational and research

opportunities in marine sciences for students and faculty. Plans include curricular innovations that combine scientific research with economic and social policy analysis, a fall semester-in-residence program, January Program courses taught by Bigelow's senior research scientists, and dedicated summer research opportunities.

#### **Senior Scholars**

In the 1950s the Colby faculty created the Senior Scholars Program to give students an opportunity to devote significant time to a major project in their senior year. Students who want to explore a single topic in depth can earn eight credit hours for independent research under the guidance of a faculty tutor. Each senior scholar makes a presentation in the spring, and successful project reports become part of the Colby library's permanent collection.

#### **CAPS (Colby Achievement Program in the Sciences)**

A summer program supported by a grant from the Howard Hughes Medical Institute to help students from diverse backgrounds develop leadership skills in the sciences. Participants spend six weeks on campus prior to the start of their first year at Colby participating in a science-focused curriculum that combines course work with research in the laboratories of participating faculty mentors.

#### **Research Assistants**

During the school year and in the summer, students may be retained as research assistants to work side-by-side with faculty members on projects. Opportunities include laboratory experience, social science research, artistic production and performance, and academic research for publications or scholarly presentations in any discipline. The College has numerous endowed research fellowships for students, and members of the faculty receive competitive grants that include funding for research aides.

#### **Summer Research Retreat**

Each summer scores of students remain on campus as summer research assistants working with faculty members in many disciplines. The Colby Undergraduate Summer Research Retreat, begun in 2008, is a two-day retreat in The Forks, Maine, held in July and dedicated to student research. A prominent Colby graduate gives a keynote address, and participating students give short talks or present posters on the first day. The second day is dedicated to whitewater rafting or hiking.

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## **COLBY WRITING PROJECT**

Writing is a foundational skill for the study of the liberal arts and has always been part of the Colby curriculum. The Colby Writing Project was launched to improve students' writing skills across the disciplines. This initiative reflects the commitment of the Colby community to excellence in writing as a lifelong practice. The Colby Writing Project expands the number of writing-intensive courses throughout the curriculum to engage students in repeated opportunities to improve their writing skills across all four years of study. The first phase of the Colby Writing Project involves faculty members from all disciplines who have created introductory writing-intensive experiences; these courses fulfill the W1 requirement for first-year students. The curricular content of each W1 course reflects the discipline in which it is offered but differs from other courses within a department or program in terms of its writing intensity. Subsequent phases will introduce enhancements and additions to upper-level writing-intensive courses and will be administered by the director of the Colby Writing Project.

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## **DIVISIONS, DEPARTMENTS, AND PROGRAMS**

Academic departments and programs are classified in the following divisions:

*Division of Humanities*, Associate Professor Kerill N. O'Neill, chair, includes the departments of Art, Classics, East Asian Studies, English including Creative Writing, French and Italian, German and Russian, Music, Philosophy, Spanish, and Theater and Dance.

*Division of Social Sciences*, Associate Professor Joseph R. Reisert, chair, includes the departments of Administrative Science, Anthropology, Economics, Government, History, Psychology, Religious Studies, and Sociology.

*Division of Natural Sciences*, Professor D. Whitney King, chair, includes the departments of Biology, Chemistry, Computer Science, Geology, Mathematics and Statistics, and Physics and Astronomy.

*Division of Interdisciplinary Studies*, Professor F. Russell Cole, chair, includes the programs in African-American Studies; American Studies; Education; Environmental Studies; Global Studies; Jewish Studies; Latin American Studies; Science, Technology, and Society; and Women's, Gender, and Sexuality 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 topic from the converging perspectives of several disciplines. The Integrated Studies semester brings together students with similar interests and provides them an opportunity to learn about a subject in depth and to make broad connections between disciplines that will help reveal the essential unity of human knowledge and experience. Structured

around clusters of courses, the program is primarily for first-year students. The program and the individual courses are described under Integrated Studies in the Courses of Study section of this catalogue.

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## KEY TO THE 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 generally 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 may be required to confirm enrollment in a course of a level normally not open to the student's class.

### Course Number Conventions

Certain course numbers or ranges are reserved for specific uses:

- 090 Internship
- 091, 291 Independent Study (January)
- \_97, \_98 Special topic or one-time offering. The first digit identifies the level at which the course is offered.
- 483, 484 Honors Project
- 491, 492 Independent Study (fall or spring)

### 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 at [www.colby.edu/registrar](http://www.colby.edu/registrar), 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 over-enrolled. Faculty on leave are listed at the end the Faculty Directory.

### Area Requirements

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

- A**: Arts
- H**: Historical Studies
- L**: Literature
- N**: Natural Science [for these courses designations of **Lb** (lab) and **OptLb** (optional lab) may also appear]
- Q**: Quantitative Reasoning
- S**: Social Sciences

### First-year Writing



Courses that fulfill the First-year Writing requirement are designated by a bold-faced **W1**.

### Diversity

Courses that fulfill the requirement in Diversity are designated by a bold-faced **U** or **I**. Courses designated with a **U** fulfill the requirement dealing with diversity issues within the United States; courses designated with an **I** fulfill the requirement dealing with diversity issues in a context other than the United States.

### 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, seminars in which subject matter varies, applied music, and independent studies, courses may not be repeated for additional credit.

### "Critical Dates"

Critical Dates, 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. It is available online at [www.colby.edu/registrar](http://www.colby.edu/registrar)

### Two-Letter Abbreviation for Departments and Programs

AD Administrative Science	GK Greek
AA African-American Studies	HI History
AM American Studies	IM Independent Major
AN Ancient History	IS Integrated Studies
AY Anthropology	IT Italian
AR Art	J January Courses
AS Astronomy	JA Japanese
BC Biochemistry	J Jewish Studies
BI Biology	LT Latin
CH Chemistry	LA Latin American Studies
CN Chinese	MA Mathematics
CI Cinema Studies	MU Music
CL Classics	FL Philosophy
CS Computer Science	PH Physics
EA East Asian Studies	PS Psychology
EC Economics	RE Religious Studies
ED Education	RU Russian
EN English	ST Science, Technology, and Society
ES Environmental Studies	SO Sociology
FR French	SP Spanish
GE Geology	TD Theater and Dance
GM German	WG Women's, Gender, and Sexuality Studies
GS Global Studies	
GO Government	

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## DEPARTMENTS, PROGRAMS, AND COURSES OF STUDY

### ADMINISTRATIVE SCIENCE

**Chair, Professor Randy Nelson**

*Professors Randy Nelson, Leonard Reich, and Douglas Terp; Visiting Associate Professor Brenda McAleer; Assistant Professor Linwood Downs; Visiting Assistant Professor Michael Dell'Olio*

The Administrative Science Program 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 among Economics 331, Mathematics 212 or 231 (psychology majors may substitute the combination of Psychology 214 and 215 for Mathematics 212), and 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 the courses used to satisfy the minor. None of the required courses may be taken satisfactory/unsatisfactory.

### Course Offerings

**AD212fs American Business and Management** A broad perspective on the ethical, managerial, and economic concerns of American business, including not-for-profit organizations such as colleges and hospitals. Examination of the concerns of American business and management through careful consideration of the issues that managers face in the areas of business responsibility and ethics, strategic planning, human resources, marketing, globalization, and issues related to energy and the environment. Students will gain an appreciation for the complexity of these issues and a basis of understanding to help the students as they begin careers of their own. Based primarily on text, other readings, and classroom discussions. *Four credit hours.* S MCALEER

**AD221fs Financial Accounting** Introduction to financial accounting and financial statement analysis from the stakeholders' perspective. The statement preparation process is reviewed and analyzed. Accounting concepts, measurement conventions, limitations of financial statements, and the substantive and ethical issues that influence statement preparation and presentation are reviewed. Relates accounting and analysis to microeconomics, finance, and macroeconomic events and public policy, with reference to overlapping concepts and topics. *Four credit hours.* DOWNS

**AD231j Introduction to Financial Decision Making** Does not count toward the administrative science minor. Five topical areas: (1) planning, including career planning, financial budgeting, and personal federal taxes, (2) consumer credit, costs of credit, and identity theft, (3) major purchasing decisions including housing and automobiles, (4) insurance such as property, health, disability, and life insurance, and (5) investing in stocks, bonds, and mutual funds for now and retirement. *Three credit hours.* LARGAY

**AD311f 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 considered. *Prerequisite:* Economics 133 and 134. *Four credit hours.* NELSON

**AD322s Corporate Finance II** An examination of (1) the issues firms face in obtaining long-term financing and establishing a dividend policy, (2) the effects of capital structure on the cost of capital and the value of the firm, (3) international corporate finance, and (4) the use of financial derivatives, including options, to manage financial risk. *Prerequisite:* Administrative Science 311. *Four credit hours.* NELSON

**AD333f 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. Students develop a broad perspective of marketing principles in American society including topics of marketing and social responsibility, the importance of understanding how marketing affects society, and the impact of marketing on for-profit, not-for-profit, and governmental institutions. Based primarily on text, other readings, classroom discussions, and assignments. *Prerequisite:* Administrative Science 212. *Three or four credit hours.* MCALEER

**AD335s Strategic Planning in Business** An analysis of the interrelationships among management, marketing, and strategic planning in the business sector. *Prerequisite:* Administrative Science 212. *Three or four credit hours.* DOWNS

**[AD354] Business Law** A study of the fundamental principles of the law of contracts, torts, property, agency and employment, and governmental regulations, with emphasis on the role these play in both personal and business life. Attention to the interaction between the business community and legal environment in the context of business ethics and integrity using a systematic analysis, including cases, class participation/discussion, debates, and mock trial. *Four credit hours.* S

**AD491f, 492s Independent Study** Individual projects devoted to organizational issues in which the student has demonstrated the interest and competence necessary for independent work. *Prerequisite:* Permission of the instructor. *One to four credit hours.* FACULTY

## AFRICAN-AMERICAN STUDIES

**Director, Professor Cheryl Townsend Gilkes**

**Program Faculty and Advisory Committee:** Professors Catherine Besteman (*Anthropology*), Cedric Gael Bryant (*English*), Cheryl Townsend Gilkes (*African-American Studies and Sociology*), Jill Gordon (*Philosophy*), Phyllis Mannocchi (*English*), James Webb (*History*), and Robert Weisbrot (*History*); Associate Professor Margaret McFadden (*American Studies*); Assistant Professor Chandra Bhimull (*African-American Studies and Anthropology*); Visiting Assistant Professor Britt Halvorson (*Anthropology*); Associate Dean of Students Tashia Bradley

The African-American Studies Program is an interdisciplinary program of courses organized to provide an overview and introduction to the experiences of peoples of African descent 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 analysis and contemporary cultural expression. Students may elect a major or a minor in African-American studies built upon courses in American studies, anthropology, art, history, literature, economics, government, music, philosophy, religious studies, and sociology. The program exposes students to the history, literature, and cultures of African Americans and people of African descent throughout the Americas and requires exploration of African history, cultures, and artistic expressions. While the African-American Studies Program's use of the phrase African-American includes persons and peoples of African descent throughout the Americas, the program's primary focus is on the literature, history, and culture of African Americans in the United States and the Caribbean.

### Requirements for the Major in African-American Studies

Twelve courses selected from courses specifically focused on African Americans and on peoples and cultures of Africa and the Caribbean. Seven required courses: American Studies 276, English 426, History 247; at least one course focused specifically on Africa (e.g., Anthropology 237); at least one course focused specifically on the Caribbean or African-derived cultures in Latin America or the African diaspora (e.g., Anthropology 231); at least one course focused on music or other aspects of expressive culture; and American Studies 493. Four electives from among the relevant courses in the social sciences, humanities, and relevant interdisciplinary studies programs (e.g., American Studies, Women's, Gender, and Sexuality Studies, English/Creative Writing, Latin American Studies); at least one of the courses should be taken at the 300 or 400 level. Courses not specifically listed may be counted toward the major with permission of the advisor if substantial relevance can be established during a particular semester or in an off-campus program. At least one seminar at the 400 level with a member of the African-American Studies Program faculty where a substantial final paper or equivalent project explores in depth and engages significant debates about an aspect or aspects of African-American life and culture in the United States or the African diaspora. Such courses could include, when the subject material is appropriate and with the permission of the advisor, American Studies 493, English 413, 426, and 493, Music 493, and Sociology 493. Course substitutions and exchanges may be made in consultation with the advisor.

### Requirements for the Minor in African-American Studies

Seven courses including American Studies 276; History 247; American Studies 275 or 493; at least one course focused on Africa or the Caribbean; and two courses selected from American Studies 493, Anthropology 231, English 346, 413 (when appropriate), Philosophy 213, Religious Studies 256, or Sociology 252, 355, 357, 358, 359. Course substitutions and exchanges may be made in consultation with the African-American Studies Program advisor.

Interested students also may consider an independent major in Africana studies (a selection of courses combining study of the Caribbean, the Americas, and Africa) or an independent major that combines African-American studies with another relevant discipline or program, especially American studies, anthropology, Latin American studies, or music. Majors and minors are instructed to inform faculty in various programs and departments that they are African-American studies majors or minors when seeking the permission of an instructor to register for courses restricted to majors in other disciplines or when asking that prerequisites be waived.

### Courses That Apply to the African-American Studies Major

#### *American Studies*

- 276 African-American Culture in the United States
- 493 Seminar in American Studies: Spike Lee's United States of America

#### *Anthropology*

- 217 Race, Class, and Ethnicity
- 231 Caribbean Cultures
- 237 Ethnographies of Africa
- 238 Religions of Africa and the African Diaspora

- 258 Anthropology, History, and Memory
- 341 Culture, Mobility, Identity: Encounters in the African Diaspora
- 398B Religion and Social Change in Contemporary Africa

*English*

- 346 Culture and Literature of the American South
- 413 Author Course: Toni Morrison
- 426 African-American Women Writers
- 457 American Gothic Literature
- 493 Seminar: Toni Morrison

*French*

- 236 Introduction to the Francophone World: The Americas

*History*

- 247 African-American History, from Slavery to Freedom
- 342 Crisis and Reform: American Society and Politics in the 1960s

*Music*

- 114 Jazz Improvisation
- 118 African Music

*Philosophy*

- 213 Philosophical Inquiries into Race
- 360 African Philosophies, 1945 to Present

*Religious Studies*

- 256 The African-American Religious Experience

*Sociology*

- 214 African-American Elites and Middle Classes
- 252 Race, Ethnicity, and Society
- 355 African-American Women and Social Change
- 357 Civil Rights, Black Power, and Social Change
- 358 The Sociology of W.E.B. Du Bois
- 359 Slavery and Slave Communities in the United States

*Note: Additional courses, often taught by visiting faculty, may be available from time to time as temporary offerings and may be counted toward the major with permission of the African-American Studies Program advisor.*

## Course Offerings

- [AA214] African-American Elites and Middle Classes** Listed as Sociology 214. *Three credit hours.* **S, U**
- AA226j Sociology of Martin Luther King Jr.** Listed as Sociology 226. *Three credit hours.* **S, U** GILKES
- AA231s Caribbean Cultures** Listed as Anthropology 231. *Four credit hours.* **I** BHIMULL
- [AA236] Religions of Africa and the African Diaspora** Listed as Anthropology 238. *Four credit hours.* **I**
- AA247f African-American History, from Slavery to Freedom** Listed as History 247. *Four credit hours.* **H, U** WEISBROT
- AA252f Race, Ethnicity, and Society** Listed as Sociology 252. *Four credit hours.* **U** GILKES
- AA258f Anthropology, History, Memory** Listed as Anthropology 258. *Four credit hours.* BHIMULL
- AA276s African-American Culture in the United States** Listed as American Studies 276. *Four credit hours.* **S, U** GILKES
- [AA341] Culture, Mobility, Identity: Encounters in the African Diaspora** Listed as Anthropology 341. *Four credit hours.* **S, I**
- AA355f African-American Women and Social Change** Listed as Sociology 355. *Four credit hours.* **U** GILKES

**[AA357] Civil Rights, Black Power, and Social Change** Listed as Sociology 357. *Four credit hours.*

**AA358s The Sociology of W.E.B. Du Bois** Listed as Sociology 358. *Four credit hours.* **S, U** GILKES

**[AA359] Slavery and Slave Communities in the United States** A multidisciplinary exploration of the experience of enslaved African Americans and the impact on culture and social institutions in the United States. Using the insights of sociology and anthropology, attention is paid to slave communities and the strategies developed for physical and psychic survival as well as for resistance. Slavery is examined as a social institution and cultural force and as a site for the construction and reproduction of "race" and durable inequalities in the United States. Attention to the varieties of cultural inheritance generated, especially music, folklore, and religious expression, and their persistent impacts on American popular culture and African-American consciousness. *Prerequisite:* American Studies 276 or Anthropology 112 or History 247 or Sociology 131. *Four credit hours.* **S, U**

**AA413f Author Course: Toni Morrison** Listed as English 413A. *Four credit hours.* **L** BRYANT

**AA491f, 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

## AMERICAN STUDIES

**Director,** Professor Robert S. Weisbrot (*History*)

**Advisory Committee:** Professors Cedric Gael Bryant (*English*), Debra Campbell (*Religious Studies*), Cheryl Townsend Gilkes (*African-American Studies and Sociology*), and Elizabeth Leonard (*History*); Associate Professors Lisa Arellano (*American Studies and Women's, Gender, and Sexuality Studies*), Margaret McFadden (*American Studies*), Katherine Stubbs (*English*), and Steve Wurtzler (*Cinema Studies*); Assistant Professors Benjamin Lisle (*American Studies and Integrated Studies*) and Daniel Tortora (*History*); Adjunct Instructor Kenneth Eisen

American studies is an interdisciplinary major that enables students to explore the complex interactions of histories, cultures, identities, and representations that have shaped the experiences of people living in the United States. Building on foundational courses in U.S. history and textual analysis, students design their own courses of study, choosing among the program's strengths in visual culture, popular culture, gender and sexuality studies, American ethnic studies, and transnationalism.

American studies majors learn multiple approaches that enable them both to draw on and move between traditional academic disciplines. This interdisciplinary methodology informs all aspects of students' critical thinking about American cultures as they engage in analytical writing, thoughtful discussion, formal oral presentations, and independent research. Our pedagogical goal is to train students to be deeply and critically involved in the texts, forms, and practices that constitute the world around them.

### Requirements for the Major in American Studies

The American studies major requires 11 courses—four in American studies (American Studies 171, 393, 493, and one elective); two in American history (History 131 or 231, and 132 or 232); three in American literature and visual culture (one pre-1900, one post-1900,) and any other American literature course, or a literature in translation course, or a course in visual culture; and two electives above the 200 level, selected from a list of appropriate courses and approved by the American studies advisor.

Of the required courses, History 131/231 and 132/232 and American Studies 171 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.

### Senior Projects

All senior majors will take American Studies 493, which requires them to research, write, and present a significant original project. The presentations are typically made as part of the annual Colby Undergraduate Research Symposium.

### Honors Program

Students majoring in American studies may apply during their junior year for admission to the honors program. Permission is required; students must have a 3.5 GPA in the major to be eligible to apply. Successful completion of the work of the honors thesis, and of the major, will enable the student to graduate "With Honors in American Studies."

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

### Courses From Other Departments That May Be Applied to the American Studies Major

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

### *Anthropology*

- 313 Researching Cultural Diversity

### *Art*

- 285 History of Photography
- 353 Contemporary Art, 1914 to the Present
- 493 Seminar (when appropriate)

### *Education*

- 215 Children and Adolescents in Schools and Society
- 231 Teaching for Social Justice
- 235 Multiculturalism and the Political Project
- 332 Practicum in Girls' Development and Education

### *English*

- 255 Studies in American Literary History: Puritans to the Civil War
- 256 Studies in American Literary History: Civil War to the Present
- 336 Early American Women Writers
- 341 American Realism and Naturalism
- 344 19th-Century American Poetry
- 345 Modern American Fiction
- 346 Culture and Literature of the American South
- 347 Modern American Poetry
- 351 Contemporary American Poetry
- 353 American Short Story
- 360 The Car in Modern American Literature and Pop Culture
- 364 Buddhism in American Poetry
- 413 Authors Courses (when appropriate)
- 426 African-American Women Writers
- 457 American Gothic Literature
- 493 Seminar in American Literature

### *Government*

- 210 Interest-Group Politics
- 211 The American Presidency
- 214 Parties and the Electoral Process
- 273 American Political Thought
- 313 Federalism in American Constitutional Law
- 314 Civil Liberties in American Constitutional Law
- 316 Presidential Electoral Politics
- 318 Money and Politics
- 320 The Rights Revolution and Its Discontents
- 331 Business and American Foreign Policy
- 335 United States-Latin American Relations
- 371 Foundations of American Constitutionalism
- 413 Seminar: Policy Advocacy
- 414 Seminar: Ethics in Politics
- 432 Seminar: United States Foreign Policy

### *History*

- 131 Survey of U.S History, to 1865
- 132 Survey of U.S. History, 1865 to the Present
- 231 American Women's History, to 1870
- 232 American Women's History, 1870 to the Present
- 239 The Era of the Civil War
- 245 Science, Race, and Gender
- 246 Luddite Rantings: A Historical Critique of Big Technology
- 247 African-American History, from Slavery to Freedom
- 336 After Appomattox
- 337 The Age of the American Revolution
- 342 Crisis and Reform: American Society and Politics in the 1960s
- 347 America in Vietnam
- 435 Research Seminar: The American Civil War
- 447 Research Seminar: The Cold War

### *Philosophy*

- 213 Philosophical Inquiries into Race
- 352 American Philosophy

#### *Psychology*

- 253 Social Psychology
- 352 Sex and Gender Seminar

#### *Religious Studies*

- 217 Religion in the U.S.A.
- 221 Topics in Maine's Jewish History
- 256 The African-American Religious Experience

#### *Science, Technology, and Society*

- 271 History of Science in America

#### *Sociology*

- 231 Contemporary Social Problems
- 233 Crime and Justice in American Society
- 252 Race, Ethnicity, and Society
- 259 Activism and Social Movements
- 273 Sociology of Families
- 274 Social Inequality and Power
- 276 Sociology of Gender
- 337 Childhood In Society
- 352 American Critics of American Society
- 355 African-American Women and Social Change
- 357 Civil Rights, Black Power, and Social Change
- 358 The Sociology of W.E.B. Du Bois
- 493 Senior Seminar in Sociology (when appropriate)

#### *Spanish*

- 264 U.S. Latina/o Literatures
- 267 Transcultural Journeys: U.S. Latina/o Literature of Resilience
- 276 U.S. Latina/Chicana Women Writers
- 493B The Latina Body

#### *Women's, Gender, and Sexuality Studies*

- 201 Introduction to Women's, Gender, and Sexuality Studies
- 217 Boys to Men
- 232 Queer Identities and Politics
- 311 Topics in Feminist Theory

## Course Offerings

**AM117j Fundamentals of Screenwriting** An introduction to the craft of writing film scripts, with a strong emphasis on screenplay format and the three-act structure. Besides studying films and screenplays, students will complete exercises in character development, scene construction, dialogue, and description. The final project will be a complete script for a short (no longer than 30 pages) three-act feature film. Formerly offered as American Studies 197. *Two credit hours.* WILSON

**AM135Af New York City: Global Crossroads** An interdisciplinary exploration of New York as a center of 20th-century American economic, cultural, and political power, focused on the city as the site both of extensive immigration from abroad and of internal migration within the United States. Key topics include the city's leadership in global economic exchange and capitalist development; its centrality to American visual arts, music, literature, film, and theater; and the role of a diverse range of immigrants and migrants in shaping local, national, and global economies and cultures. Interdisciplinary critical thinking, textual analysis, critical writing, and active discussion will be emphasized. Part of the three-course Integrated Studies 135, "New York: Global City." *Prerequisite:* Concurrent enrollment in American Studies 135B and English 135. *Four credit hours.* H MCFADDEN

**AM135Bf Space, Place, and New York City** Examines historical and contemporary New York City using the twin concepts of place and space. Pivots on the escalating significance of place in a world of modernization and globalization. Explores New York as a "global city"—an economic and cultural control center. Considers how New York capitalists "produce" space near and far, and investigates expressions and consequences (positive and negative) of global capitalism on city streets, how place constructs cultural and political identity, and the role of the built environment in cultivating identity. Discussion-based. Students develop skills of spatial, material, textual, and historical analysis and critical writing. Part of the three-course Integrated Studies 135, "New

York: Global City." *Prerequisite:* Concurrent enrollment in American Studies 135A and English 135. *Four credit hours.* **S LISLE**

**[AM136A] Culture and Politics in Postwar United States** An exploration of the intersections of American culture and politics, from the emergence of the United States as a superpower at the end of World War II through the turbulent years of the 1960s. Particular focus on the role of social movements, including the antiwar, civil rights, feminist, gay liberation, environmental, and antipoverty movements. Primary texts include historical documents, literature, films, and other forms of mass media. Special attention to critical analysis of cultural historical sources and to intensive practice in writing and discussion. Part of the three-course Integrated Studies 136 cluster, "America in the Postwar World: 1945-1970." *Prerequisite:* Concurrent enrollment in American Studies 136B and 136C. (Elect IS136.) *Four credit hours.* **H**

**AM136Bs Material Landscape of Postwar United States** We will examine the postwar United States through "things," considering how materiality culturally constructed class, gender, race, and sexuality. We will explore the meanings of objects at all scales; differences and continuities between "high" and "low" design; gendering and racializing of public and private spaces; automobile aesthetics and spatiality; consumption-based progress narratives; and restricted access to postwar abundance. In this discussion-based course, students will develop their skills of material, spatial, visual, and historical analysis and their critical writing skills. *Four credit hours.* **W1 LISLE**

**[AM137] Comedy and Tragedy in Depression America** The Great Depression produced two powerful but opposing responses in American culture. The 1930s were both a "golden age" of popular comedy and a decade in which images of heroic figures defeated by calamity were wildly popular. We will focus on the visual and sound cultures of the 1930s, including painting, sculpture, photography, advertising, film, music, and radio, and will explore how these forms were used by a wide variety of artists to shape audiences' responses to economic, political, and social upheaval. Special attention to skills of visual analysis and critical writing. Part of the three-course Integrated Studies 137 cluster, "American Stories: Understanding the Great Depression." *Prerequisite:* Concurrent enrollment in English 137 and History 137. (Elect IS137.) *Four credit hours.* **A**

**[AM137B] History and Culture in 1930s America** An exploration of key historical developments of the years of the Great Depression. What caused the Depression and how did it pose a crisis of faith in capitalism and in the government? And how did Americans respond, creating vibrant new forms of politics and culture? Through analysis of primary historical and cultural texts like films, photos, novels, and varied forms of popular culture, students will develop critical-thinking skills, learn to write clear and precise analytical essays, and practice articulating their ideas effectively. *Prerequisite:* First-year standing. *Four credit hours.* **H,W1**

**AM171fs 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 explore the dynamic and contested nature of American identity. Literary, religious, and philosophical texts, historical documents, material objects, works of art and music, and varied forms of popular culture are studied, with a focus on what it means, and has meant, to be an American. Open to first-year students. Formerly listed as American Studies 271. *Four credit hours.* **U ARELLANO, LISLE**

**[AM197] Hands-On Approach to Quilts in American Culture** Quilts are a ubiquitous but little-understood form of material culture. We will explore how quilts function and have meaning and value in our society. By acquiring hands-on experience with quilting, including selecting fabric, hand-piecing, and basic quilt block theory, and through readings and direct experiences with quilt-culture magazines, quilt shops, and guilds, students will gain theoretical and historical understanding of textiles. Includes analysis of the relationship between quilts and their presentation in scholarly and mainstream publications. Topics may include identity performance in and gender claims for quilting. Materials fee: \$40. Nongraded. *Two credit hours.*

**[AM214] African-American Elites and Middle Classes** Listed as Sociology 214. *Three credit hours.* **S, U**

**AM215] 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 U.S. 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. January 2013 topic: to be determined. Previously offered as American Studies 115. *Prerequisite:* First-year standing. *Three credit hours.* **EISEN**

**[AM217] Religion in the U.S.A.** Listed as Religious Studies 217. *Four credit hours.* **H**

**AM232f Queer Identities and Politics** Listed as Women's, Gender, and Sexuality Studies 232. *Four credit hours.* **U ARELLANO**

**[AM236] Introduction to the Francophone World: The Americas** Listed as French 236. *Four credit hours.* **I**

**AM241s Cultural Work of American Football** Examines the place of football in American culture. Identifies the game's core ideologies through investigations of its origins, development, and major historical crises, paying particular attention to how football constructs gender, race, and nationalism. Students emerge from this discussion-based course with enhanced skills in



analyzing material, visual, and literary cultural expression and improved abilities to speak and write cogently and clearly about complex and contested ideas. *Four credit hours.* LISLE

**AM255s Women in American Popular Comedy** An interdisciplinary examination of the ways that female comedians have used comic genres to advance powerful and influential critiques of American culture and politics, since 1970. Students will learn to situate the humor in historical context; to analyze the formal aspects of comedic performances; and to understand a variety of genres, including stand-up, character comedy, comedy/variety shows, and sitcoms. We will address the particular constraints that gender norms and ideologies place on women participating in a male-dominated form of entertainment and will attend to the ways that female comedians' work tracks ever-shifting and contested notions of gender roles and relations. *Four credit hours.* MCFADDEN

**[AM264] U.S. Latina/o Literature: "New" American Identities** Listed as Spanish 264. *Four credit hours.* L, U

**AM268s Latino/a Cultural Expressions in Literature and Film** Listed as Spanish 268. *Four credit hours.* L, U GARCIA

**AM275s Gender and Popular Culture** In the 21st century, popular culture is a key site for the dissemination of ideas about gender roles, gender relations, and sexuality. Students will use recent feminist approaches to the study of popular culture to analyze how contemporary films, music, advertising, toys, television, magazines, and popular fiction help to construct us as gendered individuals and to sustain systematic gender inequality. Students will write weekly informal papers, longer analytical papers, and a comprehensive final exam and will be expected to participate actively in class discussions to develop their analytical capacities and hone oral communication skills. Also listed as Women's, Gender, and Sexuality Studies 275. *Four credit hours.* U MCFADDEN

**AM276s African-American Culture in the United States** An interdisciplinary examination of black cultural expression—including folktales, the blues, gospel music, work songs, jazz, sermons, dance, literature, and social institutions—from the slave era to the present, 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, U GILKES

**AM285f History of Photography** Listed as Art 285. *Four credit hours.* A CLARK

**AM297] Short-form Digital Storytelling** Through hands-on learning and analysis, students will critique current popular short-form videos and create their own short-form digital stories. We will learn the basics of production (lighting, shot composition, and audio), storytelling (scriptwriting, storyboarding, timing, and pacing), and editing. Students will produce a 1-2 minute documentary portrait, 1-2 minute visual narrative, and 5-minute video in a style of their choosing. They will also be the "crew" and "editing assistants" for other student productions. In addition to essential reading, students will write entries on the course blog. *Two credit hours.* MURPHY

**AM298s Television in Postwar United States** Explores the development of American television culture in its many forms and varied genres during the years after World War II. We will pay special attention to the development of television as a medium central to American culture as well as the way television reflected and affected class, gender, and racial relations. In this discussion-based course, students will develop their skills of visual and historical analysis as well as their critical writing skills. *Four credit hours.* A CLARK

**[AM334] Film and Society: Films of the 1940s** Immersion into the Hollywood films of the 1940s. Using the basic tenets of genre theory—that film genres mediate the general anxieties of a culture—study of a range of genres, including Westerns, film noir, melodrama, and social problem films, as well as the social conditions with which these genres are in dialogue. Of special interest are the ways that World War II and the Cold War affected ideals of masculinity and femininity and a national dialogue about race. Students will (1) learn the basic language for describing film form; (2) read a number of theoretical texts; (3) develop skills of visual analysis; and (4) develop skills in writing clear, persuasive arguments about the films and their contexts. *Prerequisite:* American Studies 171 or 198 (Spring 2011) or Art 112 or Cinema Studies 142 or English 241 or Women's, Gender, and Sexuality Studies 201. *Four credit hours.* U

**AM335j American Independents: Their Art and Production** The conception, content, and production of independent films. On-campus examination of classic independents from the past will be followed by attendance at the Sundance Film Festival in Park City, Utah, in January, where attendance at selected film showings will be supplemented by class meetings. Upon return to campus students will report on and synthesize their observations and experiences. Cost in 2011: \$2,600 for travel and lodging; tickets and food not included. *Prerequisite:* Permission of the instructor. *Three credit hours.* A MANNOCCI

**[AM355] African-American Women and Social Change** Listed as Sociology 355. *Four credit hours.* U

**[AM357] Civil Rights, Black Power, and Social Change** Listed as Sociology 357. *Four credit hours.* S, U

**[AM359] Slavery and Slave Communities in the United States** Listed as African-American Studies 359. *Four credit hours.* S, U

**[AM360] The Car in Modern American Literature and Pop Culture** Listed as English 360. *Four credit hours.* L, U

**AM368s Great Books by American Women of Color: from Hurston to Danticat** Through both literary and cultural studies lenses, we will read classic works by American women of color, written in a variety of genres, including memoir, poetry, and personal essays, and review selected film adaptations of our books. Study will be chronological, beginning with Hurston and extending to Sapphire, Danticat, and Lahiri, and will include writers representing differences in culture, race, class, religion, and ethnicity. We will address topics such as marginalization versus assimilation, changing attitudes toward family and heritage, the search for a language and a room of one's own, challenges to traditional views of romantic love, sex, and sexuality, and the struggle for identity and social justice. *Four credit hours.* L, U MANNOCCHI

**[AM375] Seminar: Representing Difference in American Visual Culture** Asks how American visual culture helped construct racial categories in the 19th and early 20th centuries. Examines painting, sculpture, photography, minstrelsy, spectacles, and early film. Considers how ideologies of class and gender intersect with constructions of blackness, whiteness, Native American, and Asian-American identity. Emphasizes skills of visual analysis. *Prerequisite:* Junior or senior standing. *Three credit hours.* U

**[AM376] Queer Popular Cultures** An interdisciplinary exploration of the vibrant queer cultures created by and for LGBT people in the United States since the Stonewall Riots (1969). Students will learn to analyze a wide range of cultural productions, including works of art, theatrical productions, popular musics, films, television programs, and comics, and to situate them in their historical, cultural, and political contexts. Extensive critical interpretation and writing as well as participation in a substantial group project to increase queer visibility are required. *Prerequisite:* A 200-level or higher course in Women's, Gender, and Sexuality Studies. *Four credit hours.* U

**[AM378] American Dreams: The Documentary Film Perspective** The American experience as viewed through the lenses of American documentary filmmakers and videographers. Issues of documentary: reality or art, truth-telling or fiction-making, propaganda or objective presentation, responsibility of the filmmaker. A study of different visions of America that documentaries created, from their historical roots (*The Plow That Broke the Plains*, Frank Capra's war documentaries) through classic examples (*High School*, *Thin Blue Line*, *Berkeley in the 1960s*, *Hoop Dreams*) to their most current realizations (*It Was a Wonderful Life*, *Tongues Untied*), which are part of a renaissance in American documentary, born out of the new filmic expression of the most marginalized groups in American society. *Prerequisite:* Senior standing. *Four credit hours.* U

**AM393f Proseminar: Consuming America** Contemporary American culture is commodity culture. Drawing on historical and contemporary examples, we examine the ways Americans have used consumption as a means to construct, negotiate, and resist national, collective, and individual identities, paying particular attention to the ways patterns of consumption reflect and affect relations of class, gender, sexuality, race, and ethnicity. This discussion-based seminar introduces students to the major methodological approaches and debates in American studies today. Students develop skills in visual and textual analysis, practice writing clear and persuasive arguments, and learn to organize and execute their own research projects. *Prerequisite:* Junior standing as American studies major or women's, gender, and sexuality studies major or minor. *Four credit hours.* CLARK

**AM397f Imagining the Past: Film, Memory, History** Moving images shape our collective memory. News footage, documentaries, Hollywood blockbusters, and home movies help us remember (and forget) the past. Examines the creation of film images by those seeking to preserve people and events for posterity; the use of historical images by archivists, historians, and filmmakers; and the ways in which audiences understand the past through historical films. Considers how historians use moving pictures as historical documents and how history can best be represented on film. Students will integrate theoretical concepts with visual analysis, practice writing clear and persuasive arguments, and learn to organize and execute their own research projects. *Prerequisite:* Sophomore or higher standing. *Four credit hours.* CLARK

**AM398s Film Festivals: Cultures and Practices** From the red carpets of Cannes to community screenings, this course looks at film festivals as key institutions in contemporary film culture. We will examine the history of major film festivals as well as the economic, political, and cultural importance of festivals today. A key component of this course will be the development of a student-run film festival. Students will oversee programming and all other aspects of festival operations. Students will (1) develop their skills in visual analysis and critical thinking; (2) practice writing clear and persuasive arguments; (3) work cooperatively to organize and execute a major class project. *Four credit hours.* A CLARK

**AM457f American Gothic Literature** Listed as English 457. *Four credit hours.* L, U BRYANT

**AM483f, 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 3.5 major average and permission of the program director. *Three or four credit hours.* FACULTY

**AM491f, 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

**AM493Af Seminar: Spike Lee's United States of America** An in-depth, interdisciplinary exploration of recent American

culture through the lens of the African-American filmmaker Spike Lee. Working in multiple genres, Lee has offered compelling and controversial interpretations of the significance of race in shaping all aspects of American life. Students will situate a range of Lee's films in their historical and cultural contexts and will use the tools of film analysis to understand his aesthetic and representational innovations. Each student will research and write a major paper analyzing one of Lee's films and will present that work at the Colby Undergraduate Research Symposium. *Prerequisite:* Senior standing as an American studies or African-American studies major. *Four credit hours.* MCFADDEN

**AM493Bs Seminar: Geographies of Play** The places where we play are vital (and often overlooked) sites of identity construction and maintenance. We will examine how gender, class, race, sexuality, and nationality are written on our leisure landscapes, exploring particularly how recreational spaces are constructed, controlled, and used; how built environments express complex and often contradictory sets of values; and how users of such spaces variously experience them. Students will learn different approaches to interpreting cultural landscapes, research and write a major paper analyzing a site of play, and present that research at the Colby Undergraduate Research Symposium. *Prerequisite:* Senior standing as an American studies major. *Four credit hours.* LISLE

**AM498s Seminar: 21st Century Latino Novel and Transnational Imaginary** Listed as English 493D. *Four credit hours.* ORCHARD

## 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

**AN145j Between Revolution and Tradition: Julius Caesar and Augustus** Listed as Classics 145. *Two credit hours.* J. ROISMAN

**AN154s Roman History** Survey of ancient Roman history and civilization from foundation of Rome to reign of Augustus, its first emperor. Covers major political, social, and cultural trends and events that made ancient Rome one of the most influential civilizations in history. Familiarization with origins and development of the Roman states, social and political institutions, major political and military developments, gender relations, comedy, expansion in the Mediterranean, transition from monarchy to republic to one-man rule, and influence on other civilizations including our own. Students will become familiar with historical and cultural phenomena discussed and will develop analytical and interpretative skills. A second paper is required for the fourth credit. *Three or four credit hours.* H, I J. ROISMAN

**AN158f Greek History** A survey of Greek history from the earliest times to the Classical period. Includes the Heroic age, the evolution of Greek city-states, the intertwined histories of Athens and Sparta, major political and military developments, gender relations, encounters with non-Greek civilizations, Classical drama, comedy and philosophy, practices and attitudes toward injustice and inequality, as well as the impact of Greek culture on other civilizations including our own. Students are expected to develop their analytical and interpretative skills of historical and cultural phenomena both in writing and orally. A second paper is required for the fourth credit. *Three or four credit hours.* H, I J. ROISMAN

**AN234s In Search of a Strong Man: Greece in the Fourth Century** Listed as Classics 234. *Three credit hours.* H, I J. ROISMAN

**AN342f The Good, the Bad, and the Mad: Early Imperial Rome** Seminar to familiarize students with major aspects and characters of the first emperors of Rome and their impact on their contemporaries. Covers ancient sources for early imperial Rome, transition from Republic to monarchy, Augustus's moral legislation and Roman slavery, Tiberius and the politics of accession and treason trials, conflicting views of Gaius Caligula, Caligula and Claudius and the Jews of Alexandria, Claudius and the 'rule' of imperial women, Nero, the great fire and the Christians, and the first Jewish war. Students will develop analytical and interpretative skills through oral presentations and argumentation and by writing an in-depth research paper. *Four credit hours.* H J. ROISMAN

**[AN351] Law, Society, and Politics in Ancient Athens** Examines Athenian law and litigation in their social and political context. Discusses the origins and development of Athenian law, concepts of justice, and how Athenian trials were conducted. Analyzes historical cases of homicide, assault, sexual misconduct, tort and property, and political and communal misconduct. Examines the rhetoric of presenting a case in court. Students will construct mock trials in which they play the roles of prosecutors, defendants, and jurors. Formerly offered as Ancient History 397. *Four credit hours.* H

**[AN356] Alexander the Great** Listed as Classics 356. *Four credit hours.* H

## ANTHROPOLOGY

**Chair, Professor Mary Beth Mills**

*Professors Catherine Besteman and Mary Beth Mills; Assistant Professors Chandra Bhimull, David Strohl, and Winifred Tate; Visiting Assistant Professor Britt Halvorson; Visiting Instructor Livia Hinegardner*

Anthropology is the scientific and humanistic study of cultural, physical, historical, and linguistic differences and similarities among humans. The discipline also seeks to understand and explain contexts of social inequalities by investigating power dynamics and identity constructions such as nationality, class, race, gender, and ethnicity. The program at Colby offers an introduction to cultural anthropology's field methods, scope, and critical comparative analysis. Students receive training in anthropological theory and methodology and in the discipline's engagement in solving social problems; firsthand experiences and participation in field programs investigating cultural diversity are encouraged. The department offers a major and a minor in anthropology.

### **Requirements for the Major in Anthropology**

Eleven courses, including: Anthropology 112, 313, 333, and one advanced seminar taken in the second semester of the senior year and chosen from courses at the 400 level; one culture area course normally selected from Anthropology 231, 235, 237, 239, 242, 246, 261, 264, 297/8 and one topics course normally selected from Anthropology 217, 236, 244, 256, 258, 297/8 (consult your advisor for appropriate selections); five elective courses, including at least two at the 300 level or equivalent. In addition to Anthropology 112, a maximum of one other anthropology course taught at the 100 level may be counted toward the major. A maximum of one course selected from the list of electives (see "Other Applicable Courses" below) cross-listed with or offered by 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, 484. 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; one culture area course normally selected from Anthropology 231, 235, 237, 239, 242, 246, 261, 264, 297/8 and one topics course normally selected from Anthropology 217, 236, 244, 256, 258, 297/8 (consult the department for appropriate selections); and three additional courses in anthropology, two of which must be at the 300 or 400 level. In addition to Anthropology 112, a maximum of one other anthropology course taught at the 100 level may be counted toward the minor.

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 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 (I) requirements. Subsequent courses, requiring 112 as prerequisite, do not carry those designations.

### **Courses From Other Departments, of Which One Course May Be Elected Toward the Anthropology Major or Minor**

#### *American Studies*

- 275 Gender and Popular Culture
- 276 African-American Culture in the United States

#### *English*

- 348 Postcolonial Literatures

#### *Latin American Studies*

- 473 Research Seminar: Historical Roots of Violence in Modern Latin America

#### *Philosophy*

- 213 Philosophical Inquiries into Race
- 314 Karl Marx and Marxist Philosophical Thought

#### *Sociology*

- 355 African-American Women and Social Change

## Course Offerings

**AY112fs Cultural Anthropology** Introduction to the study of human societies and cultures through the concepts and methods of anthropology. Course material will (a) explore the great diversity of human social and cultural arrangements through the investigation of cultural communities around the world and the distinct ways their members experience and understand their lives and (b) investigate the larger historical, political, economic, and symbolic frameworks that shape contemporary human societies and cross-cultural interactions worldwide. Assignments emphasize clarity, concision, and coherence of written and oral arguments, as well as control over and understanding of course content. *Four credit hours.* **S, I** FACULTY

**AY119j The Anthropology of Utopias** Examines classic utopic and dystopic literature, philosophy, anthropology, art, and film from Plato to the present. Utopian literature involves anthropological reflection about the range of possibilities for human community and related anthropological themes of human social and cultural variability, conflict, and cooperation. Critically explores different utopian and dystopian discourses as vehicles for thinking about a world in crisis and its possible futures, as well as the effects these have on contemporary debates about politics and governance, citizenship, new technologies, media, family, and more. *Three credit hours.* **S** HRISKOS

**[AY175] Ordering the Cosmos** Ancient Greece provided many foundations of Western cultural and intellectual history. We will ask how Greeks understood their world as we explore the "cosmos" (which is Greek for "order" or "arrangement") of their making. Grounding an inquiry in literary texts and taking into account domains from the theological to the social and ethnographic, we ask how various systems of thought worked to produce order in their world. Topics include cosmology, religion and magic, sexuality, culinary practices, and the Greeks' interest in cultural difference. Part of the three-course Integrated Studies 175 cluster, "Ancient Greece: Nature and Culture in Classical Athens." *Prerequisite:* Concurrent enrollment in Philosophy 175 and Science, Technology, and Society 175. (elect IS175.) *Four credit hours.* **L**

**[AY176] Greece: Ancient Sites and Their Visitors** The sites (and sights) of ancient Greece have held enormous significance for visitors, from ancient times through the modern era. Explores the range of meanings that Greek antiquity has held for different groups historically and up to the present. Through an intensive, month-long study, students will consider a variety of sites in Athens and nearby centers such as Delphi, Olympia, Epidauros, and Mycenae. Includes travel to Greece. Examines a variety of questions related to the experience and representation of classical Greek sites. Part of the Integrated Studies Program. *Prerequisite:* Integrated Studies 175 or permission of the instructor. *Three credit hours.* **H**

**AY197Aj World at Play** We explore play as a field of activity that both refracts and constitutes cultural values as well as social and political relations. Through sociocultural and linguistic analyses of joking, pranking, and other playful acts in our own and other cultures, we will illuminate how others make sense of the world and consider the possibilities of play to incite or hinder social change. *Three credit hours.* **S, I** MENAIR

**AY197Bj Archaeology of Food and Drink** We are what we eat, but also where we eat, how we eat, when we eat, and with whom we eat. Food is a fundamental aspect of all human societies and so is a fascinating entry point for exploring our archeological past. We examine the unique impact of food and drink on evolution, identity, gender, politics, wealth, and health throughout human history. Topics covered include an interrogation of the "man the hunter" hypothesis of human evolution, slave diets in Colonial America, alcohol in the Inca Empire, the impact of wheat domestication on societies, and recent popularity of the paleo diet. *Three credit hours.* **S** SMITH

**AY212j Human Rights and Social Struggles in Global Perspective** Listed as Global Studies 211. *Three credit hours.* FAN

**[AY217] Race, Class, Ethnicity** Explores race, class, and ethnicity through comparative study of the diverse experiences, histories, and life conditions of indigenous peoples, immigrant groups, diasporas, religious minorities, and oppressed classes in various local and global contexts. Analysis of social, cultural, economic, and political forces that developed historically and function at present to maintain racialized, ethnic, and class inequalities. Also examines modes used for seeking political empowerment, economic justice, cultural survival, integrity of identity, and recognition of human rights. *Prerequisite:* Anthropology 112. *Four credit hours.* **S, I**

**AY231s Caribbean Cultures** Considers Caribbean people, places, products, and the webs of domination and resistance that formed and transformed the region and its diasporas. Ethnographies, films, food, music, memoir, and other texts tackle topics like empire building and dismantling; colonialism and postcolonialism; decolonization and displacement; development and underdevelopment; commodification and consumption; labor, revolution, and liberation. Cross-cultural and cross-temporal navigations develop an anthro-historical sensibility about the Caribbean's pivotal place in the world. Also listed as African-American Studies 231. *Prerequisite:* Anthropology 112 or American Studies 276. *Four credit hours.* **I** BHIMULL

**[AY235] Ethnographies of Latin America: Violence and Democracy in the Andes** An introduction to anthropological research on Latin America. Particular focus on the Andes and issues shaping Latin American participation in political life, including political, criminal, or structural violence; war; indigenous and other social movements; state strengthening and institutional evolution; transitions to democracy from military dictatorships; and social memory. Goals include learning to apply an

anthropological lens to discussions of violence and democracy and gaining a basic knowledge of political issues facing the contemporary Andean region. Students will gain critical reading and discussion facilitation skills while refining their writing skills through the production of review essays. *Prerequisite:* Anthropology 112. *Four credit hours.*

**[AY236] Illegal Drugs, Law, and the State** Drawing on legal and political anthropology, we will examine the legal regimes and cultures of control that target the commerce and consumption of illegal drugs. We will consider the evolution of these policies, their role in the construction of the state, and their impact in a variety of historical moments and social worlds. Case studies will include Prohibition, cocaine, medical and recreational use of marijuana, and alternative forms of political power facilitated by the drug trade, with a special focus on Latin America. Students will gain critical reading and presentation skills and will refine their writing and research skills through the production of an original case-study research project. *Prerequisite:* Anthropology 112. *Four credit hours.*

**[AY237] 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 are 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.* **I**

**[AY238] Religions of Africa and the African Diaspora** Examines African religions in Africa and their movement to and history in the New World. Ethnographic and historical sources investigate the legacy of slavery and its effects on African diaspora religions. Cases may include Cuban Santería, Haitian Vodou, Candomblé in Brazil, and Rastafarianism in Jamaica. Debates about syncretism, creolization, and related diasporic processes will be addressed. Emphasis on continuity, change, and the creative role of religious practice in the articulation of African identities in the New World. Students engage these topics through group and individual work, including both oral and written assignments. *Prerequisite:* American Studies 276 or Anthropology 112. *Four credit hours.* **I**

**[AY239] 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.* **I**

**[AY242] Anthropology of Latin America: City Life** An introduction to anthropological research on Latin America, with a particular focus on contemporary urban life. Cities attract migrants seeking new forms of communal life, educational, and economic opportunities and escaping war. We will examine the transformation of gender roles, political participation, and cultural production. Goals include learning to apply an anthropological lens to discussions of and gaining a basic knowledge of issues facing contemporary Latin America. Students will gain critical reading and discussion-facilitation skills and will refine writing skills through the production of review essays. *Prerequisite:* Anthropology 112. *Four credit hours.*

**AY244f Anthropology of Religion** Introduces students to the anthropological study of religion, focusing on the lived experience of religion in a variety of historical, social, and cultural contexts. Examines religious symbols, ritual, possession, magic, and the relationship between religion and modernity. Cross-cultural investigation of diverse religious phenomena through ethnographic case studies, such as witchcraft in Sudan, voodoo in Brooklyn, and women's participation in the mosque movement in Egypt. Students will use concepts learned in class to design and carry out an independent research project on a relevant topic of their choosing. *Prerequisite:* Anthropology 112. *Four credit hours.* **I STROHL**

**AY246s Engaging Muslim Worlds** Introduces students to the anthropology of Muslim societies. We will examine the ways that anthropologists and Muslims have made sense of Islam as a global religion and its local manifestations in different cultural contexts. Through reading works by anthropologists, journalists, and activists, students will consider key theoretical approaches to the study of pluralism, the relationship between religious knowledge and practice, the Islamic revival, syncretism, and modernity. We will investigate these issues in places as varied as Lebanon, Pakistan, Indonesia, and Mayotte. *Prerequisite:* Anthropology 112. *Four credit hours.* **I STROHL**

**AY256f 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 varied subsistence and resource management systems explores how local forms of livelihood have been incorporated into and challenged by national and global economic relations and structures through processes of colonization and the growth of transnational capitalism. *Prerequisite:* Anthropology 112. *Four credit hours.* **U MILLS**

**[AY257] From Communism to Consumerism** Listed as East Asian Studies 257. *Four credit hours.* **S**

**AY258f Anthropology, History, Memory** Anthropologists have depicted cultural systems as timeless, paying limited attention to how historical experiences produce, and how they are shaped by, everyday beliefs and actions. Examines the significance of history for anthropological understanding and vice versa. Investigates how different cultures construct the past

and how the past shapes everyday lives, our own and others. Explores sites such as myths, monuments, bodies, and archives. Questions what is the past? How is it present? How do societies remember? How do they forget? Topics include technology, time, travel, commemoration, war. Formerly offered as Anthropology 298B. *Prerequisite:* Anthropology 112 or a 100-level history course. *Four credit hours.* BHIMULL

**[AY261] Japanese Language and Culture** Listed as East Asian Studies 261. *Four credit hours.* S, I

**[AY264] 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. *Four credit hours.* S, I

**AY268s Politics of Satire and Humor in Modern China** Listed as East Asian Studies 268. *Four credit hours.* S ZHANG

**AY297f Global Health and Human Rights** Listed as Global Studies 297. *Four credit hours.* FAN

**AY297Bf Latin American Ethnographies** Examines the diverse lived realities of everyday people throughout Latin America through a survey of contemporary ethnographic research. Topics include the intersections of race, class, and sexuality; how citizenship and social movements are changing Latin American democracies; and the impacts of neoliberalism and global economic systems on everyday life. Objectives are to pursue a broad understanding of cultural, political, and economic formations in Latin America, and to reflect critically and comparatively on contemporary trends in Latin American anthropology. Students will refine their academic research skills through article reviews and making an ethnographic research plan. Ethnographic and documentary films will supplement classroom readings. *Prerequisite:* Anthropology 112. *Four credit hours.* I STONE

**AY298Bs Anthropological Perspective on Science and Religion** Cross-cultural research ranging from ethnographies of in vitro fertilization in Ecuador to religious healing in Madagascar to fetal personhood in the United States introduces students to new cultural perspectives on the relationship of science and religion. Ongoing written and oral discussion of case studies will enable students to gain facility with key theoretical models used to study the cultural politics of science and technology as well as the moral dilemmas of scientific applications. Students will apply these analytical concepts in a final research project on a topic of their own selection. *Prerequisite:* Anthropology 112. *Four credit hours.* HALVORSON

**AY298Cs Language in Culture and Society** Students will gain facility with key theoretical models and anthropological concepts used in linguistic anthropology, including discourse analysis, markedness theory, and language ideologies. Written and oral discussion of critical case studies will enable students to engage relevant conceptual tools and apply these to specific ethnographic materials. Students will learn to apply such insights to the study of the interrelationship of language and the social difference of race, gender, and class; linguistic nationalism and standardization; religious language; speech communities; and cross-cultural differences in language socialization. *Prerequisite:* Anthropology 112. *Four credit hours.* HALVORSON

**AY298Ds From Pitchforks to Twitter: An Anthropology of Social Movements** Anthropological approaches to understanding organized social movements. Uses rich ethnographic, cross-cultural, and historical case studies to examine how and why people have created social movements to resist industrialization, colonization, and globalization, as well as more cultural forces such as racism, sexism, and homophobia. From 19th-century mobs to the #Occupy movements, students will investigate how people have attempted to transform their social, cultural, and political worlds, what consequences their efforts have had, and how social scientists have theorized these transformations. *Prerequisite:* Anthropology 112. *Four credit hours.* S STONE

**AY313s Researching Cultural Diversity** Focus on ethnography as both the central research strategy of anthropologists and the written text produced by such research. Examines anthropological methods of data collection and ethnographic writing as these encompass not only the discipline's historical focus on localized communities but also contemporary understandings of connections to global processes, the analysis of complex inequalities, and a reflexive and engaged relationship with the human world. Explores practical strategies for conducting ethnographic research, including interviewing, observation, and other modes of qualitative data collection, the ethical issues presented by such research, and the application of analytical and theoretical models. *Prerequisite:* Anthropology 112 and a 200-level anthropology course and sophomore standing. *Four credit hours.* STROHL

**AY333f Contemporary Theory** An analysis of the contemporary state of cultural anthropology through the investigation of contemporary theoretical approaches of central importance to the discipline. Examination of key theoretical concepts and their relevance for designing research questions, generating ethnographic perspectives, and building anthropological knowledge. Special attention to political economy, symbolic anthropology, poststructuralism, reflexive anthropology, postmodernism, and feminist and postcolonial anthropology. Assignments include both written and oral modes of analysis; strong emphasis on discussion and collaborative debate. *Prerequisite:* Anthropology 112 and a 200-level anthropology course and junior or higher standing. *Four credit hours.* BHIMULL

**[AY339] Asian Pacific Modernities** The changing dynamics of contemporary social life in the Asian Pacific with particular emphasis on East and Southeast Asia. Ethnographic case studies of a range of cultural and social phenomena, including commodity consumption, mass media, expanding middle-class identities, religious movements, and popular art forms, examining both lived experiences in the region and the theoretical analysis of processes associated with modernity and

globalization. *Prerequisite:* Sophomore or higher standing and Anthropology 112. *Four credit hours.* S, I

**AY341f Culture, Mobility, Identity: Encounters in the African Diaspora** Use of text, film, food, and music to examine how African and African-descended people made and remade the modern world. Surveys how past and present cultural practices dialogically shaped the formation, transformation, and flows of the diaspora. Attention to the dynamics of circulation, contact, exchange, and estrangement facilitates travels through the Afro-Atlantic world. Inquiry into archives and other sites of memory enables consideration of the scale, scope, and impact of black action and imagination. *Prerequisite:* American Studies 276 or Anthropology 112. *Four credit hours.* S, I BHIMULL

**[AY348] Postcolonial Literatures** Listed as English 348. *Four credit hours.* L, I

**[AY352] Internationalism: From Socialism to the World Social Forum** Listed as Global Studies 352. *Four credit hours.* S

**[AY353] Globalization and Human Rights in China** Listed as East Asian Studies 353. *Four credit hours.* S

**[AY359] Slavery and Slave Communities in the United States** Listed as African-American Studies 359. *Four credit hours.* S, U

**[AY361] Militaries, Militarization, and War** Examines the ways in which military institutions shape and are shaped by cultural, economic, and political forces in contemporary societies, especially in the United States. Topics include the role of military service in creating and reinforcing gender norms, citizenship, and national identities; the ways in which war and militarized violence are commemorated; and ongoing controversy over counterinsurgency, internal defense, and modern forms of warfare. Students will develop their ethnographic research skills through interviews and observation, written and oral presentations. Formerly offered as Anthropology 398B. *Prerequisite:* Anthropology 112. *Four credit hours.* S

**[AY363] Secrecy and Power** This seminar examines the use of secrecy in political, religious, and social contexts. Students will engage with theoretical, ethnographic, and historical texts to trace the development of key analytical, methodological, and ethical issues concerning the anthropological study of concealment. Topics will vary according to student interest but may include transparency, surveillance, publicity, privacy, passing, argots, codes and ciphers, dissimulation, esotericism, and epistemology. Students will complete an independent research project on the use of secrecy in a historical or social context of their choosing. *Prerequisite:* Anthropology 112. *Four credit hours.* I

**AY371f Japanese Language, Gender, and Sexuality** Listed as East Asian Studies 371. *Four credit hours.* I ABE

**AY373f 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, production and reproduction of gender hierarchies, and processes by which gender and sexual meanings (and associated social forms) may be transformed or contested in societies. *Prerequisite:* Anthropology 112 and one other anthropology course. *Four credit hours.* U MILLS

**AY397Af Aging and Public Policy in East Asia** Listed as East Asian Studies 397A. *Four credit hours.* ZHANG

**AY397Bf Global Humanitarianism** Explores the uses, significance, and limitations of human rights discourse in a variety of global humanitarian initiatives. Students will gain awareness of specific political, historical, and cultural conditions that can enable or constrain humanitarian work and of the subjective and value orientations central to understanding contemporary humanitarian intervention, including caregiving and testimony. Written and oral discussion of in-depth case studies will enable students to apply and refine their understanding of key theoretical models and anthropological concepts culminating in an independent seminar research project. *Prerequisite:* Anthropology 112 and junior or senior standing. *Four credit hours.* HALVORSON

**AY398s Religion and Social Change in Contemporary Africa** Participants will build awareness of the religious diversity of contemporary African societies using selected studies from Madagascar, Tanzania, Mali, Mozambique, and other sites. Students will learn to identify the relationship of African religions with diverse, transforming views on biomedicine and healing; urbanization; gender relations; modern subjectivities; development and humanitarianism; and the colonial legacy. Ongoing written and oral discussion will enable students to gain facility with key theoretical models to analyze the role of African religions in dynamic processes of political, economic, and cultural transformation. *Prerequisite:* Anthropology 112 and junior or senior standing. *Four credit hours.* HALVORSON

**AY398Bs Cultures of Capitalism** Capitalism is perhaps the most important historic, social, and cultural phenomenon in the modern world. Anthropology's ethnographic focus enables a close examination of the complex meanings and structures of capitalism as they affect people's lives around the world. Working both with foundational texts in economic anthropology and with ethnographic case studies, students will explore how anthropologists study economic systems, including analyses of development, globalization, business, and consumer cultures. Specific cases may include international business masculinities, the



cultural politics of advertising, petro-capitalism, factory-floor cultures in China, and the cultural dimensions of financial-trading careers in the United States and Europe. *Prerequisite:* Anthropology 112. *Four credit hours.* STONE

**AY398Cs The Anthropology of Visual Media** An introduction to visual anthropology, a field that combines the use of film as a research method with ethnographic accounts of how visual media impacts culture, society, and politics. Through watching and analyzing ethnographic films, students will critically examine the changing trends in how anthropologists have used film as a research method. Through ethnographic, cross-cultural case studies—from the analysis of state sponsored soap operas in Egypt to indigenous video in Latin America—students will investigate how anthropologists have understood the cultural, social, and political impacts of film and television. *Prerequisite:* Anthropology 112. *Four credit hours.* STONE

**[AY437] Media, Culture, and the Political Imagination** Listed as Global Studies 437. *Four credit hours.*

**[AY451] Ethnicity, Nationalism, and the State in Europe** Listed as Global Studies 451. *Four credit hours.*

**AY462s Global Mobilities: Movements, Modernities, Citizenships** In today's world, dramatic flows of people, goods, and ideas enable claims to new (and newly imaginable) identities while at the same time challenging familiar norms and social structures. Ethnographic case studies from Asia, the United States, and elsewhere explore the diverse ways in which contemporary modernities, citizenships, and mobilities constitute dynamic fields of social meaning as well as critical arenas of cultural, political, and social struggle. Students will design and carry out a significant independent research project exploring course themes resulting in a substantive analytical paper and an oral presentation. *Prerequisite:* Anthropology 112, one 300-level or two 200-level anthropology courses, and junior or higher standing. *Four credit hours.* MILLS

**[AY474] Anthropology as Public Engagement** An exploration of innovative ways in which anthropology is used for proactive, public engagement in global, national, institutional, and local information networks, program planning, policy implementation, and transformative social action. Examined are past, present, and envisioned future engagements in various social fields spanning several disciplines, including economic development, environmental protection, labor relations, education, tourism, health care, human rights, gender equity, indigenous rights, state polity and law, nongovernmental organizations, popular media, and social movements. *Prerequisite:* Junior or senior standing as an anthropology major. *Four credit hours.*

**AY483f, 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

**AY491f, 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

## ARABIC

*In the Department of Modern Languages.*

*Courses in Arabic are offered through Modern Languages and use the ML prefix before the course number.*

## Course Offerings

**ML121f Elementary Modern Standard Arabic IA** An introduction to Modern Standard Arabic for students with no previous knowledge of the language. Designed to develop all four skills—listening, speaking, reading, and writing—through a proficiency-based, student-centered approach. Students will develop accuracy and fluency in pronouncing and writing Arabic script, gain basic knowledge of vocabulary and grammar, and explore the ethnic, linguistic, and religious diversity of Arabic culture. Nongraded. *Prerequisite:* Completion or concurrent completion of the college language requirement and permission of Professor John Turner. *Three credit hours.* AL-HANINI

**ML122s Elementary Modern Standard Arabic IB** A continuing introduction to Modern Standard Arabic for students with previous exposure to the language. Designed to further develop all four skills—listening, speaking, reading, and writing—through a proficiency-based, student-centered approach. Students will hone accuracy and fluency in pronouncing and writing Arabic script, expand knowledge of vocabulary and grammar, and explore the ethnic, linguistic, and religious diversity of Arabic culture. Nongraded. *Prerequisite:* Modern Language 121, completion or concurrent completion of the college language requirement, and permission of Professor John Turner. *Three credit hours.* AL-HANINI

**ML123f Elementary Modern Standard Arabic IIA** An introduction to Modern Standard Arabic for students with previous exposure to the language. Designed to expand all four skills—listening, speaking, reading, and writing—through a proficiency-based, student-centered approach. Students will hone accuracy and fluency in pronouncing and writing Arabic script, expand knowledge of vocabulary and grammar, and explore the ethnic, linguistic, and religious diversity of Arabic culture. Nongraded. *Prerequisite:* Completion or concurrent completion of the college language requirement and permission of Professor John Turner. *Three credit hours.* AL-HANINI

**ML124s Elementary Modern Standard Arabic IIB** Continues Modern Standard Arabic instruction for students with previous

exposure to the language. Designed to further develop all four skills—listening, speaking, reading, and writing— through a proficiency-based, student-centered approach. Students will hone accuracy and fluency in pronouncing and writing Arabic script, expand knowledge of vocabulary and grammar, comprehend simple texts, and explore the ethnic, linguistic, and religious diversity of Arabic culture. Nongraded. *Prerequisite:* Modern Language 123, completion or concurrent completion of the college language requirement, and permission of Professor John Turner. *Three credit hours.* AL-HANINI

## **ART**

**Chair,** *Professor Bevin Engman*

**Associate Chair,** *Assistant Professor Gary Green*

*Professors Sharon Corwin, Bevin Engman, Michael Marlais, Harriett Matthews, Véronique Plesch, David Simon, and Ankeney Weitz; Associate Professors Garry Mitchell and Scott Reed; Assistant Professor Gary Green; Adjunct Instructor Nancy Meader*

The Department of Art offers an integrated curriculum of art history and studio courses. Students engage formal analysis and critical thinking in creative practice and the acquisition of visual literacy. Both courses of study are based on the recognition that works of art of any period are related to the social, political, and cultural concerns of that period.

In art history courses students learn to translate visual experience into written and oral expression through the identification and contextual interpretation of art. Students are engaged not only in the classroom but also through firsthand interaction with objects in the Colby College Museum of Art. Students acquire familiarity with historical traditions, research and curatorial skills, and art historical literature.

In studio courses students learn to translate ideas and experience into visual expression through the physical exploration of diverse methods and media. Students gain comprehensive knowledge of the formal processes and vocabulary associated with the practice of creating art. Students develop the capacity for adaptive problem solving and aesthetic judgment in order to express themselves clearly in a visual language.

### **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, 313, 314
2. Art 331, 332, 333
3. Art 351, 352, 353
4. Art 273, 274, 275

And three additional graded art courses (of three or more credits), 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. The studio concentration must include at least a four-course sequence in painting, printmaking, sculpture, or photography among the requirements for the major. Additional requirements are Art 221 and 222 or equivalent (except in photography when 221 and 222 are replaced by 285 and another studio course of choice) for a total of 12 courses. Students are strongly encouraged to complete Art 131 during their first year. In addition, every effort should be made to complete the drawing requirement as early as possible, allowing 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), two of the following: 111, 112, 173; and four additional courses at the 200 level or above.

## Course Offerings

**AR111f Survey of Western Art** An examination of the history of the Western tradition of art from cave painting through the end of the Middle Ages. Through lectures, small discussion sections, museum visits, provides an introduction to the descriptive and critical analysis of works of art in both their formal and material makeup as well as their dependency upon and/or interrelationship with cultural, religious, economic, and historical trends. *Four credit hours.* **A** MARLAIS, PLESCH, SIMON

**AR112s Survey of Western Art** An examination of the history of the Western tradition of art from the late Middle Ages to the present. Through lectures, small discussion sections, and museum visits, provides an introduction to the descriptive and critical analysis of works of art in both their formal and material makeup as well as their dependency upon and/or interrelationship with cultural, religious, economic, and historical trends. *Four credit hours.* **A** MARLAIS, PLESCH, SIMON

**[AR113] Photography: A Historical Introduction** Unlike traditional introductory photo courses, this one will proceed through the application of a variety of processes that trace the medium's history. From the making of cameraless photographs using the cyanotype process popular in the mid-19th century to the creation and use of pinhole cameras, opportunities to explore the excitement and alchemy of some of photography's simplest methods and materials. No camera is needed. Nongraded. Cost for materials: \$95. *Two credit hours.*

**AR114j 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. Cost for materials: \$60. *Two credit hours.* **N**.MEADER

**[AR117] Introduction to Art Conservation and Preservation** Designed to explore the issues and practices of the conservation and restoration of works of art. Theoretical discussions will be balanced by practical examples. The role of conservators, the systems employed by them, and the relationship between art and science will be explored. Students will be responsible for case studies, many of which will involve examination of original works of art in the Colby College Museum of Art. *Two credit hours.*

**[AR118] Introduction to Figure Painting** An introduction to painting the figure and its environment. Classes will cover information on preparing supports, setting up palettes, and working from the model. Topics include basic drawing skills, working in black and white, traditional figure painting practices, and *alla prima* techniques. Out-of-class work is essential. Nongraded. Estimated cost for materials: \$150. *Two credit hours.*

**AR120f The Art of Writing About Art** Writing about a visual experience, in particular an encounter with a work of visual art, is an act of interpretation. We will look at the various ways in which we encounter artworks in our daily lives, in our study of history, and in our museums. We will write extensively about these encounters through a series of structured assignments. Students will improve their skills in a variety of areas, including visual analysis, writing mechanics, revising, and research planning. *Four credit hours.* **A,W1** WEITZ

**AR121s Words and Images: Writing about Art** Focuses on description, analysis, and interpretation of visual art, with the collections of the Colby Museum of Art as the primary subject matter. Students will learn to look at artworks analytically and describe them eloquently; locate, evaluate, and use appropriate research materials; write clearly and succinctly; formulate a thesis and supporting argument; evaluate personal, professional, and peer writing for its stylistic strengths and persuasiveness; offer constructive feedback on other students' work; understand the value of revision; understand and avoid plagiarism. *Four credit hours.* **A,W1** CORWIN, FINCH, LESSING

**AR131fs Foundations in Studio Art** The prerequisite for all upper-level, two-dimensional studio electives, a rigorous, project-based studio course. Study of the principles of composition, foreshortening and comparative measurement, value/tonal and color through the use of various materials including paper, graphite, charcoal, collage, tempera and acrylic paint. Personal and group critiques provide feedback for growth. Outside work is essential. Grading process includes midterm and final portfolio reviews. No prior experience necessary. *Four credit hours.* **A** ENGMAN, MITCHELL, REED

**AR134j Creating Your Own Photographic Book** In addition to learning the history and contemporary practice of photographic bookmaking, students will become proficient in the creating, sequencing, and layout of their own work. They will learn the basic hardware tools involved — scanning and designing on a computer — as well as the necessary software involved, including Adobe Photoshop. Central to the course and the learning goals is the understanding of the literature of photography; how one photograph informs another and how the sequencing and layout of pictures creates the overarching content of the book. Nongraded. *Two credit hours.* **GREEN**

**AR138f Introduction to Digital Imaging** A non-camera-based introduction to the computer as a tool for two-dimensional design as well as for creating, processing, and manipulating images within the context of the fine arts studio. Through assigned work, classroom demonstrations, and critiques, students will be expected to gain facility in the basics of the appropriate

hardware and software and apply those skills and knowledge to projects exploring artistic and technical problems. Students will gain proficiency in and understanding of the same formal concepts, principles, and vocabulary as in Art 131. *Four credit hours.* **A GREEN**

**AR151j Art of the Monotype: Methods for Painterly Printmaking** Monotypes are one-of-a-kind prints created by transferring to paper an image that has been painted or drawn on a plate made of plexiglass or another material. Transfer is accomplished by an etching press, hand rubbing, and other techniques. Direct, immediate, and often surprising images result. Students will explore materials and their applications, and there will be step-by-step demonstrations of various imaging techniques. Each student will make a portfolio of unique prints. The monotype process is accessible to students with any level of artistic experience. Nongraded. Materials cost: \$95. *Two credit hours.* MITCHELL

**AR161f Sculpture I** An introduction to basic sculpture concepts through projects that involve specific formal ideas. Emphasis is placed on gaining an understanding of materials and techniques as a means of introducing these formal concepts. The primary materials and techniques introduced are string as implied line, plaster as both a subtractive and additive medium, and wood construction. The objectives are clearly stated before each project and at the completion of each there is a group discussion of all the work. The final requirement is an individual critique of the work assigned during the semester. Sculpture I is required for the subsequent levels of sculpture. *Four credit hours.* **A MATTHEWS**

**AR162s Sculpture II** Basic sculpture concepts continue to be presented through projects that involve specific formal ideas and new techniques. Emphasis is placed on gaining an understanding of materials and techniques as a means of introducing these formal concepts. Wood and stone carving are introduced; at times the materials are optional, giving the student the opportunity to decide what is appropriate for a given project. The objectives are clearly stated before each project and at the completion of each there is a group discussion of all the work. The final requirement is an individual critique of the work assigned during the semester. *Prerequisite:* Art 161. *Four credit hours.* MATTHEWS

**AR173s Survey of Asian Art** Introduces the arts and cultures of India, China, and Japan, with attention to basic art-historical methods and techniques. Lectures and assignments focus on critical analysis of artistic style, technique, expression, subject matter, iconography (the meanings encoded in visual signs), and patronage. Study of the history and beliefs of Asia, including Hinduism, Islam, Buddhism, Confucianism, and Shinto, while enhancing visual literacy skills, including recognizing the cultural forces underlying viewing expectations and experiences. Students develop and demonstrate these skills through writing four papers and completing a large final project. *Four credit hours.* **A WEITZ**

**AR211f Student Docent Program** Focusing on museum education, school outreach, public speaking, and museum tour design and implementation, students are prepared to provide educational experiences to children and adults. Students examine museum education through practical opportunities to teach in the museum and local schools as well as through pedagogical models. Lectures from curators of the Colby College Museum of Art supplement museum education theory with intimate knowledge of the museum's collection. Nongraded. *Prerequisite:* Art 112 and permission of the instructor. *Two credit hours.* LESSING

**[AR212] Student Docent Program** Following training in public speaking and pedagogical strategies for teaching children and young adults about works of art, students will conduct lessons related to the Museum's collection in local school classrooms. Nongraded. *Prerequisite:* Permission of instructor. *One credit hour.*

**AR221f Drawing I** Still lifes and large setups are used to explore the graphic elements of line, mass, value, texture, and space using the dry media of conte crayon, compressed charcoal, vine charcoals, graphite, and charcoal pencils. The objective is to understand and develop skill with each medium as the graphic elements are broken down and explored through classwork. Compositional choices and visual awareness are stressed. Daily out-of-class drawing assignments reinforce class work. Two final portfolios are required: one for in-class work and one with the daily out-of-class work. *Prerequisite:* Art 131. *Four credit hours.* MATTHEWS

**AR222s Drawing II** Introduction to figure drawing. The first two weeks are a review of Drawing I using still lifes. Then we move into working directly from a model. The objective is to grasp the basics of the figure using the graphic skills developed in Drawing I. Stress is put on observation and visual retention using different approaches to gesture. Using gestures to begin each class the student sees position and movement, then, with contour drawing, form is introduced. We work into 60-minute drawings that involve all the graphic skill developed in Drawing I. *Prerequisite:* Art 221. *Four credit hours.* MATTHEWS

**AR234fs Printmaking I** Study of the language of relief printmaking. Five projects are given that point to specific demands of this language. Students will make editions of all five of these problems. *Prerequisite:* Art 131. *Four credit hours.* REED

**AR235s Printmaking II: Introduction to Intaglio Techniques** Concentration on drypoint, non-acidic tool usage, etching, aquatint, and softground. Students will make plates using these techniques and then print editions from them. Out-of-class work is essential. *Four credit hours.* REED

**AR241f Painting I** A rigorous, project-based introduction to oil painting as both a process and medium. Students acquire an understanding of advanced color theory and its perceived behavior in invented compositions and observed still lifes. They gain an understanding of how formal analysis drives the creative process and allows for clear, personal expression. Individual and group

critiques provide feedback for growth. Outside work is essential. Evaluation process includes midterm portfolio and final interview and portfolio reviews. No prior experience necessary. *Prerequisite:* Art 131. *Four credit hours.* ENGMAN

**AR242s Painting II** Continues the project-based involvement with oil painting as both a process and medium. Students explore the figure through self-portraits, *plein air* landscape painting, and an in-depth investigation of abstraction through tempera, collage, and interpreted still life. They deepen their understanding of how formal analysis drives the creative process and allows for clear, personal expression. Individual and group critiques provide feedback for growth. Outside work is essential. Evaluation process includes midterm portfolio and final interview and portfolio reviews. *Prerequisite:* Art 241. *Four credit hours.* ENGMAN

**[AR251] Five Centuries of French Art: From Saint Louis to the Sun King** French art from the 13th through the 17th century. Painting, sculpture, and architecture, as well as other pictorial media such as manuscript illumination, prints, tapestry, and enamel are studied, and links with historical and cultural movements are explored. Important themes that are the political uses of art and French national identity. Possible reading in French for French studies majors. Written assignments develop visual literacy and the ability to articulate in-depth analyses of works of art and their production context. *Four credit hours.* **A**

**AR261f Sculpture III** In the first half of the semester, sculpture projects are presented with open-ended requirements in scale and materials. The objective is to tap into the resource of ideas and technique established in Sculpture I and II. After the completion of these first pieces, welding is introduced using the oxyacetylene process. There are technical exercises for welding mild steel, metal shaping, and surface finishing, all aimed toward establishing a technical freedom with metal. A group critique every two weeks and an individual critique for the final. *Prerequisite:* Art 162. *Four credit hours.* MATTHEWS

**AR262fs Sculpture IV** Further exploration of sculptural techniques and concepts. Out-of-class work is essential. *Prerequisite:* Art 261. *Four credit hours.* MATTHEWS

**[AR271] Modern European and American Architecture** The built environment, both architecture and urbanism, from the late 18th century to the 20th century. Themes include architectural design and aesthetics, the influence of technology on design, and the function of architecture in an industrial society. *Three or four credit hours.* **A**

**[AR273] The Arts of China** Introduces Chinese art from the prehistoric period to the 21st century and teaches students how to read visual materials by learning the cultural conventions, expectations, and technologies that govern the production of art in China. Explores Chinese history through primary-source documents and the basic principles of Confucianism, Daoism, and Buddhism. Students learn about the role of political and social authority in the production and dissemination of art in China, with a particular emphasis on Chinese social organization and art patronage systems. Students complete weekly slide quizzes, a short paper, and two exams. *Four credit hours.* **A**

**[AR274] 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. *Four credit hours.* **A**

**AR275f The Arts of Korea** Exploration of Korean arts from the prehistoric period to the 21st century and reading visual materials by learning the cultural conventions, expectations, and technologies that govern the production of art in Korea. Exploration of Korean history, including the development of religious beliefs, politics, and society. Korea's geopolitical location, between China and Japan, has long made it a center of trade as well as of visual and cultural transfer, often intentional acts of appropriation, rejection, and transformation. Demonstration of critical and visual skills through quizzes, exams, and papers. *Four credit hours.* **A** WEITZ

**AR276s Zen and the Arts in Asia** An introduction to Zen philosophy, history, and practice, with an emphasis on the ways in which the religion has transformed the aesthetic outlook and artistic production in China, Japan, and the United States. Through class discussions, group projects, and individual writing assignments, students hone their skills of textual and visual analysis by actively "reading" a variety of art forms through the lens of Zen concepts and practices. Students achieve a basic competency in East Asian historical development and Buddhist religious thought, as well as learning about the aesthetic implications of belief, including an examination of how their own cultures and belief systems color their experiences of the arts. *Four credit hours.* **A, I** WEITZ

**AR281s Photography I** An introduction to the tools, materials, and techniques for making wet-process, black-and-white photographs. Coverage of camera operation, use of a light meter in determining proper exposure, film processing, and printing. In addition to technique—and at the core of this course—will be a series of assignments, slide lectures, video presentations, and class discussions involving the theories and processes inherent in the comprehension and practice of using photography as a language of personal creative expression. *Prerequisite:* Art 131 or 138. *Four credit hours.* GREEN

**AR282f Photography II: Introduction to Digital Photography** Students will expand their literacy through a series of classroom demonstrations and subsequent assignments that will introduce them to the creative and technical foundations of digitally-based photography. While providing a primer for Adobe Photoshop and the appropriate hardware and software, the course will stress photography's importance as a creative means of personal expression. The curriculum will also introduce and explore color photography, its history, methods, and materials. *Prerequisite:* Art 281. *Four credit hours.* GREEN

- AR285f History of Photography** An introduction to the major aesthetic and cultural debates surrounding photography. Investigates aesthetic styles, historical questions about whether a mechanical medium can produce art, what forms of evidence or witnessing photographs provide, and how photographs construct ideas about "the real." Primary focus is on the Anglo-American tradition. Emphasizes skills of visual analysis. *Four credit hours.* A CLARK
- [AR293] Asian Museum Workshop: Word Play and Visual Imagery in China** A hands-on, collaborative workshop in which students create a museum exhibition. In the first week students learn about the topic through readings, lectures, presentations, and writing assignments. Students then begin their collaboration, with the entire class making all decisions; students jointly produce a grant proposal, press release, object labels, catalogue, and educational component. The exhibition opens on the last day of Jan Plan with a student-led gallery tour for the public. The scale of the project and the student-driven process demand a heavy commitment of time and energy, but the long hours yield a tangible product that remains on display for weeks or months. *Prerequisite:* East Asian Studies 151 or 152 or Art 173. *Three credit hours.*
- [AR311] 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.*
- [AR313] Art of the Early Middle Ages** Painting, sculpture, and architecture from A.D. 315 to 1000, from the Christianization of Rome through the development of Byzantine civilization in the East and through the Ottonian empire in the West. *Prerequisite:* Art 111. *Three or four credit hours.*
- AR314f 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.* SIMON
- AR331s 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 Bruegel. *Prerequisite:* Art 111 or 112. *Three or four credit hours.* PLESCH
- [AR333] 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.*
- [AR334] Film and Society: Films of the 1940s** Listed as American Studies 334. *Four credit hours.* U
- [AR336] Women in Art** A seminar investigation of issues regarding women as subjects in, and as producers of, art in 19th- and 20th-century Europe and America. *Four credit hours.*
- AR341fs Painting III** Serves as a bridge course between the project-based format of Painting I and II and the independent structure of advanced painting. Students undertake invented abstraction, increased scale, the use of limited palettes, and an independent direction in their studio practice. Particular importance is placed on the ability to develop and maintain a work process with the goal of producing a related body of self-directed work. Students are required to express their intent visually in their work, orally in critiques, and in a written statement. Evaluation includes midterm and final portfolio reviews. *Prerequisite:* Art 242. *Four credit hours.* ENGMAN
- AR342fs Painting IV** Based on the discoveries made in Painting III, students continue to define and express their personal goals and begin their fully independent studio practice. Particular importance is placed on the ability to develop and maintain creative momentum with the goal of producing a cohesive body of self-directed work. Students are required to express their intent visually in their work, orally in critiques, and in a written statement. Evaluation includes midterm and final portfolio reviews. Fulfills the minimum requirement for the studio capstone Senior Exhibition. *Prerequisite:* Art 341. *Four credit hours.* ENGMAN
- AR351f European Art, 1780-1880** The history of art from the French Revolution to Impressionism. The changes during this period in Europe were exceptional, as art moved from royal and government patronage to an essentially modern system of galleries and private, bourgeois collectors. Students will be evaluated on the basis of exams and written papers, and they are encouraged to take part in class discussions. *Prerequisite:* Art 112. *Three or four credit hours.* MARLAIS
- [AR352] Modern Art, 1880-1914** History of avant-garde movements from post-impressionism through German expressionism. *Prerequisite:* Art 112. *Three or four credit hours.*
- AR353s Contemporary Art, 1914 to the Present** The history of art from Dada to our own time, identifying the main currents of 20th-century art that are the foundations of the contemporary scene and discussing the most significant contemporary artists and trends. While the main focus is art in the United States, the course demonstrates that contemporary art is worldwide, no longer limited to any one provincial center. Makes use of the strong contemporary holdings of the Colby College Museum of Art. Aside from the assigned textbook, a variety of sources, including artists' statements, critical opinion, and theory, will be read. *Prerequisite:* Art 112. *Three or four credit hours.* MARLAIS

**AR361fs Sculpture V** Further exploration of sculptural techniques and concepts. Out-of-class work is essential. *Prerequisite:* Art 262. *Four credit hours.* MATTHEWS

**AR362s Sculpture VI** Further exploration of sculptural techniques and concepts. Out-of-class work is essential. *Prerequisite:* Art 361. *Four credit hours.* MATTHEWS

**[AR375] Seminar: Representing Difference in American Visual Culture** Listed as American Studies 375. *Three credit hours.* U

**AR381s Photography III** Further exploration of the materials, techniques, and ideas covered in Art 281 and 282, and continued investigation of photography's potential as an expressive artistic medium. Students choose to work using traditional darkroom techniques and/or digital media. Also introduces more-advanced methods, materials, and equipment, including medium- and large-format cameras. Each student will complete a semester-long project that explores and further defines his or her personal photographic vision. *Prerequisite:* Art 282. *Four credit hours.* GREEN

**AR382s Photography IV** Provides further exploration of the materials, techniques, and ideas covered in Art 381. Students may choose to work using traditional darkroom techniques and/or digital media according to what is most appropriate for their work. The course also allows students to improve their skills using advanced methods, materials, and equipment including medium and large format cameras. Each student will take on a self-conceived and self-directed semester-long project and take part in regular critiques. They will be expected to express their intentions and results verbally and through a final written statement. *Prerequisite:* Art 381. *Four credit hours.* GREEN

**AR394f Seminar on 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. *Four credit hours.* SIMON

**AR398s Seminar: Modern and Contemporary Architecture** A seminar focusing on the buildings and writings of Frank Lloyd Wright, Walter Gropius, Le Corbusier, and Mies van der Rohe, and on the role they played in developing a modernist aesthetic. Postmodern and contemporary reactions to their work will also be considered, specifically as seen through the works of Frank Gehry, Sir Norman Foster, Lord Richard Rogers, Zaha Hadid, Herzog and de Meuron, Rem Koolhaas, and Renzo Piano, among others. *Four credit hours.* SIMON

**AR441fs Painting V** Further extends students' ability to develop a mature direction in their work. Expands on the goals and expectations as expressed in Painting IV, including the ability to develop and maintain creative momentum with the goal of producing a cohesive body of self-directed work. Provides stronger preparation for the studio capstone Senior Exhibition and for application to graduate school. Students are required to express their intent visually in their work, orally in critiques, and in a written statement. Evaluation includes midterm and final portfolio reviews. *Prerequisite:* Art 342. *Four credit hours.* ENGMAN

**AR442fs Painting VI** Allows students the benefit of the full painting program. Students expand the depth and breadth of their independent process, whether working from still life, figure, landscape, or invented abstraction. Offers the strongest preparation for the studio capstone Senior Exhibition and for application to graduate school. Students are required to express their intent visually in their work, orally in critiques, and in a written statement. Evaluation includes midterm and final portfolio reviews. *Prerequisite:* Art 441. *Four credit hours.* ENGMAN

**AR443fs Painting VII** Further exploration of materials, techniques, and ideas developed in Painting VI. Out-of-class work is essential. *Prerequisite:* Art 442. *Four credit hours.* ENGMAN

**AR461f Sculpture VII** Further exploration of sculptural techniques and ideas. Out-of-class work is essential. *Prerequisite:* Art 362. *Four credit hours.* MATTHEWS

**AR462s Sculpture VIII** Further exploration of sculptural techniques and ideas. Out-of-class work is essential. *Prerequisite:* Art 461. *Four credit hours.* MATTHEWS

**AR472f Seminar: Food in Art, Food as Art** Narrow as this topic may seem, it will allow us to learn about the history of food, look at art from prehistoric times to the present, and address a wide variety of issues. In addition to still-life painting, art featuring food includes depictions in which figures eat, prepare, and serve food. Examines the aesthetics of feasts and banquets, the architecture of eating spaces, the symbolic functions ascribed to food, and how food presentation follows the artistic styles of the period. *Prerequisite:* Art 111 or 112. *Four credit hours.* PLESCH

**AR473s Visual Culture of Tattooing** An exploration of the practice of tattooing across history along with a survey of scholarship on the subject and of pertinent theoretical models. This seminar will sharpen visual literacy and research skills and will develop the ability to analyze and critically assess visual and verbal materials. Weekly oral presentations in class, final research paper, and research diary. *Prerequisite:* Art 111 or 112. *Four credit hours.* PLESCH

**[AR474] Seminar: Graffiti, Past and Present** An exploration of the practice of graffiti across history along with a survey of

the scholarship on the subject and of pertinent theoretical models. Aimed at sharpening visual literacy and research skills and developing the ability to analyze and critically assess visual and verbal materials. Weekly oral presentations in class and final research paper. *Prerequisite:* Art 111 or 112. *Four credit hours.*

**AR476f Seminar: Museum Practice** An introduction to all facets of art museum practice. Readings will focus on a variety of critical questions in contemporary museology. Students will be assigned tasks similar to those they would undertake working at a museum, and they will be asked to consider various philosophies of the nature of museums. Draws on the expertise of the staff of the Colby College Museum of Art with an emphasis on objects from the collection. *Prerequisite:* An upper-level art history course. *Four credit hours.* MARLAIS

**AR481s Photography V** Provides further exploration of the materials, techniques, and ideas covered in Art 382. Students may choose to work using traditional darkroom techniques and/or digital media according to what is most appropriate for their work. The course also allows students to improve their skills using advanced methods, materials, and equipment including medium and large format cameras. Each student will take on a self-conceived and self-directed semester-long project and take part in regular critiques. They will be expected to express their intentions and results verbally and through a final written statement. *Prerequisite:* Art 382. *Four credit hours.* GREEN

**AR482s Photography VI** Provides further exploration of the materials, techniques, and ideas covered in Art 481. Students may choose to work using traditional darkroom techniques and/or digital media according to what is most appropriate for their work. The course also allows students to improve their skills using advanced methods, materials, and equipment including medium and large format cameras. Each student will take on a self-conceived and self-directed semester-long project and take part in regular critiques. They will be expected to express their intentions and results verbally and through a final written statement. *Prerequisite:* Art 481. *Four credit hours.* GREEN

**AR485s Photography VII** Provides further exploration of the materials, techniques, and ideas covered in Art 482. Students may choose to work using traditional darkroom techniques and/or digital media according to what is most appropriate for their work. The course also allows students to improve their skills using advanced methods, materials, and equipment including medium and large format cameras. Each student will take on a self-conceived and self-directed semester-long project and take part in regular critiques. They will be expected to express their intentions and results verbally and through a final written statement. *Prerequisite:* Art 482. *Four credit hours.* GREEN

**AR491f, 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:* *Art History:* Permission of the instructor. *Studio:* A year of studio course work and permission of the instructor. *One to four credit hours.* FACULTY

**[AR493A] Seminar: Contemporary Art** A seminar-level examination of the worldwide contemporary art scene. Meant to prepare students to consider careers in contemporary art and for intelligent interaction with the contemporary art scene. Makes extensive use of the Colby College Museum of Art's contemporary collection as well as temporary exhibitions. Readings will vary depending on the themes and artists under consideration. Students will be expected to participate in class discussions and to prepare formal presentations on the work of artists they have researched. *Four credit hours.*

**AR497f Seminar: East Asian Art and Culture** This senior capstone experience introduces students to doing research on East Asian art and culture in East Asian primary and secondary sources. Each student will develop an independent research project on East Asian art from a humanistic perspective, and through a rigorous series of guided steps will produce a 30 to 50 page paper, the equivalent of a publishable academic article. *Prerequisite:* Permission of the instructor. *Four credit hours.* WEITZ

**[AR498] El Camino: Art of the Pilgrimage Road to Santiago de Compostela** A seminar that explores artistic production informed by the pilgrimage to the shrine of St. James at Santiago de Compostela. Monuments in Spain and France will be of primary concern. Goals include understanding methods by which artistic and other cultural interchange affect artistic production and appreciating art's relationship to social, political, religious, and other cultural forces. *Four credit hours.*

## ASTRONOMY

*In the Department of Physics and Astronomy.*

*Assistant Professor Elizabeth J. McGrath*

Students interested in graduate study in astronomy should complete the physics honors major, Astronomy 231, and one or more research projects in astronomy. The physics major is the most important part of graduate preparation for astronomy. Colby students with these credentials have always been admitted into graduate programs in astronomy or astrophysics (though not by every program to which they have applied).

## Course Offerings



**AS151s Stars, Stellar Systems, and Cosmology** An introductory survey of modern astronomy, covering the solar system, stars and stellar evolution, galaxies, and cosmology, for students of both science and non-science backgrounds. The physical processes at work in the universe and the methods we use to learn about the universe will be emphasized. The use of mathematics at the level of first-year algebra is required. Fulfills the non-lab science requirement. *Three credit hours.* **N** MCGRATH

**AS231f Introduction to Astrophysics** A general introduction based on topics needed for astrophysical research, accessible to all who are comfortable with calculus and computer analysis of data. Theoretical topics include celestial mechanics, continuous and line spectra, stellar structure, and nucleosynthesis. Lecture and laboratory. *Prerequisite:* It is helpful to have taken high school and/or college physics. *Four credit hours.* **N,Lb** MCGRATH

**AS491f, 492s Independent Study** *One to four credit hours.* FACULTY

## 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

**BC176j Exercise Physiology** An introduction to the metabolic responses of the human body to exercise, including biochemical and physiological changes in the major support systems (such as cardiovascular, respiratory, and muscular systems) in cooperation with energy production. Other topics include nutrition and ergogenic aids. Students are expected to be active participants in lab, which will include measuring parameters involved in athletic performance. Students with prior credit for Biology 275, 362, or 367 may not receive credit for Biochemistry 176. *Prerequisite:* Biology 163 or Chemistry 112, 118, or 141. *Three credit hours.* **N,Lb** BEVIER, KLINKERCH, MILLARD

**BC264j Pills, Potions, and Poisons** Natural products have a long history of use as medicines and poisons. A survey of the use and abuse of some of these compounds with respect to their mode of action, including aspects of pharmacology and toxicology. Students will also be introduced to basic concepts of microbiology, immunology, anatomy, and biochemistry. Of particular interest to those interested in a career in medicine, both clinical and research. Previously offered as Biochemistry 297 (January 2012). *Prerequisite:* Biology 163 or Chemistry 141. *Three credit hours.* **N** ANTONIELLO

**BC362f Medical Biochemistry** Introduction to the fundamental principles of biochemistry. Course content and format are designed for students intending to proceed to health professional school. Lecture topics include amino acids and proteins; enzyme kinetics, mechanisms, and inhibition; lipid and carbohydrate structure and function; and the organization and functions of the major human metabolic pathways. Discussions include clinical case studies and other applications of biochemistry on human health. Students may not receive credit for both this course and Biochemistry 367, Biology 368, or Chemistry 368. Lecture only. *Prerequisite:* Biology 163 and Chemistry 242. *Four credit hours.* MILLARD

**BC367f Biochemistry of the Cell I** Introduction to biochemical processes. Topics include the structure and function of the major classes of biological molecules (proteins, carbohydrates, nucleic acids, and lipids). Lectures, homework, and discussion focus on content-related problem-solving, critical-thinking, and communication skills. The optional laboratory introduces the fundamental biochemical techniques such as protein purification, enzyme and protein assays, gel electrophoresis, and PCR. Students may not receive credit for both Biochemistry 362 and 367. *Prerequisite:* Junior or senior standing, Chemistry 242, and Biology 163. *Four or five credit hours.* RICE

**BC378s Molecular Biology** An examination of how organisms maintain and express genetic information. Emphasis on well-characterized model systems in 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:* Junior or senior standing, Biology 279, and Chemistry 141 and 142, or 145. *Four credit hours.* JOHNSON

**BC491f, 492s Independent Study** *One to four credit hours.* FACULTY

## BIOLOGY

**Chair, Associate Professor Catherine Bevier**

**Associate Chair, Associate Professor Andrea Tilden**

*Professors Frank Fekete, Paul Greenwood, and W. Herbert Wilson Jr.; Associate Professors Catherine Bevier, Lynn Hannum, Russell Johnson, Judy Stone, and Andrea Tilden; Assistant Professors Syed Tariq Ahmad, David Angelini, Cathy Collins, Ronald Peck, and Raymond Phillips; Visiting Assistant Professor Ethan Kohn; Senior Teaching Associates Scott Guay and Lindsey Colby; Teaching*

The Department of Biology provides its students with a background in, and an appreciation for, important aspects of classical and modern biology. To provide a broad and comprehensive investigation of the biological sciences, the departmental curriculum emphasizes the study of the biology of plants, animals, and microorganisms at the molecular, cellular, organismal, and population levels of organization. Special facilities include the Perkins Arboretum, the Colby-Marston Bog, a four capillary DNA sequencer, a microscopy suite, a flow cytometer, several laboratory microcomputer clusters, a well-equipped GIS laboratory, a radioisotope laboratory, a cell culture facility, two greenhouses, herbarium, numerous environmental chambers, and animal and aquarium rooms. Colby is a member of the Idea Network of Biomedical Research Excellence (INBRE), supported by the National Institutes of Health. 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.

To promote interdisciplinary education, the Biology Department maintains close ties (often including cross-listed courses) with other departments and programs including Chemistry, Computer Science, Environmental Studies, Geology, and Psychology.

Three optional concentrations and an interdisciplinary option are offered in addition to the basic major. The **concentration in ecology and evolution** is designed to provide students with a background to work in ecology, evolutionary biology, or related disciplines. Recent graduates in this area have enrolled in masters and doctoral programs in ecology, evolution, marine biology, and natural resource management. 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, or they have attended medical school or graduate school in a variety of disciplines.

The **concentration in neuroscience** allows students to explore the interdisciplinary field at the interface between biology and psychology. This program prepares students for graduate study or employment in neuroscience or biomedical fields. Recent graduates have pursued research in neurodegenerative diseases, molecular neuroscience, and neuroimmunology.

The major in **biology-interdisciplinary computation** allows students to develop a coherent plan for the integration of computer science with biology, culminating in an integrative capstone experience. Students completing this major will be well prepared to pursue research in fields such as computational biology and bioinformatics.

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

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.

### **General Requirements for All Major Programs (Except Biology-Interdisciplinary Computation)**

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 32 credit hours must be taken for the major, including at least six courses with a laboratory component and at least two courses at the 300 level or above. A maximum of four credit hours of independent study 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 study programs can be counted toward the major requirements. The academic honor of "Distinction in the Major" will be awarded to students who have an average of at least 3.5 in the biology major.

### **Requirements for the Basic Major in Biology**

Thirty-two hours of course work in biology (excluding Advanced Placement credit), including Biology 163, 164, one course with laboratory in field biology (Biology 211, 237, 257j, 259j, 263, 334, 354, Environmental Studies 271, 358j), and one course with laboratory in cellular biology (Biology 225, 232, 238, 248, 252, 274, 275, 279, 315, 367). Seniors must enroll in Biology 401 or 402. In addition, Chemistry 141, 142; Mathematics 121 or 161 or equivalent; and one of the following courses: Computer Science 151, Mathematics 122, 162, 212, 253.

### **Requirements for the Concentration in Ecology and Evolution**

Thirty-two hours of course work in biology (excluding Advanced Placement credit), including Biology 163, 164, 263 or Environmental Studies 271, 320 (with or without the lab), and 382; one research-based course (Biology 354, 373 with lab, 452, 483/484\*, or Environmental Studies 343), and one course with laboratory in cellular biology (Biology 225, 232, 248, 252, 274,

275, 279, 315, 367). Seniors must enroll in Biology 401 or 402. In addition, Chemistry 141, 142; Mathematics 121 or 161 or equivalent, Mathematics 212; Geology 146 or 251 or 372; and one course with laboratory selected from the following: Biology 211, 237, 254, 256, 257j, 259j, 273, 276, 334; Environmental Studies 356, 358j, or 494.

\*with an approved topic

### **Requirements for the Concentration in Cell and Molecular Biology/Biochemistry**

Thirty-two hours of course work in biology (excluding Advanced Placement credit), including Biology 163, 164, 279 (with laboratory), 367 (with laboratory), 368 (with laboratory), 378, and one course with laboratory in field biology (Biology 211, 237, 257j, 259j, 263, 334, 354, Environmental Studies 271, 358j). Seniors must enroll in Biology 401 or 402. In addition, Chemistry 141, 142, 241, 242; Mathematics 121 or 161 or equivalent; and one of the following courses: Computer Science 151, Mathematics 122, 162, 212, 253; and one course with laboratory chosen from Biology 225, 232, 248, 252, 274, 315, 379, Chemistry 331, or Physics 145.

### **Requirements for the Major in Biology-Interdisciplinary Computation**

Students will design an integrative course of study in collaboration with academic advisors from the Biology and Computer Science departments. Students without Advanced Placement credit in biology must complete Biology 163, 164, 279, one additional 200-level biology elective course, and either Biology 320 or 379. Students with Advanced Placement credit in biology must complete two 200-level biology elective courses, Biology 279, 320, and 379. Typically, each major must complete Computer Science 151, 231, 251, 341, 441, and the capstone independent study 491 and 492.

### **Requirements for the Concentration in Neuroscience**

Thirty-two hours of course work in biology (excluding Advanced Placement credit), including Biology 163, 164, 274, and one course with laboratory in field biology (Biology 211, 237, 257j, 259j, 263, 334, 354, Environmental Studies 271, 358j). Seniors must enroll in Biology 401 or 402. In addition, Chemistry 141, 142; Mathematics 121 or 161 or equivalent and one of the following courses: Computer Science 151, Mathematics 122, 162, 212, 253; Psychology 111; two courses from the following: Psychology 232, 233, 236, 275, 374, 375 (this list is frequently updated as new courses are introduced; please contact your advisor if you have questions about a specific course); one elective course in psychology (200-level or above) or physics (141 or above) or computer science (151 or above) or mathematics (in addition to the mathematics requirement).

### **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 or with permission of the department are eligible to apply for the Biology Honors Research Program during spring registration of the junior year. Honors research projects will earn 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."

## **Course Offerings**

**[BI115] Biology of Women** An introduction to the biology of the female throughout her life span. Topics include reproductive anatomy, the menstrual cycle and related hormones, aspects of sexual function, contraception, pregnancy and infertility, childbirth, lactation, menopause, and other gynecological considerations. Myths surrounding women's biology will also be discussed. Satisfies the non-laboratory science distribution requirement. Cannot be counted toward the biology major. *Three credit hours.* **N**

**BI118j Sustainable Agriculture and Food Systems** Agriculture is a fundamental way in which humans interact with their environment and is at the nexus of ecological, social, and economic systems. An introduction to the ecological bases, practicalities, and philosophies of food and agricultural systems. Provides a foundation in such concepts as agroecology, sustainable soil management, pest and weed control, and organic farming. Also considers social, economic, and public-policy issues. Field trips to local farms and other agricultural institutions. Satisfies the non-laboratory science distribution requirement. Cannot be counted toward the biology major. Formerly offered as Biology 197A. *Three credit hours.* **N MARSHALL**

**BI123f The Science of Baseball** This writing-intensive course will explore principles of statistics, evolution, animal behavior, physiology, and physics viewed through the lens of baseball. Several expository and analytical papers will be required, allowing students to develop and improve their critical analysis and scientific thinking skills. *Four credit hours.* **N,W1 WILSON**

**BI131f Biodiversity** Biodiversity examines the variety and variability of life on Earth, the causes of this variety, and the natural complex of relationships. Topics include habitat diversity, taxonomic diversity, evolution and speciation, interrelationships in ecosystems, and conservation biology. Also how humans influence and are influenced by biodiversity. Laboratory sessions focus on exploring biological diversity in different local ecosystems, using taxonomic keys, and applying the scientific method. Students with prior credit for Biology 164 may not receive credit for Biology 131. Lab section B is reserved for Integrated Studies 126, "The Green Cluster," and requires concurrent enrollment in English 126 and Environmental Studies 126. *Four credit hours.* **N,Lb BEVIER**

**BI133s 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,Lb** F.FEKETE

**BI163f The Cellular Basis of Life** An examination of cells as the fundamental unit of life. Aspects of evolutionary biology, cell biology, molecular biology, and genetics are discussed. A major objective is development of the intellectual tools to be able to ask and answer interesting biological questions. The objectives of the laboratory are to allow each student to design and conduct experiments, to analyze and present data, to write accurate scientific papers, and to critically evaluate the scientific literature. *Four credit hours.* **N,Lb** HANNUM, JOHNSON, PECK

**BI164s Evolution and Diversity** An introduction to the theory of evolution and to the diversity of organisms. Topics will include the theory of natural selection, transmission genetics, speciation, and the adaptive radiation of all domains and kingdoms of organisms. Lecture and laboratory. *Prerequisite:* Biology 163. *Four credit hours.* **N,Lb** COLLINS, STONE

**BI176j Exercise Physiology** Listed as Biochemistry 176. *Three credit hours.* **N,Lb** BEVIER, MILLARD

**BI197j Human-Microbe Connection** Presents an overview of the diversity of microorganisms and the impacts they have on our daily lives and activities. The role of microbes in medicine and human health, the food industry, and sustaining our environment will be discussed. Students will gain a basic understanding of what are microorganisms, what are the activities of microorganisms, and how microbes function in medical, practical, and environmental applications. They will learn fundamental concepts related to medical, food, and environmental microbiology that will help them make reasoned decisions throughout their lives. Students with prior credit for Biology 133 may not receive credit for Biology 197. *Three credit hours.* **N** CHILDERS

**BI211f Taxonomy of Flowering Plants** An overview of evolutionary relationships among flowering plants and their nearest living relatives, and the study of evolutionary processes leading to those relationships. Students will prepare a collection of plant specimens from the local flora, learn to recognize important plant families, use technical keys to identify plants, and become familiar with analytical methods for constructing and evaluating phylogenetic hypotheses. Lecture and laboratory. *Prerequisite:* Biology 164. *Four credit hours.* STONE

**[BI214] Plant Physiology** The essential mechanisms of plant function. Students will learn about plant-water relations, mineral nutrition, photosynthesis, respiration, nitrogen fixation, and stress physiology through lectures and class discussion, addressing the importance of these physiological processes in the context of both agricultural and natural ecosystems. The laboratory portion focuses on developing skills in experimental design, good laboratory technique, and proper interpretation of data, and it entails presentation of the results of experiments in the form of a scientific paper and an oral presentation. *Prerequisite:* Biology 164. *Four credit hours.*

**BI225s 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 164. *Four credit hours.* HANNUM

**[BI237] 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; one laboratory includes a Saturday field trip. *Prerequisite:* Biology 164. *Four credit hours.*

**BI246f Parasitology** A study of parasitic organisms with a focus on eukaryotic parasites of animals. General principles including advantages and challenges of the parasitic life strategy will be introduced, then applied to parasites from a variety of phylogenetic backgrounds with a particular emphasis on medically relevant organisms. Current research in the field will be discussed, highlighting articles that address possible preventive and therapeutic approaches to parasites that cause human disease. *Prerequisite:* Biology 164. *Three credit hours.* PECK

**BI248f Microbiology** Provides an understanding of the nature and diversity of microorganisms and viruses and the roles they play in the biosphere. Emphasis will be on the microbe itself—its functional, ecological, and evolutionary relationships—as well as the activities it carries out that are of interest to humans. The approach will be fundamental, stressing principles, but with considerable emphasis on how these principles are applied to practical problems in medicine, industry, and the environment. Credit cannot be earned for both this course and Biology 238. *Prerequisite:* Biology 164 (prerequisite), Chemistry 141 or 145 (may be taken concurrently). *Four credit hours.* F.FEKETE

**BI254s Marine Invertebrate Zoology** A survey of the major phyla of free-living marine invertebrates and the study of the evolutionary relationships of those groups. Students will learn to classify marine invertebrates and to understand their role in marine communities. They will work collaboratively to produce Wiki accounts on topics of current interest in marine invertebrates. Each student will give a talk on a topic of her/his choice based on a critical survey of the primary literature. A comprehensive lab practical will test the students' mastery of marine invertebrate morphology. *Prerequisite:* Biology 164. *Four credit hours.* WILSON

**[BI256] Ichthyology** The biology of the most numerous and diverse group of vertebrates occurring in every aquatic environment from intermittent streams, rivers, and lakes to the open oceans and deep oceanic trenches. An exploration of the 400 million years of fish evolutionary adaptations, which have resulted in the development of more than 20,000 species of the most morphologically, physiologically, and behaviorally adapted creatures on Earth. Lecture and laboratory. *Prerequisite:* Biology 164. *Four credit hours.*

**[BI257] Winter Ecology** Study of the diverse adaptations plants and animals use to survive the stresses of the winter environment. Students will learn general principles of heat transfer, basic principles of weather, changes of state of water in the winter (snow, frost, rime, sleet), and identification of winter plants and animal signs. Teams will undertake extensive fieldwork to gather data to test explicit hypotheses, to analyze the data, and to present the results. Each student will give a talk to the class on the results of a journal article and prepare a critical analysis of an article on winter ecology. A comprehensive lab practical will test each student's mastery of winter plant and animal identification. *Prerequisite:* Biology 164 and permission of the instructor. *Three credit hours.*

**[BI259] Plants of the Tropics** An intensive three and one half week course that will focus on tropical plant biology in Costa Rica. Emphasis will be on the physiology and ecology of plants in both wild and agricultural settings. The importance of plants and agriculture for tropical Latin American cultures will also be addressed. We will visit two distinct environments in Costa Rica: a lowland tropical rain forest (La Selva Biological Reserve), and a tropical dry forest (Santa Rosa National Park). Students will complete a field research project during the final week. Cost: \$2,300. Limited scholarship funds may be available. *Prerequisite:* Biology 164 and permission of the instructor. *Three credit hours.*

**BI263f Terrestrial Ecology** An examination of ecological concepts applied to individuals, populations, and communities of plants and animals in terrestrial environments. Students will acquire a conceptual and theoretical understanding of population dynamics, species interactions, the structure and diversity of ecological communities, and biogeography. Students will explore primary literature in ecology, learn techniques for designing and conducting ecological studies in the field, and identify connections between ecology and other subdisciplines such as physiology, genetics, and evolution. *Prerequisite:* Biology 164. *Four credit hours.* COLLINS

**BI264j Pills, Potions, and Poisons** Listed as Biochemistry 264. *Three credit hours.* N ANTONIELLO

**BI265j Introduction to Human Anatomy and Physiology** Designed especially for students interested in health professions (e.g., physician, nurse, dentist, allied health), and for anyone who wishes to learn more about how the human body works. Students will understand how physiological functions are performed by specific anatomical structures, and that these functions follow physical and chemical principles. They will also learn anatomical terms used to describe body sections, regions, and relative positions, and about the organ systems in the human body and how these systems work together. Lecture and laboratory. Credit cannot be earned for both this course and Biology 275. *Prerequisite:* Biology 131 or 163 or equivalent. *Three credit hours.* N KLEPACH

**BI271f Introduction to Ecology** Listed as Environmental Studies 271. *Prerequisite:* Biology 131 or 164. *Four credit hours.* N,Lb COLE

**[BI273] The Ecology of Wildlife Diseases** Wild animals are hosts to whole communities of macro- and micro-parasites. The patterns of disease dynamics they cause affect which strains or competing species dominate in the ecosystem. Designed to provide students with a sound understanding of the ecology, pathology, host population dynamics, and spatial aspects of fish and wildlife diseases. The laboratory provides an appreciation of the diagnostic and surveillance tools necessary to develop disease surveillance, control, and prevention. *Prerequisite:* Biology 164. *Four credit hours.*

**BI274f Neurobiology** Discussion of the molecular and cellular fundamentals of neurophysiology and neuroanatomy. Topics include structure and function of neurons, molecular basis of signaling and communication within and between neurons, sensory and motor systems, and mechanisms of learning and memory. The lab portion will involve acquiring skills in electrophysiology (including electrode construction and testing on animal models), effects of modulators and anesthetics on electrophysiology of cardiac activity, and an independent research project. *Prerequisite:* Biology 164. *Three or four credit hours.* TILDEN

**BI275s 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 optional laboratory. Credit cannot be earned for both this course and Biology 265. *Prerequisite:* Biology 164. *Three or four credit hours.* TILDEN

**BI276s 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 164. *Four credit hours.* BEVER

**BI279fs 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. Lecture and laboratory. *Prerequisite:* Biology

164. *Four credit hours.* ANGELINI, PECK

**[BI281] Marine Microbiology: From Viruses to Whales** Listed as Environmental Studies 281. *Three credit hours.* N

**[BI283] Introductory Bioinformatics** Listed as Computer Science 283. *Three credit hours.* Q

**BI285j Reefs to Red Tides: Ocean Diversity, Function, and Management** Survey of the diversity and function of life in the oceans. Emphasis on microbial organisms, processes and interactions that control them, and biological, chemical, and physical factors influencing their distribution and abundance. Classic and contemporary oceanographic techniques discussed. Attention to environmental problems and approaches to managing and solving them. Case studies used to investigate the role of oceanographic research in managing issues including harmful algal blooms, ocean acidification, and fertilization and sustainable fisheries. Students gain working knowledge of major life forms in the sea, their function and interactions, and ecosystem services provided by and management issues associated with each. *Prerequisite:* Biology 131 or 163 or Environmental Studies 271. *Three credit hours.* N HEIL

**BI287j Oceans in a Changing Climate** Listed as Environmental Studies 287. *Three credit hours.* N SIERACKI

**BI306s Topics in Epidemiology** Listed as Mathematics 306. *Four credit hours.* SCOTT

**BI315f Animal Cells, Tissues, and Organs** A study of how cells are organized into tissues and organs in animals. Class discussions focus on critically analyzing tissue disorders as a means of understanding normal tissue function. Class assignments focus on developing problem-solving skills and analyzing medical case studies. Laboratories investigate the microanatomy of mammalian tissues and the pathology of organ systems. Students learn to articulate the important aspects of tissue biology and pathology. *Prerequisite:* Biology 164 and Chemistry 142 and junior standing. *Four credit hours.* KOHN

**[BI319] Conservation Biology** Listed as Environmental Studies 319. *Four credit hours.*

**BI320s Evolutionary Analysis** 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. *Prerequisite:* Biology 164 and a 200-level biology course. *Three or four credit hours.* STONE

**BI325f Advanced Immunology** In-depth exploration of topics in immunology through reading and discussion of primary literature. Focuses on several main topics per semester, with an emphasis on the human immune system and human health. Students will learn to communicate their understanding of basic and clinical immunology research to others through class discussions and a formal presentation. The laboratory focuses on enhancing students' laboratory skills through a semester-long research project that will result in a scientific paper. Optional fourth credit for laboratory. *Prerequisite:* Biology 225. *Three or four credit hours.* HANNUM

**BI332s Developmental Biology** The study of the formation and growth of individual organisms focusing on experimental evidence from many different species. An examination of developmental processes as they relate to morphology, physiology, biochemistry and cell processes, classical and molecular genetics, and evolution. Students will learn the history and methods of developmental biology; the molecular and cellular context of development; the descriptive embryology of various model organisms; and how to critically evaluate data, develop a hypothesis, and design experiments to address a novel question in development. Fourth credit hour for laboratory. *Prerequisite:* Biology 164 and junior or higher standing. *Three or four credit hours.* ANGELINI

**[BI334] Ornithology** A broad survey of the biology of birds including their evolutionary history, morphology, physiology, flight adaptations, behavior, vocalizations, nesting, life history, conservation, and phylogeny. Students will prepare three critiques of the primary literature on particular controversial topics in ornithology. An independent research project (groups of one to four students) is required and will be presented in the form of a poster. A lab practical will test each student's knowledge of skeletal, feather, and internal anatomy. The final exam will be a test of visual and aural identification of all the species found during the field trips. *Prerequisite:* Biology 164, and junior standing. *Four credit hours.*

**BI343f Environmental Change** Listed as Environmental Studies 343. *Four credit hours.* MCCLENACHAN

**BI348s Pathogenic Bacteriology** Objectives are to provide an understanding of 1) the nature and diversity of pathogenic bacteria, 2) the roles they play as infectious agents of disease, and 3) the mechanisms of the mammalian defense against infectious disease. The approach will be fundamental, stressing principles, but with considerable emphasis on how these principles are applied to practical problems in medicine and public health. Credit cannot be earned for both this course and Biology 238. *Prerequisite:* Biology 248, Chemistry 141 or 145, and Chemistry 142 (may be taken concurrently). *Three credit hours.* F. FEKETE

**BI352s Advanced and Applied Ecology** Listed as Environmental Studies 352. *Four credit hours.* COLE

**BI354f 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 for all students. Fourth credit hour for laboratory. *Prerequisite:* Junior standing, Biology 164 and either Biology or Environmental Studies 271. *Three or four credit hours.* WILSON

**BI356s Aquatic Ecology** Listed as Environmental Studies 356. *Four credit hours.* BRUESEWITZ

**[BI357] 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. *Prerequisite:* Biology 271. *Three credit hours.*

**BI358j Ecological Field Study** Listed as Environmental Studies 358. *Three credit hours.* MCCLENACHAN

**BI362f Medical Biochemistry** Listed as Biochemistry 362. *Four credit hours.* MILLARD

**BI366s The Environment and Human Health** Listed as Environmental Studies 366. *Four credit hours.* N CARLSON

**BI367f Biochemistry of the Cell I** Listed as Biochemistry 367. *Four or five credit hours.* RICE

**BI368s Biological Basis of Metabolism** A focus on the biological basis of metabolism, bioenergetics, and regulatory processes that are essential to the functioning of the cell, stressing the development of problem-solving, critical-thinking, and communication skills in both the lecture and optional laboratory. Topics include how cells transduce and integrate information to coordinate cellular function, how cells use metabolic energy, how transport occurs, and special topics of particular interest to biochemists. The laboratory will employ a case study approach, applying biochemistry tools to real-world problems. Students cannot receive credit for both Biology 368 and Chemistry 368, nor can they earn credit for Biology 368 if they have previously taken Biochemistry 362 or 368. *Prerequisite:* Biochemistry 367. Biochemistry 367 laboratory is prerequisite to Biology 368 laboratory. *Four or five credit hours.* KOHN

**[BI373] 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 164 and junior standing. *Three or four credit hours.*

**[BI374] Advanced Neurobiology** An in-depth discussion of the principles and current research in various fields of neurobiology at the molecular and cellular level through extensive review of primary literature. Topics include neurodevelopment (axon guidance), regeneration (stem cells), disorders (neurodegenerative and neuropsychiatric), and behavior. Students will discuss and present a topic of their choice and interest. The (optional) lab will involve experiments with fluorescence microscopy, neuronal morphology through GFP labeling, animal models of olfaction, paralysis, neurodegenerative diseases, and an independent research project. *Prerequisite:* Biology 274. *Three or four credit hours.*

**BI378s Molecular Biology** Listed as Biochemistry 378. *Four credit hours.* JOHNSON

**[BI379] Advanced Genetics and Genomics** Study of advanced genetics with an emphasis on genomics and bioinformatic approaches to addressing biological questions. Investigation of current issues in comparative genomics, proteomics, computational biology, and gene expression, learning how to use online genomics tools and databases for computational analyses. The relationships between genome research and biomedicine will be discussed. In the laboratory, students will design and carry out an experiment to investigate gene function using state-of-the-art molecular genetic techniques and will present this work to the class. *Prerequisite:* Biology 279 with lab. *Four credit hours.*

**BI382s Ecological Modeling** Examines the development and application of models that form the basis for theoretical ecology. Students will use model-building approaches to inform their understanding of fundamental ecological principles, exploring topics such as spatial and temporal dynamics of populations, competition and predation, and community composition and diversity. They will also learn statistical approaches for modeling data using large-scale, long-term datasets. Includes a lab in which students combine modeling with empirical approaches to generate and test predictions in population and community ecology. *Prerequisite:* Biology 263 or 271 or Environmental Studies 271, and Mathematics 212. *Four credit hours.* COLLINS

**BI392s The Cell Cycle and Cancer** A detailed investigation of the cellular mechanisms that control the cell cycle and how defects in these systems lead to cancer. In addition, complexities of diagnosing, treating, and living with cancer are considered. A broad combination of detailed content provided by primary and secondary literature, student-led discussions, creative essays, and a detailed oral presentation. *Prerequisite:* Biology 164, Chemistry 142, and junior standing. *Three credit hours.* KOHN

**BI401f, 402s Biology Seminar** Participation in selected department seminars during the fall or spring semester. Seminars will focus on student-led discussions of readings from the primary literature and will also include playing host to several outside speakers. Required of all senior biology majors. *Prerequisite:* Senior standing. *One credit hour.* FACULTY

**[BI452] Behavioral and Physiological Ecology** Advanced study of the behavior and physiology of animals in ecological and

evolutionary contexts. Topics include how individuals adjust to environmental changes and how particular behavior patterns contribute to an animal's chances of survival and its reproductive success. Extensive review of primary literature. Lecture and laboratory. *Prerequisite:* Biology 263, 271, 275, 357, or 373, or Environmental Studies 271. *Four credit hours.*

**BI474j Neuroscience Research** A laboratory-intensive course designed to familiarize students with modern cellular and molecular approaches to neuroscience research. Two weeks spent at the Mount Desert Island Biological Laboratory, with the rest of the time spent on campus. *Prerequisite:* Biology 274 and permission of the instructor. *Three credit hours.* TILDEN

**BI483f, 484s 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

**BI491f, 492s Independent Study** Individual projects in areas where the student has demonstrated the interest and competence necessary for independent work. *Prerequisite:* Permission of a faculty sponsor. *One to four credit hours.* FACULTY

**BI494f Problems in Environmental Science** Listed as Environmental Studies 494. *Five credit hours.* BRUESEWITZ

## CHEMISTRY

**Chair, Associate Professor Jeffrey Katz**

**Associate Chair, Professor Thomas Shattuck**

*Professors Whitney King, Julie Millard, Thomas Shattuck, and Dasan Thamattoor; Associate Professors Rebecca Conry and Jeffrey Katz; Assistant Professor Kevin Rice; Postdoctoral Research Fellow Nicholas Bizier; Senior Teaching Associates Brenda Fekete and Lisa Miller; Teaching Assistants Edmund Klinkerch and Tara Kraus*

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 science, computer science, and molecular biology.

The department offers several programs: (1) the chemistry major, (2) the chemistry-biochemistry major, (3) the chemistry major with a concentration in cell and molecular biology/biochemistry, (4) the chemistry-environmental sciences concentration, and (5) the chemistry minor. Additionally, each type of chemistry major can earn accreditation by the American Chemical Society (ACS) with additional courses selected in consultation with the advisor and with approval of the chair. More information about ACS certification can be found on the Chemistry Department website. 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 Chemistry 145) in their first year.

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 and 142 (or 145), 241, 242, 331, 341, 342, 493 and 494; Mathematics 121 and 122, or 161 and 162; Physics 141 (or 143) and 145.

### Requirements for the Major in Chemistry-Biochemistry

Chemistry 141 and 142 (or 145), 241, 242, 341, 367 (with laboratory), 368 (with laboratory), 493 and 494; Mathematics 121 and 122, or 161 and 162; Physics 141 (or 143) and 145; Biology 163; one course from Biology 225, 232 (with laboratory), 274 (with laboratory), 279 (with laboratory); and one course from Chemistry 331, 342, 378, 411, 444. Biology courses above the 100 level and/or biochemistry courses used to fulfill a biology major cannot count toward the major in chemistry-biochemistry.

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

Chemistry 141 and 142 (or 145), 241, 242, 341, 367 (with laboratory), 368 (with laboratory), 378, 493, and 494; Biology 163 and 279 (with laboratory); Mathematics 121 and 122, or 161 and 162; Physics 141 (or 143) and 145. Biochemistry 367, 368, 378, and Biology 279 cannot be double-counted toward both a biology major and the major in chemistry with a concentration in cell and molecular biology/biochemistry.

### Requirements for the Concentration in Chemistry-Environmental Science

All courses required for the chemistry major; Chemistry 217, and 481 or 482; Economics 133, 231; Biology 163 and 164, or Geology 141 and 142.



## Additional Requirements for All Majors in the 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 it forms the basis of the seminar presentations in Chemistry 493 and 494. An off-campus research experience must have prior approval of the chair of the Chemistry Department to satisfy this requirement.

The Seminar Program (Chemistry 493, 494) is an opportunity for students to interact with chemists from other schools. All senior chemistry majors are required to enroll in Chemistry 493 and 494. Junior chemistry majors are strongly encouraged to attend and may enroll in either Chemistry 493 or 494.

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. Honors research normally entails eight to 10 credits across the senior year. 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 and 142 (or 145), 241, and at least 10 credit hours in three or more courses selected from the following: Chemistry 217, 242, 255, 331, 332, 341, 342, 362, 367, 368, 378, 411, 413, 431, 432, 434, 444. Courses selected to fulfill the minor must include at least four courses in addition to courses taken to satisfy requirements for any major or other minor. Specifically, Chemistry/Biology 362, 367, 368, and 378 cannot be used to fulfill the requirements for both a major and the chemistry minor. Students are strongly advised to consult with a member of the chemistry faculty to select a logical grouping of courses for the minor.

## Course Offerings

**CH112f Chemistry for Citizens** Basic chemical principles and their applications to topics of current concern to society. Topics include atomic theory, chemical bonding and reactions, properties of solutions, and the chemistry behind drugs, DNA technology, and many household products. Intended for non-science majors. Working knowledge of algebra required. Students with prior credit for Chemistry 118, 141, or 145 may not receive credit for Chemistry 112. Fulfills non-laboratory science requirement. *Three credit hours.* **N** MILLARD

**[CH112J] Chemistry for Citizens** Basic chemical principles and their applications to topics of current concern to society. Topics include atomic theory, chemical bonding and reactions, properties of solutions, and the chemistry behind drugs, DNA technology, and many household products. The laboratory introduces students to the scientific method and the use of both qualitative and quantitative data in decision making. Intended for non-science majors. Working knowledge of algebra required. Students with prior credit for Chemistry 118, 141, or 145 may not receive credit for Chemistry 112. **During Jan Plan Selection, choose the lab(s) only. The lecture will be added for you if you are confirmed in the course.** *Prerequisite:* Concurrent enrollment in Chemistry 112JL. *Three credit hours.* **N**

**CH141f General Chemistry** Fundamental principles of chemistry including atomic theory, stoichiometry, solution chemistry, gas laws, thermochemistry, chemical bonding, and intermolecular forces. Students will become proficient at using pre-calculus-level quantitative skills in a scientific context and to master the interface between narrative and mathematical problem solving. The laboratory will familiarize students with experimental techniques and the accumulation and analysis of experimental data. Students with prior credit for Chemistry 145 may not receive credit for Chemistry 141. Lecture, discussion, and laboratory. *Four credit hours.* **N,Lb** KATZ, SHATTUCK

**CH142s General Chemistry** Explores the fundamental principles of chemistry including chemical equilibria, thermodynamics, kinetics, electrochemistry, and radioactivity. Students will become proficient at using pre-calculus-level quantitative skills in a scientific context and will master the interface between narrative and mathematical problem solving. The laboratory will familiarize students with experimental techniques and the accumulation and analysis of experimental data. Students with prior credit for Chemistry 145 may not receive credit for Chemistry 142. Lecture and laboratory. *Prerequisite:* Chemistry 141. *Four credit hours.* **N,Lb** CONRY, RICE

**CH143f Turbo Chemistry** A recitation section designed to amplify the material covered in General Chemistry lecture with extra challenging homework, practice exams, and required group problem sets. *Prerequisite:* Permission of the instructor. *One credit hour.* **KING**

**CH144s Turbo Chemistry** A recitation section designed to amplify the material covered in General Chemistry lecture with extra challenging homework, practice exams, and required group problem sets. *Prerequisite:* Permission of the

instructor. *One credit hour.* KING

**CH145f Honors General Chemistry** Introductory chemistry for students with strong pre-college chemistry preparation. An accelerated course covering similar topics as Chemistry 141 and 142 with an additional focus on modern bonding theory. Students will become proficient at using pre-calculus-level quantitative skills in a scientific context and mastering the interface between narrative and mathematical problem solving. The laboratory will familiarize students with experimental techniques and the accumulation and analysis of experimental data. Students with prior credit for Chemistry 141 or 142 may not receive credit for Chemistry 145. Lecture and laboratory. *Four credit hours.* N,Lb RICE

**[CH151] K-8 Chemistry Outreach Activities** Development of hands-on activities to fulfill physical science goals required by the Maine Learning Results. Students create age-appropriate science experiments that illustrate the relevance of chemistry to society and implement these activities in area classrooms and on campus. Communication skills are enhanced through the development of teacher kits (written) and interaction with schoolchildren (oral). Lecture only. *Prerequisite:* Chemistry 112 with laboratory or 118 with laboratory or 141. *Three credit hours.* N

**CH197j Chemistry of Color and Art Materials** A study of the nature of light and how light interacts with matter to produce color. An exploration of the chemical properties of materials that cause color, as well as which analytical techniques probe those properties as applied to artist materials, such as pigments, dyes, paints, glasses, and ceramics. *Prerequisite:* A strong background in high school chemistry and physics or an introductory college chemistry course (Chemistry 112, 118, or 141) is strongly recommended. *Three credit hours.* N CONRY

**CH217s 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.* KING

**CH241f Organic Chemistry** Exploration of the relationships among structure, reactivity, and synthesis of organic compounds. The lecture portion introduces atoms and molecules, orbitals and bonding, the chemistry of alkanes, alkenes, alkynes, and other functional groups, stereochemistry, ring systems, substitution and elimination reactions, and kinetics and equilibria. The laboratory involves the use of common techniques used by chemists, instrumentation, and molecular modeling. The goals are to help students think critically, solve problems, and write effectively. *Prerequisite:* Chemistry 142. *Four credit hours.* THAMATTOOR

**CH242s 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 241. *Four credit hours.* BIZIER, KATZ

**[CH255] Nuclear Magnetic Resonance** The theory and practice of one- and two-dimensional NMR, infrared spectroscopy, and mass spectrometry. Examples include complex organic species and biological macromolecules, including proteins. Laboratory exercises include sample preparation and common two-dimensional NMR experiments, including polarization transfer (DEPT), chemical shift correlation (COSY, TOCSY, HMQC, HMBC, Adequate), and nuclear Overhauser effect (NOESY) spectroscopy. Skills developed include the ability to sift through incomplete and sometimes conflicting data to reach a logical conclusion based on available evidence. Offered in alternate January Programs. Lecture and laboratory. *Prerequisite:* Chemistry 241. *Three credit hours.*

**CH331f Chemical Methods of Analysis** A study of the fundamentals of analytical chemistry. Students learn how to use physical measurements to make quantitative chemical measurements reported with defined uncertainties. Concepts of chemical mass and charge balance are used to calculate chemical speciation in complex acid/base and redox systems. Lectures and homework focus on problem-solving skills that provide solutions to new problems based on fundamental chemical principles and constants. The required laboratory introduces advanced volumetric, potentiometric, and spectroscopic techniques for quantitative chemical analysis. Written lab reports reinforce the technical writing style used in chemical communications. *Prerequisite:* Chemistry 142. *Four credit hours.* KING

**CH332s 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.* FEKETE, KING

**CH341f, 342s Physical Chemistry** The laws and theories of chemical reactivity and the physical properties of matter. Emphasis is placed on chemical equilibrium, molecular bonding, and the rates of chemical reactions. Major topics in 341: thermodynamics, solutions, and reaction kinetics. In 342: quantum mechanics, spectroscopy, and statistical mechanics. Gaining facility with abstraction through building mathematical models, working through the implications of those models, and assessing the validity and inherent errors in the ability of the models to predict and explain physical phenomena is the primary goal. Lecture and laboratory. *Prerequisite:* Chemistry 142 or 145, Physics 142 or 145. Chemistry 342 may be taken before 341 with permission of the instructor. *Five credit hours.* SHATTUCK

**CH362f Medical Biochemistry** Listed as Biochemistry 362. *Four credit hours.* MILLARD

**CH367f Biochemistry of the Cell I** Listed as Biochemistry 367. *Four or five credit hours.* RICE

**CH368s Chemical Basis of Metabolism** A focus on the chemical reactions, bioenergetics, and regulatory processes that are essential to the functioning of the cell, stressing the development of problem-solving, critical-thinking, and communication skills in both the lecture and optional laboratory. Topics include the generation and use of metabolic energy, the integrated control of cellular functions, mechanisms of transport, and special topics of particular interest to biochemists with a chemical background. The laboratory will employ a case study approach, applying biochemistry tools to real-world problems. Students cannot receive credit for both Biology 368 and Chemistry 368, nor can they earn credit for Chemistry 368 if they have previously taken Biochemistry 362 or 368. *Prerequisite:* Biochemistry 367. Biochemistry 367 laboratory is prerequisite to Chemistry 368 laboratory. *Four or five credit hours.* MILLARD

**CH378s Molecular Biology** Listed as Biochemistry 378. *Four credit hours.* JOHNSON

**CH411f Inorganic Chemistry** Current models and concepts in inorganic chemistry are discussed, with an emphasis on general trends and periodic properties of the chemical elements and their compounds. Topics include bonding and structure, acid-base theories, redox properties, molecular symmetry, and coordination compounds. Students will expand their knowledge of fundamental chemical principles as well as their ability to critically think about, communicate, and apply this knowledge in problem solving. Lecture only. *Prerequisite:* Chemistry 142 (or 145) and permission of instructor. Chemistry 342 is recommended. *Three credit hours.* CONRY

**[CH413] Inorganic Laboratory Studies** Synthesis and characterization of inorganic and organometallic compounds of both the representative and transition elements. Discussion and laboratory. Co-requisite: Chemistry 411. *Two credit hours.*

**[CH431] Mechanistic Organic Chemistry** Based on original research articles and designed to teach students to think critically about published material. The readings cover topics such as chemical bonding, molecular orbital theory, and aromaticity, the use of isotopes in determining reaction mechanisms, reactions of atomic carbon, matrix isolation spectroscopy, laser flash photolysis, the influence of structure on reactivity, the role of thermodynamics and kinetics in reactions, linear free energy relationships, and unusual molecules. Students are instructed on computational modeling of chemical reactions, structures, and spectroscopic properties and are taught to retrieve information from the chemical literature. *Four credit hours.*

**CH432s 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. *Four credit hours.* KATZ

**CH434s 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. *Four credit hours.* CONRY

**[CH444] Advanced Topics in Biochemistry** A detailed look at current trends in experimental research at the interface of chemistry and biology. Critical analyses of recent literature, identification of important problems in the field, and development of proposals to address these problems will be of primary focus. Problem-solving assessments will include both written and oral communication skills. Topics will include proteomics, chemical biology, and advanced enzymology. *Prerequisite:* Biochemistry 367 and 368 (the latter may be taken concurrently.) *Four credit hours.*

**CH481f, 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.* KING

**CH483f, 484s Honors in Research in Chemistry** Laboratory and library work involving a senior and one or more chemistry faculty members on a clearly defined project that results in an honors thesis. *Prerequisite:* Permission of the department and recommendation of the faculty sponsor. *One to four credit hours.* FACULTY

**CH491f, 492s Independent Study** Laboratory work of a research nature may be arranged with the instructor. *One to four credit hours.* FACULTY

**CH493f, 494s Senior Seminar** Discussion of topics of current interest in all areas of chemistry. Presentations by invited speakers from other colleges, universities, and industry. Seniors give a presentation on their research each semester. *Prerequisite:* Junior or senior standing as a chemistry major. *One credit hour.* KATZ, THAMATTOOR

## CHINESE

*In the Department of East Asian Studies.*

A minor in Chinese is offered for students who have a substantial interest in Chinese language and culture.

### Requirements for the Minor in Chinese

Five language courses 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 a 400-level course in Chinese or a course on Chinese literature in English translation (please see listing under "East Asian Studies") at the 200 level or higher. Students who start taking Chinese from an upper level are expected to take at least four language courses probably including courses chosen from our 400-level language offerings and independent study 491 and 492.

*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

**CN125f Elementary Chinese I** An introduction to the essential building blocks of the Mandarin Chinese language. Students will learn the pinyin Romanization system, basic strokes and radicals of the writing system, as well as approximately 200 characters. Basic sentence structures will be introduced within the context of social situations encountered in daily student life. By the end of the course students will be able to employ all four language modalities (listening, speaking, reading, and writing) to exchange basic information about themselves and their studies. *Prerequisite:* Chinese 125 is prerequisite to 126. *Five credit hours.* BESIO

**CN126s Elementary Chinese II** A continuation of Chinese 125. Basic sentence structures of Mandarin Chinese will be introduced within the context of social situations encountered in daily student life. Students will be able to employ all four language modalities (listening, speaking, reading, and writing) to discuss past actions and future plans. They will begin to learn strategies for constructing complex sentences and coherent paragraphs and will learn an additional 150 Chinese characters. *Prerequisite:* Chinese 125. *Five credit hours.* BESIO

**CN127f Intermediate Chinese I** A continuation of Chinese 126. Students will continue to build up their vocabulary and learn new sentence patterns and grammar points through an integrated emphasis on the four skills of language learning: listening, speaking, reading, and writing. *Prerequisite:* Chinese 126; Chinese 127 is prerequisite to 128. *Four credit hours.* ZHANG

**CN128s Intermediate Chinese II** A continuation of Chinese 127, with greater emphasis on building language proficiency in real life situations and language competence in spoken and written Chinese. *Prerequisite:* Chinese 127. *Four credit hours.* ZHANG

**CN135f Chinese Conversation I** 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 126. *One credit hour.* CHANG

**CN235f Chinese Conversation II** Intermediate level conversation class with a focus on building language fluency and vocabulary for daily life situations. *Prerequisite:* Chinese 127. *One credit hour.* CHANG

**CN321f Third-Year Chinese** Advanced Chinese language, concentrating on reading, writing, and speaking. *Prerequisite:* Chinese 128. *Four credit hours.* BESIO

**[CN322] Third-Year Chinese II** Advanced Chinese language, concentrating on reading, writing, and speaking. *Prerequisite:* Chinese 321. *Four credit hours.*

**CN335s Chinese Conversation III** Conversation class for advanced students on various contemporary social and cultural issues. *Prerequisite:* Chinese 321. *One credit hour.* CHANG

**[CN430] Contemporary Chinese Society** Advanced Chinese language with a focus on current affairs and topical social issues in contemporary China. We will use multimedia materials ranging from the Internet, television, and films to traditional textbook. Issues covered will include China's market reform, changing family patterns, public health, cinema, and education. Students will be immersed in a Chinese-language environment and should be prepared to discuss these issues in Chinese. *Prerequisite:* Chinese 321. *Four credit hours.*

**CN431s Business Chinese** Advanced Chinese language with a focus on vocabulary and sentence patterns that will facilitate research and discussion of, as well as participation in, China's vibrant business scene. Students will be immersed in a Chinese language environment and should be prepared to discuss issues related to business in China in Chinese. Formerly offered as

Chinese 497. *Prerequisite:* Chinese 321. *Four credit hours.* ZHANG

**[CN433] Advanced Chinese Translation** Enhances Chinese language skills through translation from Chinese to English and from English to Chinese, preparing students for the age of globalization. Introduces the translation practices of different text genres including government documents, news articles, business contracts, and research surveys and reports. *Prerequisite:* Chinese 321. *Four credit hours.*

**[CN434] Docu-China: Advanced Readings in Chinese** Uses documentaries to further consolidate and strengthen Chinese proficiency through interactive audiovisual means as well as via the traditional text-analysis and pattern-practice approach. By incorporation of online TV programs, news clips, and other learning tools, students not only enrich their learning experience but also learn to use the target language to understand and discuss concurrent social, cultural, political, and economic issues. While enhancing the four language skills (listening, speaking, reading, and writing), students become familiar with formal Chinese commonly used in journalistic reporting, policy analysis, and government reports. *Prerequisite:* Chinese 321. *Four credit hours.*

**CN491f, 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

**CN497f Chinese Short Stories** Close readings and analysis of selected contemporary Chinese short stories. We will use, and thereby improve facility with, all four language modalities (reading, writing, speaking, listening) as we place these stories in their social, historical, linguistic, and literary contexts. Two particular goals are 1) to master the vocabulary of literary analysis and 2) to learn to manipulate different registers of linguistic formality—the colloquial language of the characters in the texts as well as the formal language of scholarship—through a variety of written exercises and classroom activities. *Prerequisite:* Chinese 321. *Four credit hours.* BESIO

## CINEMA STUDIES

*In the Department of American Studies.*

**Director,** Associate Professor Steve Wurtzler

**Advisory Committee and Faculty:** Professor Phyllis Mannocchi (English); Associate Professors Margaret McFadden (American Studies and Integrated Studies) and Laura Saltz (American Studies); Assistant Professors Elena Monastireva-Ansdell (Russian) and Sarah Keller (English)

**Program Affiliated Faculty:** Professor Arthur Greenspan (French); Associate Professor Arne Koch (German); Assistant Professors Dean Allbritton (Spanish), Audrey Brunetaux (French), Maple Razsa (Anthropology), and Cyrus Shahan (German)

Few art forms have had a greater impact on modern culture than cinema. Over the course of cinema's relatively brief history, film criticism and theory have grappled with some of the issues most central to the humanities, including how to represent and transform the world and how technological changes have affected the production and consumption of images. As an academic discipline, cinema studies has addressed these and other attendant issues through a range of strategies. As a truly transnational, collaborative, interdisciplinary field, it directs attention both to the highest form of rarified art practice and to the most popular forms of entertainment and diversion.

The cinema studies minor provides a foundation for understanding the diverse ways in which the discipline has addressed itself to cinema history and theory, emphasizing the discipline's connection to aesthetics and national cultures. It focuses on the history, theory, and culture of film and related media such as digital media and photography, and makes coherent both the historical and aesthetic dimensions of cinema, including its cultural, technological, national, and transnational contexts. As a distinct field of study profoundly influenced by a range of disciplines—among them art history, English, and the sciences—the cinema studies minor draws its strength from connections among departments at the same time that it provides a core of courses foundational to the discipline of cinema studies itself.

### Requirements for the Minor in Cinema Studies

Six courses, including Cinema Studies 142, 251 or 252, 321, one non-U.S. cinema studies course, and two electives selected from the list of courses approved for the minor or approved by the director. No more than two courses can count toward the cinema studies minor and a minor or major in another field.

### Courses Approved for the Minor in Cinema Studies

#### *American Studies*

- 334 Film and Society: Films of the 1940s
- 335 American Independents: Their Art and Production
- 378 American Dreams: The Documentary Film Perspective
- 393 Proseminar: Consuming America
- 493 Seminar: Spike Lee's United States of America

### Art

- 285 History of Photography

### Cinema Studies

- 280 Topics in Global Cinema

### East Asian Studies

- 240 Japanese Animation

### English

- 412 Global Shakespeares

### French

- 398 Film and History: The Classics
- 493 Two World Wars in French Film from 1945 to Today

### German

- 234 German Culture Through Film

### Global Studies

- 437 Media, Culture, and the Political Imagination

### Italian

- 262 Outsiders, Losers, Rejects: Topics in Italian Cultural Studies
- 375 Comedy Italian Style: The Golden Age of Italian Film Comedy

### Russian

- 242 Russian Cinema from Lenin to Putin
- 427 Re-Imaging Russia: Cinema and Russian Society 1986-2009

### Spanish

- 266 Language of Spanish Cinema

## Course Offerings

**CI142fs Introduction to Cinema Studies** An introduction to the discipline of cinema studies, its history, and dominant approaches. Functions as a gateway to the minor and serves as a prerequisite for the required film theory course. Previously offered as American Studies 198 and English 241. *Four credit hours.* **A** KELLER, WURTZLER

**CI251f History of International Cinema I** The first of a two-semester survey of the history of global cinema, providing a broad overview of the development of cinema as an art form from the beginning of cinema (c. 1890) to 1945. Students will demonstrate an understanding of the historical, national, economic, aesthetic, and cultural contexts of films produced and received by international audiences in the first half of cinema history. They will also gain proficiency in written and oral communication and develop their skills in critical thinking. Offered as English 298 in spring 2011. *Four credit hours.* **A** KELLER

**CI252s History of International Cinema II** The second of a two-semester survey of the history of global cinema. Provides students with a broad overview of the development of cinema as an art form from the midpoint of cinema's history (1945) to the present. Students will demonstrate an understanding of the historical, national, economic, aesthetic, and cultural contexts of films produced and received by international audiences in the second half of cinema history. They will also gain proficiency in written and oral communication and develop skills in critical thinking. *Four credit hours.* **A** WURTZLER

**[CI280] Topics in Global Cinema** Courses offered under the rubric of "Topics in Global Cinema" will change in specific focus but will emphasize the history or contemporary practice of non-U.S. cinemas. Students collaboratively explore one or more examples of non-U.S. film, focusing on the intersections of aesthetics, history, ideology, and film industry economics. Through both informal and formal analytical writing as well as discussions and formal presentations, students not only develop a greater understanding of cinema studies and global cinemas but also enhance their written and verbal skills. *Prerequisite:* Cinema Studies 142 or English 142. *Four credit hours.*

**CI321fs Topics in Film Theory** Individual courses offered under the rubric of "Topics in Film Theory" will change in specific focus but keep consistent the rigorous engagement with a theoretical issue central to cinema studies. Students collaboratively engage with a set of questions regarding the nature of cinema and its relationships with power. Through both informal and formal

analytical writing as well as class discussions and formal presentations, students not only develop a greater understanding of cinema but also enhance their written, critical, and verbal skills. *Prerequisite:* Cinema Studies 142 or equivalent. *Four credit hours.* WURTZLER

**CI491f, 492s Independent Study** Individual topics in areas where the student has demonstrated the interest and competence necessary for independent work. *One to four credit hours.* FACULTY

## CLASSICS

**Chair, Professor Hanna Roisman**

*Professors Hanna Roisman and Joseph Roisman; Associate Professor Kerill O'Neill*

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

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. Classics and classical civilization hold an important place at the heart of a liberal education by examining humanistic values of the ancient world and their impact on the premodern and modern ages. 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. We are committed to enhancing our students' abilities to speak persuasively, write convincingly, and think analytically.

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 designed for American students, as well as occasion for experiencing field archaeology through arrangement with other institutions. Courses taken outside the department may count for the major only when preapproved by the department advisor.

### 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, at least six courses in language including three courses numbered 200 or higher in Greek and/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 that require no knowledge of Greek or Latin offered by the Classics and other departments: Classics 133, 138, 145, 151, 171, 197, 231, 236, 240, 242, 244; Art 311; Philosophy 231; 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, 138, 171, 197, 231, 236, 240, 242, 244.
- b. Ancient History 154, 158.
- c. One course at the 300 level offered by the Classics Department.
- d. Four additional courses selected from the following: Classics 133, 138, 145, 151, 171, 197, 231, 234, 240, 242, 244; Ancient History 351, 356; Greek 111, 112, 131; Latin 111, 112, 131; Art 311; Philosophy 175, 231 381, 382, 383; 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 approved by the Classics Department advisor, three of which are numbered 200 or higher.

In English: 172, 271, two period or survey courses, and two electives.

### Requirements for the Major in Classical Civilization-English

In classics: six semester courses approved by the Classics Department advisor.

In English: 172, 271, two period or survey courses, and two electives.

## Requirements for the Major in Classical Civilization-Anthropology

In classics: either Ancient History 154 or 158; one course selected from Classics 133, 138, 236, or 244; a seminar at the 300 level offered by the Classics Department; and three elective courses selected in consultation with the Classics Department advisor.

In anthropology: Anthropology 112, 313, 333, and three elective seminars selected in consultation with the anthropology advisor, at least two of which should be 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 a major may be taken satisfactory/unsatisfactory.

## Requirements for the Minor in Classics

The minor consists of seven courses (with at least five in Greek, Latin, or a combination of both): 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); two courses 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 offered by the Classics Department using English translations of the ancient texts.

The courses are selected in consultation with the advisor.

## Requirements for the Minor in Classical Civilization

The minor consists of seven courses: one course each from categories (a) - (d) and three courses from category (e).

No knowledge of Latin or Greek is required.

- a. One of the following: Classics 133, 171, 138, 236, 242, or 244.
- b. One 200-level course offered by the Classics Department using English translations of the ancient texts.
- c. Ancient History 154 or 158.
- d. One 300-level course offered by the Classics Department.
- e. Three additional courses selected from the following: Greek 111, 112, 131; Latin 111, 112, 131; Classics 133, 138, 145, 151, 171, 197, 231, 234, 236, 240, 242, 244; Ancient History 154, 158; Art 311; Philosophy 231; 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

**[CL133] 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, I

**[CL138] 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, I

**CL145j Between Revolution and Tradition: Julius Caesar and Augustus** How Julius Caesar and Augustus both contributed to the crisis of the Roman republic and tried to resolve it. Topics include conflicts between republican traditions and a monarchical regime, Caesar's dictatorship, his image, the Ides of March, Augustus's attainment of sole power, his relationship with senators, commoners, and slaves, the Roman games, and society and literature in the Augustan age. *Two credit hours.* J. ROISMAN

**[CL151] Anatomy of Bioscientific Terminology** Teaches the Greek and Latin word elements that combine to form most of the specialized terms in biological sciences. The student who learns the meanings of these elements and the rules of word formation will usually recognize the basic meaning of any unfamiliar word in this field. Attention is also given to misformation, common errors, and words still in use that reflect scientific theories since rejected. *Two credit hours.*

**CL171f 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 H. ROISMAN



**CL197] Introduction to Greek and Roman Archaeology** Classical archaeology focuses on the "old things"—the material remains—from ancient Greeks and Romans, two peoples whose cultures comprise an enormously influential chunk of human development. We study Greek and Roman archaeology because it provides a series of time-capsule views of peoples living in a deeply material world, within complicated, class-riven societies surprisingly similar to our own. We will address such large questions as: how did political life affect religious practices? how did the spread of literacy affect society? did ethnicity matter? who had status, and how was it communicated? *Three credit hours.* H WELLS

**[CL231] Hero's Rage in the *Iliad*** A close reading of Homer's *Iliad* in English translation. Focuses on oral composition, the meaning of heroism, the role of the gods in the epic, and Homeric social and ethical values. Was war idealized by the ancients? What roles were open to women in the society portrayed? Special attention to the methodologies employed in classics for the examination of an ancient text and to oral and written structuring of an argument. Learning goals include refining and honing attention to detail, distinction between facts and views, enhancement of critical and analytical skills, improvement of oral presentation skills, and refinement of writing skills. *Three credit hours.* L, I

**CL234s In Search of a Strong Man: Greece in the Fourth Century** The fourth century BCE 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 credit hours.* H, I J. ROISMAN

**[CL236] 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

**[CL240] The Tragic Hero: The Drama of Sophocles** Aristotle considered Sophocles 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, I

**[CL242] 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, I

**CL244s Myth and Archaeology** Is myth fiction or does it have some basis in fact? Since the 19th century, there have been numerous claims that archaeological evidence has been discovered to prove the veracity of myths from the Trojan War to episodes in the Bible. An exploration of the often explosive and controversial intersection between myth and archaeology. *Three or four credit hours.* L O'NEILL

**[CL356] Alexander the Great** A seminar that aims to familiarize the student with major aspects of Alexander the Great's career and its impact on his contemporaries as well as future generations. Focus on the ancient sources' portrayal of Alexander; relations with his father, Philip II, and other members of the royal house; his dealing with Greek states; his military conquests; his interaction with the Persians, the Macedonian masses and elite; his divine aspirations, and other related topics. Students are expected to develop their analytical and interpretative skills through oral presentation and argumentation and by writing an in-depth research paper. *Four credit hours.* H

## COMPUTER SCIENCE

**Chair, Professor Bruce Maxwell**  
*Professors Dale Skrien and Bruce Maxwell; Assistant Professor Stephanie Taylor*

Computer science studies the design of computational processes, computing systems, and virtual objects. Our goal is to provide students with a strong background in computer science, including the integration of knowledge from other disciplines. Our graduates will have the ability and experience to enable and to produce new and innovative discoveries.

Students with a variety of interests may want to explore computer science, as it affects and interacts with virtually every discipline. Many advances in the natural and social sciences, engineering, and the humanities would not have been possible without the exponential growth in computing power and the corresponding design of advanced algorithms by computer scientists. Students who become majors or minors, or take just a few courses, will extend their potential by knowing more about how to effectively use computers and computation.

Students in computer science courses learn primarily through programming projects that provide them with experience in design, the application of computational thinking, and problem solving. Computational thinking is the ability to deconstruct a problem or

process and describe it at the level of computable operations. Computational thinking integrates abstraction, hierarchical design, information management, and an understanding of complexity. The projects students undertake increase in scope and complexity both within a single course and as they progress through the major.

The computer science major prepares students for graduate work in computer science and related areas or a wide variety of careers. The computer science minor provides students with the ability to effectively apply computational thinking to other disciplines. The interdisciplinary computation majors in biology, environmental studies, or theater and dance give students the opportunity to integrate computer science with a focus discipline. Students interested in any of these programs should enroll in Computer Science 151 in their first year.

### **Requirements for the Major in Computer Science**

Computer Science 151, 231, 232, 251, 333, and 375 or 378; one elective numbered 200 or above; three electives numbered 300 or above, including at least one fall-spring sequence; and one of the following courses: Mathematics 212, 231, 253, or 274. Students may count only Computer Science 151, 231, and 251 towards both the computer science major and any other major.

### **Requirements for the Honors Program in Computer Science**

An honors program is available for students who wish to pursue a topic more deeply. Students must have a grade point average of at least 3.25 in all computer science courses numbered 200 or higher and complete a year-long, preapproved honors project (Computer Science 483 and 484) culminating in both a written paper and a colloquium presentation. The fall semester project satisfies an elective in the major requirements. Students who successfully complete the requirements and receive the recommendation of the department will graduate "With Honors in Computer Science."

### **Requirements for the Minor in Computer Science**

Computer Science 151, 231, 251, one course numbered 200 or above, one course numbered 300 or above, and a capstone experience. The capstone experience can be one of (a) the second semester of a two-semester elective sequence, (b) a project associated with a course in the student's major (Computer Science 481/482), or (c) a four- (or more) credit independent study with a significant computing component in the student's major department. Options (b) and (c) must be preapproved by a computer science advisor.

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.

### **Requirements for the Majors in Interdisciplinary Computation**

*Listed under "Biology," "Environmental Studies," and "Theater and Dance."*

Computer Science 151, 231, 251, and two upper-level electives appropriate for the focus area. In addition, courses in the student's focus discipline from one of the approved tracks, listed below, and a capstone experience of at least four credits (Computer Science 491 or 492). Each student will have an advisor in computer science and an advisor in his or her focus department. The advisors will oversee the student's plan of study and capstone project.

**Biology Track (without Advanced Placement Biology):** Biology 163, 164, 279; 320 or 379; and one elective numbered 200 or above.

**Biology Track (with Advanced Placement Biology):** Biology 279, 320, 379, and two electives numbered 200 or above.

**Environmental Studies Track:** Environmental Studies 118, 212, 214, 233, 234, 271, 352, 356; one of 241, 265, 266, 297B, 319, 336, 342, 346; 401, 402.

**Theater and Dance Track:** Theater and Dance 113 or 114; 135; 171 or two of 115, 116, 117, 119; 281 or 285; 235 or 365.

## **Course Offerings**

**CS151fs Computational Thinking** An introduction to computational thinking: how we can describe and solve problems using a computer. Using the Python language, students will learn how to write algorithms, manipulate information, and design programs to make computers useful tools. Through lectures, short homework assignments, and weekly programming projects, they will learn about abstraction, how to divide and organize a process into appropriate components, to describe processes in a computer language, and to analyze and understand the behavior of their programs. Students will communicate the results of their work through project reports. *Four credit hours.* **Q** SKRIEN, TAYLOR

**[CS157] Digital Media** Introduction to computational thinking in the context of digital media. Computational thinking is the basis for describing processes that can be automated on a computer, including image and sound creation, manipulation, and analysis. Using the Python language, students write algorithms, manipulate information, and design programs to make computers tools for creative expression. Through lectures, homework assignments, weekly programming projects and write-ups, they will learn about abstraction, how to divide and organize a process into components, how to describe processes in a computer language, and how to analyze and understand the behavior of their programs. *Four credit hours.* **Q**

**CS231f Data Structures and Algorithms** Focuses on the common structures used to store data and the standard algorithms for manipulating them. Standard data structures include lists, stacks, queues, trees, heaps, hash tables, and graphs. Standard algorithms include searching, sorting, and traversals. Along with implementation details, students will learn to analyze the time and space efficiency of algorithms and how to select appropriate data structures and algorithms for a specific application. In homework, labs, and programming projects, students will implement their own data structures and make use of existing libraries to solve a variety of computational problems. *Prerequisite:* A grade of C- or higher in Computer Science 151. *Four credit hours.* SKRIEN

**CS232s Computer Organization** Computer organization focuses on how computers work. Students learn the fundamental hardware components, including storage (RAM, hard disks), input/output mechanisms, and the central processing unit (CPU). They learn how computer components are designed and built on several levels, including the design of the electrical component, machine language, and assembly language. They also learn to program in assembly language for one or more simple computer processors. Students learn primarily through projects where they design digital circuits, design components of a CPU, or write programs in assembly language. *Prerequisite:* Computer Science 151. *Four credit hours.* SKRIEN

**CS251s Data Analysis and Visualization** Prepares students to apply computational data analysis and visualization approaches to real information from a variety of disciplines and applications. Data visualization is the interactive visual exploration of 2-D and 3-D graphic information using techniques that highlight patterns and relationships. Data analysis incorporates data management, data transformations, statistical analysis, data mining, and machine learning. Through programming projects, students will gain hands-on experience with the fundamentals of data analysis and visualization using data from active research projects at Colby and other institutions. *Prerequisite:* Computer Science 231. *Four credit hours.* TAYLOR

**CS269j Computer Game Design** Students will learn how to design 2-D computer games using a commercial game engine. Topics include game design, artistic concepts, image manipulation, game scripting, and basic artificial intelligence concepts. Students will work in groups to design and develop a game to be distributed at the end of the term. Each group will make weekly presentations to the class, demonstrating their progress. *Prerequisite:* Computer Science 151. *Three credit hours.* MAXWELL

**[CS283] Introductory Bioinformatics** An introduction to bioinformatics methods and theory for students with a basic understanding of molecular biology. Topics will include genetic databases, sequence alignment, phylogenetic methods, structure prediction, genome assembly and annotation, protein structures, and gene expression analysis. A research project with a final oral presentation and term paper is required. Previously offered as CS297J (January 2010). *Prerequisite:* Biology 163 or Computer Science 341. *Three credit hours.* Q

**[CS325] Web Programming** The art and science of building dynamic (interactive) websites. Students will learn the fundamentals of the Internet and its HTTP/TCP/IP protocols, HTML and CSS, and how to use them to create well-designed Web pages that follow industry standards. They will learn to program in JavaScript to create client-side dynamic Web pages in PHP or another language to create server-side dynamic Web pages, and in SQL to create, access, and modify a relational database. Finally, they will learn about XML, DOM, and AJAX, and how to use them to add Web 2.0 features to web pages. *Prerequisite:* Computer Science 231. *Four credit hours.*

**CS333f Programming Languages** A survey of programming languages and paradigms focusing on the design of programming languages and comparing and contrasting different language families, including imperative, object-oriented, functional, and logic paradigms. Topics include syntax, context-free grammars, parsing, semantics, abstract representations of programming processes and structures, memory management, and exceptions. Students will undertake small programming projects in various languages and more extensive projects in two languages of their choice, presenting the characteristics of their chosen languages to their peers at the end of the term. *Prerequisite:* Computer Science 231. *Four credit hours.* MAXWELL

**[CS336] Parallel and Distributed Processing** An introduction to the principles and applications of parallel and distributed computing, with an emphasis on parallel computing. Within the context of (1) multi-threaded programming with POSIX threads and (2) MPI programming, we study dead-lock avoidance, load-balancing with appropriate data distribution schemes, basic parallel abstractions such as scan and reduce, parallel sorting algorithms, and performance analysis. Students will learn through a series of programming projects and problem sets. The final project is a significant report analyzing the performance of three sorting algorithms. *Prerequisite:* Computer Science 231 and 232. *Four credit hours.*

**CS341f Systems Biology I** An introduction to the field of molecular systems biology, which aims to understand the mechanisms underlying complex biological processes. Key to this endeavor is the process of formulating and analyzing mathematical models. Students will learn how to develop, simulate, and analyze ordinary differential equation models of biological systems as well as to read and understand relevant journal articles and perform in-depth analysis of model dynamics. *Prerequisite:* Computer Science 231, and Mathematics 122 or equivalent, and one of the following: Biology 163 or 164; Mathematics 212, 253 or a 300-level course; or any 300-level computer science course. *Four credit hours.* TAYLOR

**[CS351] Computer Graphics** An introduction to computer graphics covering 2-D graphic primitives, clipping graphic objects to boundaries, linear transformations, creating and representing 3-D objects, converting 3-D models into 2-D images, and rendering complex 3-D scenes made of thousands of polygons. Students will build a comprehensive 3-D rendering engine in sequential weekly projects for which they generate images and develop portfolios of their own work. *Prerequisite:* Computer

Science 251. *Four credit hours.*

**[CS356] 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 333. *Four credit hours.*

**[CS361] Object-Oriented Design** Object-oriented design focuses on the art and science of designing programs so that they are reusable, readable, maintainable, extensible, and robust. Students will learn object-oriented design techniques for producing such software, focusing on learning good programming style, object-oriented design principles, and design patterns. Students will also examine case studies of moderately large programs, will learn to use tools such as CRC cards and the UML, and will undertake significant programming projects. *Prerequisite:* Computer Science 231. *Four credit hours.*

**CS363s Robotics** Addresses the problems of controlling and motivating mechanical devices to act intelligently in dynamic, unpredictable environments. Major topics will include sensing, navigation and control, mapping and localization, robot perception using vision and sonar, and robot kinematics. In addition to short homework assignments, more extensive projects will be undertaken by students using both existing software and implementing their own algorithms on medium-sized mobile robots capable of functioning in human spaces. Projects will focus on enabling the robots to execute tasks, explore, and interact with people and objects in their environment. *Prerequisite:* Computer Science 251. *Four credit hours.* MAXWELL

**[CS365] Computer Vision** Investigates designing computer programs that extract information from digital images. Major topics include image formation and acquisition, gray-scale and color image processing, image filters, feature detection, texture, object segmentation, classification, recognition, and motion estimation. Students are introduced to classic and contemporary vision techniques with examples for homework and programming assignments drawn from biological and medical imaging, robotics, augmented reality, and digital photography. They will develop a medium-scale vision system using data from active research projects at Colby. *Prerequisite:* Computer Science 251. *Four credit hours.*

**CS369] Computer Game Design** Design of 2-D computer games using a commercial game engine, for computer science majors. Topics include game design, artistic concepts, image manipulation, game scripting, and basic artificial intelligence concepts. Students will work in groups to design and develop a game to be distributed at the end of the term. Each group will make weekly presentations to the class, demonstrating their progress. Can be repeated once for credit. *Prerequisite:* Computer Science 231. *Three credit hours.* MAXWELL

**CS375f Analysis of Algorithms** Focuses on classical algorithms in computer science and the analysis of the space and time efficiency of such algorithms as those that sort arrays and lists and search various data structures, including lists, trees, graphs, and strings. All major categories of algorithms are discussed, including iteration, divide and conquer, brute force, exhaustive search, greedy, dynamic programming, and approximation. Unsolvable and intractable problems are also covered, as is the role of NP-completeness. If time permits, some parallel and distributed algorithms will be discussed. Students will learn through problem sets and short programming projects. *Prerequisite:* Computer Science 231. *Four credit hours.* SKRIEN

**[CS378] Introduction to the Theory of Computation** Focuses on formal languages, automata, computability, complexity classes, and undecidability. Languages discussed include regular languages, context-free languages, and recursively enumerable languages. Both deterministic and non-deterministic forms of the corresponding machines (finite automata, push-down automata, and Turing machines) are also discussed. Unsolvable and intractable problems are addressed, as is the role of NP-completeness. Students will learn through problem sets and short programming projects. *Prerequisite:* Computer Science 231 and either Mathematics 274 or 275. *Four credit hours.*

**CS441s Systems Biology II** The application of principles learned in Systems Biology I to a particular biological system. Students will work in interdisciplinary teams to complete a project focusing on one biological system and one or more mathematical models of this system. Involves reading journal articles, designing and running numerical experiments, analyzing results, and presenting challenges and results. Culminates in both a poster presentation and a comprehensive journal article-styled report and oral presentation. *Prerequisite:* Computer Science 341. *Four credit hours.* N TAYLOR

**[CS451] Advanced Computer Graphics** Advanced topics in computer graphics for computer science majors. Focuses on advanced algorithms for rendering both hyper-photorealistic and non-photorealistic images of objects and scenes. Topics will include ray tracing, radiosity and other global illumination methods, animation, motion capture and mapping, modeling unique materials, modeling painting and drawing techniques, and other topics selected by students. Each week students will prepare written summaries and critiques of technical papers in computer graphics. Programming projects will include OpenGL, a photorealistic project, a non-photorealistic project, and a final project of the student's choice. *Prerequisite:* Computer Science 351. *Four credit hours.*

**[CS461] Object-Oriented Software Systems** Students will learn how to design and implement a significant software project that is robust, maintainable, extensible, and modular, building on their experience in Computer Science 361. The focus will vary from year to year. For example, students may gather specifications and then analyze, design, and implement a business application or dynamic website following standard software engineering practices. Students will learn through creating, implementing, and refining their own software designs in an iterative design process. *Prerequisite:* Computer Science 361. *Four credit hours.*

**CS481f, 482s Minor Capstone** Independent project and capstone experience for minors. Taken in tandem with a course in the student's major to develop a computing project in consultation with his or her computer science advisor that relates to or extends a topic from the related course. *Three or four credit hours.* FACULTY

**CS483Jj Honors Research in Computer Science** *Noncredit.* MAXWELL

**CS483f, 484s Honors Research in Computer Science** The independent study component of the honors program in computer science. *Prerequisite:* Permission of the instructor and admission to the honors program. *Three or four credit hours.* FACULTY

**CS491f, 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

*In the Department of English.*

**Director,** Professor Jennifer Finney Boylan

**Advisory committee:** Professors Jennifer Finney Boylan, Michael Burke, Peter Harris, and Debra Spark; Associate Professors Adrian Blevins and Natalie Harris

Colby students may study the craft of imaginative writing in one of two ways—through a concentration within an English major or by electing a minor in creative writing if their major is a discipline other than English. English majors wishing to concentrate in creative writing should read the requirements for the concentration described separately under the heading for the English major in this catalogue.

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 graduate programs in writing.

### Requirements for the Minor in Creative Writing

The minor consists of seven courses total: four writing workshops and three courses in literature.

The four writing workshops should include creative writing courses at the 200-level or above. These courses currently include English 278, 279, 378, 379, 380, 382, 386, 478, and 480. Students may count Beginning Playwriting (Theater and Dance 141) as one of their creative writing courses.

In addition, the creative writing minor requires the student, in consultation with the minor advisor, to complete three courses in English and American literature at the 300 or 400 level. One of these courses must be in contemporary prose or poetry. For example, a fiction writer might take courses on the American short story, the modern American novel, 18th-century novels, Victorian or African-American literature, or contemporary fiction; a poetry writer might elect courses on Renaissance poetry, British Romantic poetry, 19th-century American poetry, Whitman and Dickinson, modern American poetry, or contemporary American poetry.

First priority for admission to English 278 and 279 is given to sophomores. Admission to advanced writing workshops 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

**Chair,** Associate Professor Hong Zhang

Professors Kimberly Besio (Chinese), Tamae Prindle (Japanese), Nikky Singh (Religious Studies), and Ankeney Weitz (East Asian Studies and Art); Associate Professors Hideko Abe (Japanese), James Behuniak Jr. (Philosophy), Walter Hatch (Government), Steven Nuss (Music), and Hong Zhang (Chinese); Assistant Professor Elizabeth LaCouture (East Asian Studies and History); Visiting Assistant Professor Hwisang Cho (East Asian Studies and History); Teaching Assistants Risa Fujiwara (Japanese) and Ya-Han Chang (Chinese)

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

The East Asian Studies Department offers students a multidisciplinary approach to understanding Japan, China, and Korea. Our mission is to build language competency in Japanese or Chinese and provide in-depth exposure to traditional and contemporary

East Asia through a wide variety of course offerings across the humanistic and social science disciplines.

A major in East Asian Studies will achieve an ability to communicate effectively in English and an East Asian language, to critically interpret texts and develop research skills using primary sources and data, and to acquire a comparative understanding of the region. Students achieve these goals through an immersion experience in East Asia as well as their course work at Colby.

### **Requirements for the Major in East Asian Studies**

**For students in the Class of 2013 and earlier** (*who may elect to follow the requirements for the Class of 2014 and beyond*): One introductory comparative course (East Asian Studies 151 or 152 or Art 173); a language and literature concentration consisting of three language courses beyond the all-college requirement (normally Japanese 128, 321, and 322 or Chinese 128, 321 and one 400-level Chinese course) 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 Asian region as a whole or on an East Asian country different from that of the language concentration. Fourth-year language courses or one East Asian language course outside the language concentration may substitute for one or both of the elective courses. Students who start taking a Chinese or Japanese course from an upper level are expected to take at least four language courses probably including courses chosen from our 400-level language offerings and independent study 491 and 492. For the Class of 2013 and after: East Asian studies majors are required to spend at least one semester of study in the country of their language concentration. Under extraordinary circumstances students may petition to substitute an equivalent immersion experience in the country of the language concentration for a semester of study.

#### **For students in the Class of 2014 and beyond:**

One introductory comparative course (East Asian Studies 150); a language concentration consisting of three language courses beyond the all-college requirement (normally Japanese 128, 321, and 322 or Chinese 128, 321, and one 400-level Chinese course); one capstone course, East Asian Studies 493, taken only in the senior year; 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, philosophy, literature, or music course; one 200-level government, anthropology, economics, history, or sociology course; one 300-level or 400-level course; and three additional electives. Fourth-year language courses or three- or four-credit East Asian language courses outside the language concentration may constitute elective courses. Students who start taking Chinese or Japanese at the 300-level or above are expected to take at least four language courses, which may include three- or four-credit independent study Japanese 491, 492 or Chinese 491, 492. East Asian studies majors are required to spend at least one semester of study in the country of their language concentration. Under extraordinary circumstances students may petition to substitute an equivalent immersion experience in the country of the language concentration for a semester of study.

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 to achieve a 3.5 grade point average in the courses listed for the major and will have to take two additional language courses beyond those required for the major. These courses may be a continuation of the language of concentration at the 400 level, 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 3.5 major average. Normally, application to the program must be submitted prior to the senior year. Some aspect of the culture of East Asia must 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 eight courses: one introductory comparative course (East Asian Studies 150, 151 or 152 or Art 173); four language courses in either Chinese or 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 art, government, history, literature, philosophy, and religious studies courses on East Asia. With the exception of one introductory comparative course, no content course at the 100 level will count toward the minor.

### **Courses Approved for the Major in East Asian Studies**

#### *Art*

- 173 Survey of Asian Art
- 274 The Arts of Japan
- 275 The Arts of Korea
- 497 East Asian Art and Culture

#### *Chinese*

- All courses offered

#### *East Asian Studies*

- All courses offered

#### *Economics*

- 298 The Economic Rise and Future of China

#### *Government*

- 256 Conflict in East Asia
- 355 Winners and Losers in Chinese Politics
- 356 Winners and Losers in Japanese Politics

#### *History*

- 250 History of Modern China
- 350 Women and Gender in East Asia
- 298B Introduction to Korean History and Culture
- 397 Written Culture of East Asia

#### *Japanese*

- All courses offered

#### *Music*

- 254 Music of Meditation
- 255 Zen Theater: Acting, Dancing, Singing Japanese Noh

#### *Philosophy*

- 265 Chinese Philosophy
- 266 East Asian Buddhist Philosophy

#### *Religious Studies*

- 212 Religions of China, Japan, and Tibet

## Course Offerings

**EA150fs Foundations in East Asian Studies** An exploration of the foundations of East Asian civilization, with a focus on reading the classical texts of ancient China, Korea, and Japan. Provides an introduction to East Asian studies as an interdisciplinary field of study, as we explore interpretations of these foundational texts from a number of perspectives (philosophical, historical, artistic, political, etc.). Students will also work on improving writing and research skills. *Four credit hours.* **H, I** CHO

**[EA152] Introduction to East Asia from the 18th Century to Modern Times** A survey of East Asia from the 18th century to the present in its global, regional, and local contexts, beginning with the empires of Qing China, Tokugawa Japan, and Choson Korea, examining the transformations that led to the rise of the modern nation-states of East Asia. Topics include cross-cultural encounters, the rise of imperialism and colonialism, the transformation of empires into nation-states, and the evolution of gender, ethnic, and status identities. *Four credit hours.* **H, I**

**EA173s Survey of Asian Art** Listed as Art 173. *Four credit hours.* **A** WEITZ

**[EA231] 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**

**[EA240] Japanese Animation: Sensitivity to Differences** Japanese animations (animé) are artistic and dramatic expressions of realistic situations, happenings, and apprehensions. This course studies twelve animé as artistic expressions as well as socio-cultural and moral messages. The period covered spans from the 15th century to the post-human cyber-culture era, drawing a socio-cultural contour of Japanese history. As it discusses the values and relationships among regional tribes, social classes, genders, and human versus post-human beings, it cultivates sensitivity towards Japanese culture at multiple levels. It also hones skills in writing and public speaking. Formerly offered as East Asian Studies 297A. *Three credit hours.* **A**

**[EA250] History of Modern China** Listed as History 250. *Four credit hours.* **H, I**

**EA251s Gender Politics in Chinese Drama and Film** A historical survey of Chinese drama and film from the 13th century to the present with a focus on representations of gender and sexuality. Paired readings of major works from various genres that

make up the Chinese dramatic tradition with viewing of modern and contemporary films are informed by reading secondary scholarship in order to place these works and their portrayals of gender and sexuality in their historical and cultural contexts. Students will hone analytical skills and improve their ability to communicate insights both orally and in writing. *Four credit hours.* L, I BESIO

**[EA252] Hell on Earth? Chinese Writers on Modern Chinese Society** An examination of how Chinese writers used literature and film to address the political and social crises their country faced during the 20th century. Through close readings of literary and cinematic works, students will reflect critically on the experiences of the Chinese people as they struggled to modernize and reform society. Students will reflect on what these experiences might teach us about our own society as well as contemporary China, and they will develop their ability to express insights both orally and in writing. *Three credit hours.* L, I

**[EA254] China in Transition: An Anthropological Account** Listed as Anthropology 264. *Four credit hours.* S, I

**EA255s Zen Theater: Acting, Dancing, Singing Japanese Noh** Listed as Music 255. *Four credit hours.* A NUSS

**[EA257] From Communism to Consumerism** An exploration of the fast-changing cultural scene in reform-era China. A wide range of popular cultural forms and newly-emerging consumption patterns (including films, popular music, avant-garde art, lifestyle magazines, hip-hop, and theme parks) are analyzed and discussed in the context of China's transition from a centrally controlled socialist state to a capitalist market economy and consumer-oriented society. Issues include the relationship between the masses and the state in cultural production and circulation; the political implications of late-socialist/postmodern forms of mass culture, and the social and historical contexts for the shaping of cultural sensibilities and commodities in urban "global" communities. *Four credit hours.* S

**[EA261] Japanese Language and Culture (in English)** An introductory course on Japan in which we explore a global perspective of how Japanese people interact and see the world through knowledge of their own culture and language. Examines cultural patterns of Japanese society by looking at various political, social, economic, and gender relations among people in current times. Analyzes the variety of ways in which culture is consumed, reconstructed, reproduced, and manipulated in various local contexts. All readings are in English, but students are expected to memorize Japanese terms that signify Japanese culture and language. *Four credit hours.* S, I

**EA266f East Asian Buddhist Philosophy** Listed as Philosophy 266. *Four credit hours.* L BEHUNIAK

**EA268s Politics of Satire and Humor in Modern China** Explores the evolving role of satire, jokes, and comics in modern China from the Republican Period (1912-48) to Maoist China (1949-78) and reform-era China (1978-present). Particular attention to new and historical forms and targets of Chinese political humor as a way to understand changing state-society relations. Should the proliferation of political humor on the Internet be seen as a sign of new political openness or a part of everyday forms of resistance under authoritarian rule in contemporary China? *Four credit hours.* S, I ZHANG

**[EA273] The Arts of China** Listed as Art 273. *Four credit hours.* A

**[EA274] The Arts of Japan** Listed as Art 274. *Four credit hours.* A

**EA275f The Arts of Korea** Listed as Art 275. *Four credit hours.* A WEITZ

**EA276s Zen and the Arts in Asia** Listed as Art 276. *Four credit hours.* A, I WEITZ

**EA298s Introduction to Korean History and Culture** Listed as History 298B. *Four credit hours.* H CHO

**EA332s Masterpieces: Modern Japanese Novels** An appreciation and examination of masterpiece novels and short stories written by 10 illustrious Japanese writers, including two Nobel Prize laureates. Cultivation of the students' sensitivities to the feelings and values questioned by Japanese novelists. Examination of the novels as works of literature, aided by published scholarship in the fields of literary philosophical, psychoanalytic, historical, and socio-anthropological studies in Japan and the West. Each student will pry out covert meanings, verbally express those findings to an audience, and write a high-quality research paper. *Three or four credit hours.* L, I PRINDLE

**[EA350] Women and Gender in East Asia** Listed as History 350. *Four credit hours.* H, I

**[EA353] Globalization and Human Rights in China** Globalization refers to a variety of political, economic, cultural, and social changes that are transforming our world. Countries are increasingly interconnected by flows of information and technology, capital and labor, ideas and culture. We will use China as a case study to address some major issues concerning globalization: its problems and prospects; terms of trade between and among nations; sweatshop labor; the role of states, markets, and global institutions; human rights and cultural preservation. *Prerequisite:* East Asian Studies 152 or Anthropology 112 or Government 131. *Four credit hours.* S

**EA371f Japanese Language, Gender, and Sexuality** An examination of the many aspects related to Japanese language and



culture. The goals are to learn how cultural ideologies affect how we speak our language, how language plays a role in constructing our experience and understanding gender, and how gender and sexuality are negotiated through language. *Four credit hours.* I ABE

**EA397f Written Culture of East Asia** Listed as History 397. *Four credit hours.* H CHO

**EA397Af Aging and Public Policy in East Asia** Examines how family structure, fertility rate, female labor participation, and gender roles have changed in China, Japan and Korea as these countries have experienced rapid industrialization, urbanization, and population aging over recent decades. Using case studies from East Asian countries, we compare and analyze how each country responds to challenges of rapid population aging, and why and how public policy shifts regarding state and private responsibility for the social safety net and the wellbeing of the elderly. *Four credit hours.* ZHANG

**EA483f, 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

**EA483Jj Honors Project** *Noncredit.* WEITZ

**EA491f, 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

**EA493f Seminar: East Asian Art and Culture** Listed as Art 497. *Four credit hours.* WEITZ

## ECONOMICS

**Chair,** *Professor Debra Barbezat*

**Associate Chair,** *Associate Professor Andreas Waldkirch*

*Professors Debra Barbezat, Michael Donihue, David Findlay, Patrice Franko, Lori Kletzer, and Randy Nelson; Associate Professor Andreas Waldkirch; Assistant Professors Sahan Dissanayake, Samara Gunter, Timothy Hubbard, Daniel LaFave, and Guillermo Vuletin; Visiting Assistant Professors Cagdas Agirdas, Finley Edwards, and Donghyun Lee*

The Economics Department provides a wide selection of courses analyzing market behavior and the interactions among consumers, firms, and governments. Economic tools, which are applicable to a broad range of topics, are used to investigate how individuals and firms make decisions in private and public spheres and the consequences of resulting resource allocations. As the following courses illustrate, economics is central to the study of poverty, discrimination, growth, unemployment, the environment, international trade, and development, encompassing everything from fertility rates and crime to the cyclical nature of a country's aggregate production.

Economics classes emphasize theoretical modeling, empirical analysis, and critical thinking. After completing core courses in microeconomic and macroeconomic theory, students choose from a wide variety of electives. Both economics and economics-mathematics majors may elect a concentration in financial markets. The economics majors provide undergraduate students with an excellent background for employment and graduate work in numerous fields, including economics, business, law, government, health care, and education.

### Requirements for the Major in Economics

Economics 133, 134, 223\*, 224\*, and 393\*\*; one economics senior seminar; four additional elective courses in economics at the 200 or 300 level; at least two of the elective courses must be at the 300 level and at least one must be completed at Colby; Mathematics 121 or 161, or equivalent; either Mathematics 231 or the two-course sequence Mathematics 381, 382. Although potential majors are strongly encouraged to take Economics 133 and 134 in their first year, completion of the major is possible if begun during the second year.

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

Economics 133, 134, 223\*, 224\*, and 393\*\*; one economics senior seminar; four additional elective courses in economics at the 200 or 300 level; at least two of the elective courses must be at the 300 level and at least one must be completed at Colby; Administrative Science 221, 311, and 322; Mathematics 121 or 161, or equivalent; either Mathematics 231 or the two-course sequence Mathematics 381, 382.

### Requirements for the Major in Economics-Mathematics

Economics 133, 134, 223\*, 224\*, 336, and 393; one economics senior seminar; two additional elective courses in economics, one of which must be at the 300 level; Mathematics 122 or 162; Mathematics 231, 253, 311, and one additional 300-level mathematics course. The Mathematics 381, 382 sequence may be substituted for Mathematics 231 and the additional 300-level

mathematics course. Students majoring in economics-mathematics may select a concentration in financial markets by fulfilling the requirements for the concentration in addition to the requirements for the major in economics-mathematics.

\*Note: To continue in the major, students must receive a grade of C- or better in Economics 223 and 224. Both 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. At least one 300-level course must be taken at Colby regardless of the number and level of credits transferred from your study abroad.

\*\*Note: *The Economics 393 requirement is as of the Class of 2014.*

Students who wish to do graduate work in economics are encouraged to consider the economics-mathematics major or enroll in Economics 336 and additional courses in mathematics, especially Mathematics 253, 311, 338, 381, and 382.

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.

### Senior Thesis and Honors in Economics and Economics-Mathematics

Students wishing to further their research in economics may register for Economics 345 during the fall of their senior year. At the end of the semester, students who are interested in pursuing honors research and who have the Economics Department's approval then complete a second semester of research, enrolling in Economics 484. Those completing Economics 484 with at least an A-, and who have maintained a major average of at least 3.50, are entitled to graduate with honors in the major. Another option, the Senior Thesis, is available to students who want to do a year-long research project, but do not meet the GPA requirement for honors. These students should enroll in Economics 345 followed by Economics 482. Further details can be obtained from the department.

### Requirements for the Minor in Economics

Economics 133, 134, 223, 224, and two elective courses in economics at the 200 or 300 level. At least one of the elective courses must be a 300 level course taken at Colby. Independent studies and Economics 345 cannot be used to fulfill the 300-level course requirement. No requirement for the minor may be taken satisfactory/unsatisfactory.

## Course Offerings

**EC133fs Principles of Microeconomics** Introduces the fundamental problem in economics: limited resources to satisfy unlimited needs and wants. Concentration on how markets allocate these scarce resources and when they fail to operate efficiently. After analyzing costs, students look at how firms in market structures ranging from perfectly competitive to monopolistic make decisions. Key principles are illustrated by applying them to current economic issues. Students will use standard economic models to describe market structures and the effects of policy interventions, solve problems using graphical or algebraic models of these markets, and choose an appropriate model to analyze economic events described in news articles.

*Four credit hours.* S FACULTY

**EC134fs Principles of Macroeconomics** Introduces the measurement of macroeconomic variables and basic theoretical models of aggregate economic behavior. Focuses on the study of fluctuations in economic activity, long-run economic growth, and the role of monetary and fiscal policy in achieving macroeconomic goals. Students will develop their analytical problem-solving skills, hone their ability to think critically, gain experience in building and understanding theoretical models, and sharpen their capacity to understand and critique macroeconomic policy. *Prerequisite:* Economics 133. *Four credit hours.* S AGIRDAS, LEE, VULETIN

**EC197j Global Financial Markets** An investigation of global financial markets and their effect on the world's domestic economies. We will define and explore the primary components of global financial markets, analyze the roles of the public and private sectors in the markets, and develop recognition of the linkages between financial market events in disparate markets to underlying non-financial economies. We will also provide an introduction to esoteric financial instruments and techniques such as credit default swaps, securities lending, and others. Does not count toward the economics majors or minor. *Three credit hours.* ATKINSON

**EC211f Corporate Finance I** Listed as Administrative Science 311. *Four credit hours.* NELSON

**[EC214] Economic Policy and Performance in Contemporary Latin America** Analysis of macroeconomic stabilization policies and microeconomic issues such as regional trade, agriculture, health, education, the environment, and labor markets in contemporary Latin America. *Prerequisite:* Economics 133 and 134. *Four credit hours.* I

**EC223fs 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 and 134, and Mathematics 121,

161, or equivalent. *Four credit hours.* EDWARDS, HUBBARD

**EC224fs Macroeconomic Theory** Devoted to the development and examination of various theoretical frameworks to explain fluctuations in output, interest rates, exchange rates, unemployment, inflation, and economic growth in a globally interdependent economy. Continued study of the theoretical development of macroeconomic models and further refinement of understanding the effectiveness and optimality of macroeconomic policy. Students gain an understanding of the importance of expectations, the determination of asset prices (e.g., bond and stock prices), the relationship between financial markets and the macroeconomy, and the implications and limitations of models and policies. *Prerequisite:* Economics 223. *Four credit hours.* FINDLAY

**EC231s Environmental and Natural Resource Economics** The objective is to develop and apply economic tools to current environmental and resource-management issues. Causes of and remedies to environmental and resource-management problems are analyzed through economic modeling. These models in turn serve as the theoretical foundation for designing and evaluating policy instruments and practices. Students will learn to analyze current environmental problems and assess the effectiveness of environmental and resource-management policies using economic tools. *Prerequisite:* Economics 133. *Four credit hours.* DISSANAYAKE

**EC252s Presidential Economics** An analysis of key fiscal and monetary policies from the Hoover to the Clinton administrations. Topics include macroeconomic policies of the Great Depression, the gold standard, wage and price controls, the Kennedy tax cuts, and supply-side economics. The effects of economic events on political outcomes (e.g., presidential elections) and the effects of political factors on economic policies (e.g., the political business cycle) will also be examined. *Prerequisite:* Economics 133, 134. *Four credit hours.* H FINDLAY

**EC254f 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.* U BARBEZAT

**EC256f Economics of Crime** Proceeds from the assumption that criminals are rational to the extent that higher costs of crime will lower criminal activity. Use of economic models to examine topics such as the criminal justice system, law enforcement, markets for drugs and other illegal goods and services, and organized vs. disorganized crime. Major projects include creation of a data portfolio examining one of several sources of national crime data using tables, graphs, and statistical relationships and policy analysis papers drawing on the economic literature to evaluate the effectiveness of anticrime policies and the efficiency of criminal justice resource allocation. *Prerequisite:* Economics 133 and 134 and sophomore or higher standing. *Four credit hours.* EDWARDS

**[EC271] International Economic Integration** An examination of the history, current state, and future of international economic integration. We will analyze the theory of regional and multilateral integration as well as European integration over the last half century, evaluate North American and other free trade agreements, and discuss the General Agreement on Tariffs and Trade and the World Trade Organization. Heavy emphasis on European integration, since the European Union is the most advanced of the preferential agreements and thus provides an ideal laboratory for studying the likely effects of further integration elsewhere. Students will learn how to apply economic tools to the analysis of important policy issues, both orally and in writing. *Prerequisite:* Economics 133 and 134. *Four credit hours.*

**EC273s Economics of Globalization** Development and application of economic tools of international trade and finance to understand the puzzle of a globally integrated economy. Lectures and student presented debates on key international economic issues, and weekly case studies, focus on policy dilemmas in the global economy. Through readings and debate students learn to assess the validity of contemporary writing on international economics. Specific topics include the Doha development round, the emergence of sovereign wealth funds, the global food crisis, the changing role of multinationals (including emerging market giants), and the role of corporate social responsibility in addressing poverty. *Prerequisite:* Economics 133 and 134. *Four credit hours.* LEE

**EC297f Public Economics** Public economics is the branch of economics concerned with government activities in the economy. We will examine three major parts: government expenditures, government revenues, and public choice. On the expenditure side, topics will include public goods, externalities, Social Security, health-care reform, Medicare/Medicaid, unemployment insurance, and welfare programs. On the revenue side, basic principles of taxation, tax incidence, and tax efficiency will be examined. The public choice part will include a discussion of voting theory, lobbying, campaign finance, and political campaigning. *Prerequisite:* Economics 133 and 134. *Four credit hours.* AGIRDAS

**EC298s The Economic Rise and Future of China** Explores the historical path, current position, and future prospects of the Chinese economy. Examines the dynamics of China's recent economic success, drawing on economic analysis and recent research to understand current policy questions related to China and its role in the global economy. Students will engage with pressing issues through readings, debates, written assignments, and in-class discussions. Specific topics include Chinese monetary and trade policy, population change and the environment, science and technology policy, migration and the rural-urban divide, and the sustainability of China's growth. *Four credit hours.* I LAFAVE

**EC331f 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 antitrust laws, and an evaluation of their performances with reference to specific industries and cases. *Prerequisite:* Economics 223. *Four credit hours.* HUBBARD

**EC335s Topics in Economic Development** An introduction to economic models used to understand problems faced by developing countries. Topics covered, using both theoretical and empirical frameworks, include economic growth, poverty and inequality, demographic transition, household behavior, and the economic and policy implications of incomplete markets. *Prerequisite:* Economics 223 and 224. *Four credit hours.* LAFAVE

**EC336s Mathematical Economics** Advanced economic theory designed to give students the fundamental mathematical tools necessary to prepare for graduate work in economics. Topics include the development of portions of consumer, producer, and macro (fiscal and monetary) theory. Material includes comparative static analysis, single- and multiple-agent unconstrained and constrained optimization problems (both under certainty and uncertainty), and dynamic analysis. Students are expected to have learned how to read and understand most current journal articles in economics without stumbling over the mathematics and to have developed an initial understanding of how to frame economic modeling ideas in mathematical format. *Prerequisite:* Economics 224, Mathematics 253, and either Mathematics 122 or 162. *Four credit hours.* VULETIN

**EC338f Money, Banking, and Monetary Policy** Students are introduced to the interpretation, role, and determination of interest rates, as well as the theory of consumption/saving, the theory of risk aversion, portfolio theory, the risk structure of interest rates, and the term structure of interest rates (i.e., the yield curve). We will then examine the behavior, structure, and regulation of the banking industry. Finally, students will examine monetary theory and policy with particular emphasis on the implementation of policy by the Federal Reserve. Emphasis on the theoretical, empirical, and policy-related aspects of these issues. *Prerequisite:* Economics 224 and Mathematics 231 or 382. *Four credit hours.* FINDLAY

**EC341f Natural Resource Economics** An examination of the supply, demand, and allocation of the Earth's natural resources. Topics include renewable resources, nonrenewable resources, water, pollution, and other contemporary problems. The first half is devoted to learning the principles, reasoning, and techniques required to analyze and solve a wide range of natural resource allocation problems. The second half consists of case studies of contemporary renewable and nonrenewable natural resource problems. *Prerequisite:* Economics 223. *Four credit hours.* DISSANAYAKE

**EC345fs Research 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. *Prerequisite:* Junior or senior standing in the major and permission of the instructor. *Three credit hours.* FACULTY

**[EC351] Public Finance** Public finance is the branch of economics concerned with government expenditure and taxation. On the expenditure side, we will model externality and social insurance justifications for government intervention and examine several government policies including Social Security and health-care reform. On the tax side, we will model tax incidence of consumption, income, and wealth taxes and behavioral responses to them. Students will apply their understanding of the models in exams, policy presentations, and writing assignments and will be expected to read and interpret empirical research papers that evaluate the impacts of government policy. *Prerequisite:* Economics 223, 224. *Four credit hours.*

**EC355s 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. *Four credit hours.* BARBEZAT

**EC373s Open-Economy Macroeconomics** Develops basic concepts, analytical framework, and relevant policy issues in an open-economy setting: price level and income determination, the choice of exchange rate regime and its impacts on macroeconomic stability, constraints on the formulation and implementation of monetary and fiscal policy. Emphasizes some key topics on monetary and international capital markets including cyclicity of fiscal and monetary policies, central bank independence, exchange rate regimes, capital flows, and dollarization. Students will further develop their analytical problem-solving skills and will sharpen their capacity to become critical consumers and critical producers of knowledge. *Prerequisite:* Economics 224 and Mathematics 231 or 382. *Four credit hours.* LEE

**EC378s International Trade** An introduction to international trade theory and policy. Topics include the determinants of international trade patterns, the gains from trade, distributional effects, increasing returns and scale economies, outsourcing, commercial policy, factor movements, trade agreements, and labor and environmental standards. Students will understand and be able to manipulate the major international trade models and analyze current trade policy issues in the context of these models both orally and in writing. *Prerequisite:* Economics 223. *Four credit hours.* WALDKIRCH

**EC379fs Game Theory** Introduction to the concepts and applications of game theory, the behavior of rational, strategic agents: "players" who must take into account how their opponents will respond to their own actions. It is a powerful tool for understanding individual actions and social institutions in economics, business, and politics. Students will enhance their analytical

thinking and reasoning skills, develop their ability to engage in quantitative analysis and formal problem solving, and hone their ability to think and write with precision and rigor. Specific topics include strategic dominance, Nash equilibrium, subgame perfection, and incomplete information. *Prerequisite:* Economics 223 and a course in calculus. *Four credit hours.* AGIRDAS, HUBBARD

**EC393fs Econometrics** An introduction to quantitative methods used for the analysis of economic phenomenon, covering the theoretical development of the ordinary least squares regression framework, tools for model specification and estimation, hypothesis testing, methods for correcting errors in parameter estimation, and the analysis of econometric results in the context of a wide range of empirical applications. Through lab exercises and a final empirical project, develops model-building skills, builds confidence in applying econometric methods to real-world data, deepens the understanding of statistical inference, and improves the capacity for communicating econometric results. *Prerequisite:* Economics 223, Mathematics 231 or 382. *Four credit hours.* AGIRDAS, LAFAVE

**EC471s Seminar: Multinational Corporations** Provides students with a perspective on how economists think about and evaluate multinational corporations (MNCs). Why do firms become MNCs? What kind of data exist on the activities of MNCs and where can we find them? What are the determinants of multinational activity? How does the presence of MNCs affect employment, wages, productivity, and technology? Readings, drawn largely from recent empirical research papers, and an original research project will provide a thorough understanding and appreciation of the current evidence on MNC activity and how economic research is conducted and evolves. Oral communication skills are developed through presentations, debates, and class discussion. *Prerequisite:* Economics 223, 224 and senior standing as an economics or global studies major. *Four credit hours.* WALDKIRCH

**[EC473] Seminar: Economic Forecasting** An introduction to basic methods of time series analysis and the construction and presentation of economic forecasts. Topics include exploratory data analysis, exponential smoothing, ARIMA modeling, econometric modeling, and the analysis of forecast errors. *Prerequisite:* Economics 393 and senior standing as an economics major. *Four credit hours.*

**EC477f Currency, Banking, and Debt Crises** The plethora of currency, banking, and debt crises around the world (especially in emerging markets) has fueled many theories and empirical analyses. An examination of first-generation (fundamentals-based), second-generation (self-fulfilling), and third-generation (contagion) crises, as well as sovereign debt crises and debt sustainability. *Prerequisite:* Economics 224 and senior standing as an economics or economics-mathematics major. *Four credit hours.* VULETIN

**[EC478] Seminar: U.S. Social Safety Net** Many domestic spending programs have a goal of improving the well-being of low-income citizens. What challenges does the government face when designing these programs and how do they alter behavior? Students will read and discuss scholarly research on topics including welfare, Medicaid, education, Social Security, the earned income tax credit, and personal income taxation. Students will also write an original empirical research paper. Emphasis on analyzing existing research and developing new research ideas using differences-in-differences methodology. *Prerequisite:* Economics 223 and senior standing as an economics major. *Four credit hours.*

**EC482ssj Senior Thesis** A continuation of a year-long research project, beginning with Economics 345 in the fall semester. The completed research is to be presented in written form and as part of a seminar. *Prerequisite:* Economics 345, senior standing as an economics major, and permission of the sponsor. *Four credit hours.* FINDLAY, WALDKIRCH

**EC483Jj Senior Honors Thesis** *Noncredit.* VULETIN

**EC484s Senior Honors Thesis** A continuation of a year-long research project, beginning with Economics 345. The completed research is to be presented in written form and as part of a seminar. *Prerequisite:* Economics 345 and successful proposal defense. *Four credit hours.* FACULTY

**EC491f, 492s Independent Study** Independent study devoted to a topic chosen by the student with the approval of the department. *Prerequisite:* Permission of the sponsor. *One to four credit hours.* FACULTY

**EC497f Seminar: Mergers and Acquisitions** Provides a perspective on how economists view and evaluate firm mergers and acquisitions (M&As). Examines patterns of M&A activity (e.g., merger waves), why firms engage in M&A activity and the impact of M&A on employment, profits, productivity, and research and development activity. The second half of the course focuses on cross-border M&A activities by multinational corporations and analyzes theories and evidence for the drivers of multinational corporations' cross-border M&A activities and how they differ from domestic M&A. *Prerequisite:* Economics 223, 224 and senior standing as an economics major. *Four credit hours.* LEE

**EC498As Seminar: Economics of Education** An application of the tools of economic analysis to current issues in education. Topics include private and public investment in education, difficulties in estimating the private and social rates of return to education, the production of education (the effect of class size, teacher effectiveness, and peer effects), the role of school choice, charter schools, and accountability in improving K-12 education, and the labor market for teachers (the role of teachers unions and pay for performance schemes). *Prerequisite:* Economics 223 and senior standing as an economics major. *Four credit hours.* EDWARDS

**EC498Bs Seminar: Auctions** A successfully designed auction depends on the idiosyncrasies of the market being studied. While this makes it difficult to achieve general results, it opens the door to endless applications in need of customized policy advice. Students will learn the core auction formats and some classic theoretical results that provide a benchmark for even the most recent auctions research. They will learn simple empirical strategies that allow these models (and the behavior they predict) to be married with real-world data. Students will develop the tools needed for conducting, and will be required to produce, original auctions research. *Prerequisite:* Economics 223 and senior standing as an economics major. *Four credit hours.* HUBBARD

## EDUCATION

**Director, Professor Mark Tappan**

*Professors Lyn Mikel Brown and Mark Tappan; Associate Professor Adam Howard; Assistant Professor Karen Kusiak*

The mission of the Education Program is to enable students to develop expertise in conceptual and theoretical foundations, research, and practice in the field of education. The knowledge, skills, dispositions, and habits of mind required for such expertise are cultivated within the context of a rigorous liberal arts academic environment, informed by perspectives from a variety of disciplines, enhanced by multiple opportunities to engage in service learning and civic engagement, and animated by a commitment to social justice in schools and society.

Courses in the Education Program explore the impact of cultural assumptions, societal norms, and institutional policies and practices on both individuals and groups. Students and faculty work together to examine the operation of power as it relates to the construction of knowledge and the preservation of privilege. In so doing, students are encouraged to analyze critically 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 pragmatic issues of teaching and organizing schools; (2) asking critical questions about how taken-for-granted assumptions and conventions about theory and practice came to be and who in society benefits from such assumptions; (3) attending to differences in gender, race, social class, sexual orientation, and ability that result in political, social, economic, and educational marginalization and inequality, particularly for children and youth; and (4) examining the connections among different forms of privilege, particularly as these relate to and influence the development of children and youth. Students also are encouraged to move beyond critique to create and implement educational and institutional practices that promote greater social justice and equity in schools and 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. Students in the program also participate in a variety of civic engagement, internship, practicum, and social action experiences to gain practical experience in the fields of education and human development.

Three minors are offered under the auspices of the program:

The **education minor** encourages a wide-ranging liberal arts exploration of educational theories, issues, and practices. Students focus primarily on the psychological, 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 the development of children and youth. 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. Students who complete the professional certification minor may select a course of study leading to teacher licensure in Maine for secondary teaching (grades 7-12) in the areas of English, social studies, life science, physical science, or mathematics as well as licensure for grades K-12 in Spanish, German, or French. Maine participates in the National Association of State Directors of Teacher Education and Certification (NASDTEC) and, through the NASDTEC Interstate Contract, Maine has reciprocity for teacher licensure with 40 other states. An Education Program faculty member will prepare documentation to support Colby graduates when they apply to transfer the Maine teaching certificate to another state.

Candidates for Maine teacher licensure must pass both the Praxis I (basic knowledge and skills) and Praxis II (content area knowledge) exams, undergo a criminal background check and fingerprinting, and complete a portfolio demonstrating competencies in the 10 Maine Initial Teaching Standards. Fees are required for both of the Praxis exams and for the background check. Furthermore, the Maine Department of Education (DOE) charges an application fee. Students may consider applying directly to another state in lieu of completing Maine's requirements. Students who wish to apply directly to another state without first obtaining Maine licensure must contact the department of education in the other state and should also consult with Colby Education Program faculty.

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.

Students interested in professional certification should apply to the program in the spring of their junior year. Candidates must have at least a 3.00 average in their major subject area and have completed the appropriate prerequisites for the student teaching sequence. 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. There is no charge for this program, but students are 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 also may pursue an **independent major in either educational studies or human development** under the auspices of the program. Requirements for these majors typically include course work in education, 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 and 493; one practicum or internship; and four electives in education.

### **Requirements for the Minor in Human Development**

Education 215 and 493; one practicum or internship; two electives in education; and two electives in other departments, to be approved by the program chair.

### **Requirements for the Minor in Professional Certification**

Education 215, 231, 374, 431; one practicum (351 or 355); the Senior Student Teaching sequence (433, 437); and two electives in education.

### **Colby College Pass Rates for Praxis I and Praxis II Exams**

The Higher Education Act Reauthorization of 1998 requires that the pass rate of Professional Certification students on the state-mandated teacher exams be reported each year. Pass rates for classes that have fewer than 10 students are not reported, and thus the annual pass rates for Colby College are not available. However, the four-year aggregate score is reported, and Colby's pass rate for the period of 2007-2011 is 100 percent.

## **Course Offerings**

**ED111f Metacognition and Academic Success** A consideration of factors that contribute to academic and social success in college, highlighting the interrelationship between academic contexts, including nontraditional interpretations of intelligence and learning styles, and social contexts, including race, gender, and class. Focuses specifically on 1) metacognition, including attention, memory, mindfulness, critical thinking, and motivation, and 2) multiple intelligence theory, which suggests intelligence is multifaceted and cannot be captured by standard intelligence tests. Also explores personal strategies and resources that maximize academic success. *Prerequisite:* Permission of the instructor. *Two or three credit hours.* ATKINS

**ED197f Diversity Peer Education: Transforming Ourselves and Others** An exploration of diversity through experiential learning by combining the development of multicultural competency and understanding with presentations and peer-to-peer education models. Students will engage in and develop social justice methods for transforming themselves, and others. This work will include developing Diversity Peer Education Teams that will become knowledgeable in the foundations and frameworks of diversity and social justice, facilitate such programs as the Diversity, Dinner, and Dialogues, and engage the campus in the DPET curriculum through peer to peer experiences. *Two credit hours.* BRADLEY

**[ED197B] Telling True Stories: Writing Memoir and Non-Fiction** Students will learn the basics of writing and analyzing memoir and non-fiction. This will include several writing assignments along with critiquing non-fiction and newspaper stories. The importance of clarity, research, rewriting, and a strong narrative voice will also be emphasized. Students will be involved in group and individual critiques with the professor. *Three credit hours.*

**ED197Jj Multicultural Literacy** Introduces students to knowledge and life skills necessary to communicate effectively across areas of difference, enabling them to live and work productively in multicultural environments. Provides tools for understanding and respecting differences based on race, ethnicity, gender, sexuality, social class, religion, and ability. Provides opportunities to become self-aware of attitudes toward difference, and requires analysis of theoretical concepts that inform contemporary work on diversity and social justice. Through innovative exercises, students improve abilities for critical thinking, managing conflict, and communication through writing and public speaking. Fulfills both the international and U.S. diversity requirements, so is an exception to the requirement that students complete two courses for diversity. *Prerequisite:* First-year standing. *Three credit hours.* I, U ATKINS, BRADLEY, PRESTON, TAPPAN

- [ED213] Schools and Society** The complex relationships between schools and society will be examined by reviewing a variety of theoretical perspectives and empirical studies. Topics include social mobility and stratification; social reproduction; the dynamics of race, class, and gender in education; various forms of capital; teaching as a profession; and school choice. Particular attention will be given to the ways that small interactions within educational settings have much larger implications within society. *Prerequisite:* Sophomore or higher standing. *Four credit hours.* **U**
- ED215s Children and Adolescents in Schools and Society** Exploration of the lives of contemporary children and adolescents. Goals include (1) understanding how differences in gender, race, ethnicity, social class, and sexual orientation shape the experience of young people; (2) understanding selected theoretical and empirical work on the experience of children and youth; (3) developing relationships with local young people; and (4) honing key academic and intellectual skills. In addition, students are required to spend a minimum of 25 civic engagement hours working in a local after-school program. *Four credit hours.* **S, U** PRESTON
- ED217f Boys to Men** Listed as Women's, Gender, and Sexuality Studies 217. *Four credit hours.* **S, U** TAPPAN
- ED221j Creating Media for Social Change** Explores how to create entertaining and educationally effective digital media for youth (preschool to high school), with an emphasis on socially charged curricular areas such as conflict resolution and cultural tolerance. Through extensive screening of media from around the world, lecture, and discussion, students learn to create their own goal-driven media projects. This will include working in small teams to 1) create a short film as part of a collaboration with an Iraqi youth peace initiative, and 2) develop a multimedia, series treatment that addresses an issue that targets American youth. *Three credit hours.* PIERCE
- ED231fs Teaching for Social Justice** An introduction to the theory and practice of teaching, with a particular focus on teaching for social justice in a diverse society. Goals include (1) understanding the concept of social justice and the dynamics of power, privilege, and oppression; (2) developing the knowledge, skills, attitudes, and expertise necessary to teach effectively; and (3) honing key academic and intellectual skills. In addition students are required to spend a minimum of 60 civic engagement hours in a local classroom. *Four credit hours.* **S, U** TAPPAN
- ED235f Multiculturalism and the Political Project** Introduction to the workings, structures, and consequences of prejudice, privilege, oppression, and inequality in U.S. educational institutions and society. A forum for students to surface, explore, and analyze the cultural and structural factors that have privileged some and marginalized others within schools. Through this examination and analysis, students are provided opportunities to gain a deeper understanding of the struggle to address the various factors that maintain and reinforce injustices in the schooling context and larger society. *Four credit hours.* **S, U** PRESTON
- [ED242] History and Philosophy of Progressive Education** A survey of the historical and philosophical foundations of progressive education. Focuses on the principles of progressive education that have offered an alternative to conventional assumptions about teaching, learning, and schooling for nearly a century. These progressive principles are examined against the backdrop of standardization and mechanization that, more than ever, dominate schools in the United States. Previously offered as Education 298. *Four credit hours.*
- ED244s Introduction to Higher Education** Enables students to understand the national landscape of higher education in the United States, to become familiar with key moments in the history of higher education, and to analyze the critical issues facing colleges and universities today. Students will also explore strategies for developing engaging, enriching, curricular-driven student life experiences and outcomes, and they will acquire a deeper understanding of their own college experience. *Four credit hours.* WARTMAN
- ED298Bs Sexuality and Education in the United States** Explores the connection between sex and schooling, both through the history of formal sexuality education in the United States as well as through developmental, sociological, and educational theories of sexuality and young people. Students will explore a variety of texts, including journal articles, books, films, and other sources to explore how sexuality education is shaped by race, gender, class, and citizenship. Students will be asked to work both independently and in small groups to share their own experiences, facilitate discussions, and create sexuality education programs and/or resources. *Four credit hours.* PRESTON
- [ED316] Education, the Environment, and Social Justice** Environmental education programs in U.S. public schools can be understood as projects with two distinct goals: to raise public awareness of local, national, and global environmental realities and to inspire young people to become caring and compassionate citizens who are reflective, committed, and responsible caretakers of the Earth and of each other. Issues of power, privilege, and oppression in mainstream environmental education are juxtaposed with concerns and issues raised by the environmental justice movement. Students will examine educational institutions and schooling in the context of environmental justice. *Prerequisite:* A 200-level education course or Environmental Studies 118 and sophomore standing. *Four credit hours.* **U**
- [ED322] Social Class and Schooling** The significance of class as a critical dimension of inequality in the United States. Various theoretical, empirical, and pedagogical perspectives on social class and schooling provide a basis for analyzing class stratification in education. Unraveling the cultural dynamics of class distinctions to understand the social, economic, and cultural landscapes within which young people come to understand the meaning of their schooling in a shifting global economy. *Four*



credit hours. U

**[ED332] Practicum in Girls' Development and Education** Students serve as facilitators of weekly Girls Coalition Groups in local middle schools using a curriculum developed by Hardy Girls Healthy Women. Students undergo training and meet weekly with the faculty supervisor; they develop leadership and group process skills and learn how to apply insights from theory and research to promote girls' development, resilience, and empowerment. Note: Priority to students who will participate during both fall and spring semesters. (Course may be repeated once.) Nongraded. *Two credit hours.*

**ED335f Girls Making Change: Girlhood, Activism, and Popular Culture** Listed as Women's, Gender, and Sexuality Studies 335. *Four credit hours.* U BROWN

**[ED337] Childhood in Society** Listed as Sociology 337. *Four credit hours.*

**ED351f Practicum in Education** Provides opportunities to serve as assistant teachers, tutor students, work with students individually, observe professional teachers, and prepare and present lesson plans to whole classes in an elementary, middle, or high school. Placement in the Waterville area will be arranged by the professor; students will be responsible for arranging placements in other areas. Nongraded. *Prerequisite:* Permission of the instructor. *One to three credit hours.* TAPPAN

**ED351Jj Practicum in Education** Provides opportunities to serve as assistant teachers, tutor students, work with students individually, observe professional teachers, and prepare and present lesson plans to whole classes in an elementary, middle, or high school. Placement in the Waterville area will be arranged by the professor; students will be responsible for arranging placements in other areas. Nongraded. *Prerequisite:* Permission of the instructor and at least one course in Education. *Three credit hours.* LINVILLE

**[ED355] Social Justice Practicum** Students serve as assistant teachers in elementary, middle, or high schools serving under-resourced communities (including schools that are affiliated with Teach for America, KIPP, and similar programs). Students tutor, work with small groups, and prepare and present lessons to the whole class. Nongraded. *Prerequisite:* Permission of the instructor and at least one course in Education. *One to three credit hours.*

**[ED355J] Social Justice Practicum** Students serve as assistant teachers in elementary, middle, or high schools serving under-resourced communities (including schools that are affiliated with Teach for America, KIPP, and similar programs). Students tutor, work with small groups, and prepare and present lessons to the whole class. Nongraded. *Prerequisite:* Permission of the instructor and at least one course in Education. *Three credit hours.*

**ED374s Teaching Students with Special Needs in Regular Classrooms** Approximately 10 to 15 percent of students in U.S. public schools qualify for special education services; many receive most, if not all, instruction in regular class settings. A consideration of 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 psychological, philosophical, historical, and legal foundations of special education. Students also are required to spend a minimum of 20 hours during the semester working in a practicum setting with a special needs teacher. *Prerequisite:* Education 231. *Four credit hours.* KUSIAK

**ED431f Senior Seminar in Curriculum and Methods** A consideration of various teaching and assessment methods as well as curriculum design for secondary education classrooms. Students develop knowledge and skills to round out their goal of meeting Maine's Standards for Initial Certification of Teachers. Students explore the meaning of teaching for social justice and apply themes of teaching for social justice to actual classroom experiences. Students write reflections on their teaching experiences, write and present lesson plans, read teacher narratives and research on teaching, create assessment protocols, develop a coherent unit of study using a backward design model, and conduct and present a research paper on recommended practices for teaching in their discipline. *Prerequisite:* Senior standing as a professional certification minor. Must be completed concurrently with Education 433. *Four credit hours.* KUSIAK

**ED433f Student Teaching Practicum** Students serve as student teachers in a local secondary school, working under the supervision of a cooperating teacher. Use of lesson plans, assessments, and unit plans developed in Education 431. Students manage classrooms and complete administrative tasks associated with secondary teaching. Education Program faculty members make observations in the classroom and note ways in which the student teachers are progressing toward meeting Maine's Standards for Initial Certification of Teachers as well as the ways in which they are applying the framework of teaching for social justice. Nongraded. *Prerequisite:* Senior standing as a professional certification minor. Must be completed concurrently with Education 431. *Four credit hours.* KUSIAK

**ED437fj Student Teaching Practicum** Students serve full-time as student teachers in a local secondary school, working under the supervision of a cooperating teacher and making use of lesson plans, assessments, and unit plans developed in Education 431. Students manage classrooms and complete administrative tasks associated with secondary teaching. Faculty members observe students in the classroom and note their progress toward meeting Maine's Standards for Initial Certification of Teachers and applying the framework of teaching for social justice. Faculty members meet weekly with students to discuss practical aspects of acquiring teacher licensure as well as topics selected jointly by the students and faculty member. Nongraded. *Prerequisite:* Education 433. *Three credit hours.* KUSIAK

**ED491f, 492s Independent Study** Independent study of advanced topics and areas of individual interest. *Prerequisite:* Permission of the instructor. *One to four credit hours.* FACULTY

**ED493s 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 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.* U TAPPAN

## ENGLISH

**Co-Chairs, Associate Professors Tilar Mazzeo and Katherine Stubbs**

*Professors Jennifer Boylan, Cedric Gael Bryant, Michael Burke, Peter Harris, Phyllis Mannocchi, Laurie Osborne, Ira Sadoff, Debra Spark, and David Suchoff; Associate Professors Adrian Blevins, Natalie Harris, Tilar Mazzeo, Anindyo Roy, Elizabeth Sagaser, and Katherine Stubbs; Assistant Professors Sarah Keller, Emily Kugler, and William Orchard; Adjunct Assistant Professor David Mills; Visiting Assistant Professors Sarah Braunstein, Paula Harrington, Elizabeth Ketner, and Elisabeth Stokes*

The English Department offers a range of courses on literary productions and cultural representations written in or translated into English. Courses emphasize diversity in historical periods, genres, authors, cultures, and themes. The majority of courses in the major are seminar-style with limited enrollment emphasizing active student participation, critical thinking, analysis, and writing skills. The major in English focuses on the investigation of the central political, cultural, and ideological issues occasioned by texts and representations, particularly issues of race, gender, and class. The major considers various critical approaches, methods of inquiry, and strategies of interpretation. The Creative Writing Program offers fiction, creative nonfiction, and poetry courses at the introductory, intermediate, and advanced levels. The department also offers special-topics 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.

The department also encourages interdepartmental and interdisciplinary studies and supports the programs in American Studies Program; Women's, Gender, and Sexuality Studies Program; and Theater and Dance Department.

### Requirements for the Major in Literature Written in English

English 120 or 172, and 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 must be courses in which the major focus is upon literature written in English before 1800 and at least three must focus upon literature written in English after 1800. All choices of advanced courses should be planned carefully with the major advisor, who must approve them.

Courses that do not count toward the major are English 120, 214, and 474. English 172 is the only 100-level English course that counts toward the major. Students taking 120 as the gateway to the major must replace 172 with an additional 200-level English survey course (i.e. 251, 252, 255, 256, 268, 297). Two of the cross-listed theater and dance courses may count toward the English 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 English major, four writing workshops at the 200-level or above. These courses include 278, 279, 378, 379, 380, 382, 386, 478, 479, and 480. Students may count Beginning Playwriting (Theater and Dance 141) as one of their creative writing courses. English majors wishing to pursue a concentration in creative writing should declare the English with a concentration in creative writing major; the creative writing minor only exists for students whose declared major is not English.

Students are encouraged to take at least one course in a genre other than their sequence genre. Students should note that creative nonfiction classes are not offered as frequently as fiction and poetry classes.

## Course Offerings

**EN111f Expository Writing Workshop** For first-year students who are non-native speakers of English to advance their skills in academic writing in English, especially their fluency in grammar, syntax, idiom, and the conventions of the American college-level essay. Prepares students for English 115 and other writing-intensive courses through immersion in forms of expository writing and rhetorical modes, with intensive practice in composing essays and revising prose. Nongraded. *Three credit hours.* HARRINGTON

**EN112fs Writers' 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 in any level. Meets as an individual tutorial in the Writers' Center. Each student must meet with the tutor for at least 10 sessions during the semester. The goal is for the students to improve their writing, and the expected outcome is that they will complete the course with improved skills in grammar and essay writing. Nongraded. *One credit hour.* CHAMPOUX, HARRINGTON, SHERIFF

**EN115fs 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. Descriptions of the individual sections can be found on the registrar's website. Students should enter their first-choice section as a course selection and submit alternate preferences via the Web page provided. *Four credit hours.* **W1** FACULTY

**EN115Jj English Composition** Frequent practice in expository writing to foster clarity of organization and expression in the development of ideas. Assigned reading will vary from section to section, but all sections will discuss student writing. Required for first-year students. Descriptions of the individual sections can be found on the registrar's website. *Three credit hours.* **W1** MILLS, OSBORNE

**EN120fs Language, Thought, and Writing** A small seminar teaching writing through instruction in critical reading of literature and writing of critical essays. Multi-genre and writing-intensive, it focuses on different ways of conceptualizing the connections between thought and linguistic expression. Topics include developing skills for reading metaphorically and symbolically, using poetic and narrative models; investigating literature as a form of persuasion; and engaging different historical and critical approaches that enlarge ways of writing about literature and representation. Students will be introduced to some of the primary critical modes of thought in literary and cultural studies. *Four credit hours.* **W1** KELLER, KUGLER, ROY, SUCHOFF

**EN126f Literature of Environmental Ethics** An introduction to the literature of the environmental debate and the emergence and evolution of varying land ethics in America. The Puritan sense of the wild as evil needing to be tamed and the traditional values of indigenous peoples are two of the opposing forces driving the conversation. Students will read both foundational material and recent contributions to the field, as these authors articulate fundamental principles of human behavior toward the land. Part of the three-course Integrated Studies 126, "The Green Cluster." *Prerequisite:* Concurrent enrollment in Biology 131 (lab section B) and Environmental Studies 126. (Elect IS126.) *Four credit hours.* **L,W1** STOKES

**[EN129] Islands in the Sun** Considers the ways in which islands function in literature and popular culture as microcosms and reductions of society, as rich metaphors and settings, and as self-contained entities. Students will study imaginative texts and popular culture products that focus on or are set on islands, including *Robinson Crusoe*, *Lord of the Flies*, and *Lost*. *Prerequisite:* First-year standing. *Four credit hours.* **W1**

**EN135f Literary New York** Writing-intensive, using the literature produced in different eras and locations of New York City as content and as a means of reflecting the economic and cultural dynamism of the city. Sample periods include the Gilded Age, Jewish immigration, the Beats, black arts, and the rise of Wall Street. Involves both close reading of imaginative texts in several genres and mimicry of some of those texts, as well as traditional expository essays. Intensive writing in various modes and active discussion will be emphasized. Part of the three-course Integrated Studies 135, "New York: Global City." *Prerequisite:* Concurrent enrollment in American Studies 135A and 135B. *Four credit hours.* **L,W1** BURKE

**[EN137] 1930s Narratives** What are the stories people needed to tell in America during the 1930s, and how did they tell them? The 1930s bear witness to multiple kinds of narration: economic depression and social upheaval, yet the promise of renewal through social incentives at the zenith of the modern age. This writing-intensive course explores several genres and media through which the 1930s channeled its narratives. Students will analyze the relationship between this context and the stories that emerge from within it. Part of the three-course Integrated Studies 137 cluster, "American Stories: Understanding the Great Depression." *Prerequisite:* Concurrent enrollment in American Studies 137 and History 137. (Elect IS137.) *Four credit hours.* **L,W1**

**[EN141] Beginning Playwriting** Listed as Theater and Dance 141. *Four credit hours.* **A**

**EN142fs Introduction to Cinema Studies** Listed as Cinema Studies 142. *Four credit hours.* **A** KELLER, WURTZLER

**EN151Af Reading and Writing About Literature** Writing intensive. Students will have the opportunity to develop expository writing skills through frequent writing and revision and through conferences with the professor. Because close reading is such a crucial component of clear thinking and cogent writing, class discussions will model how reading carefully, thinking clearly, and writing convincingly are all key elements in the study of literary texts. Particular topics and readings will vary from section to section. *Four credit hours.* **L,W1** ADAMS

**EN151Jj Reading and Writing About Literature** Writing intensive. Students will have the opportunity to develop expository writing skills through frequent writing and revision and through conferences with the professor. Because close reading is such a crucial component of clear thinking and cogent writing, class discussions will model how reading carefully, thinking clearly, and writing convincingly are all key elements in the study of literary texts. Particular topics and readings will vary from section to section. *Three credit hours.* **L,W1** N. HARRIS

**EN172fs The English Seminar** The initial gateway to the study of literature for English majors, introducing students to the genres of poetry, drama, and fiction; emphasizing close reading; raising issues of genre, form, and an interpretive vocabulary; and providing practice in writing critical essays and in conducting scholarly research. *Prerequisite:* English 115 or equivalent. *Four credit hours.* ADAMS, ORCHARD, OSBORNE

**[EN172J] The English Seminar** The initial gateway to the study of literature for English majors, introducing students to the genres of poetry, drama, and fiction; emphasizing close reading; raising issues of genre and form, and an interpretive vocabulary; and providing practice in writing critical essays and in conducting scholarly research. *Prerequisite:* English 115 or equivalent. *Three credit hours.*

**[EN174] Introduction to Public Speaking** The fundamentals of effective presentation for an audience, integrating vocal production, strategies for physical relaxation and poise, research, writing, memorization, argument building, rehearsal, debate and persuasion, supported by critical-thinking skills. Individual and collaborative exercises in each student's major or area of interest, as well as practices from other disciplines. Culminates in a written portfolio and oral performances open to the larger community. Formerly offered as English 197A. *Two credit hours.*

**EN197j Creating Fiction from Life Stories** This writing workshop will mine your own life experiences through innovative prompts and guide you away from the land of autobiography into fiction, where your own voice is subverted and your past only serves to enhance the stories you've invented on the page. Along the way we will explore the relationship between the structure of your story and its content. We will write during every class and discuss other published pieces of fiction. We will also work hard to arrive at moments in your writing when you really know your characters and can allow them autonomy on the page, signaling your trust in these new voices you've created. *Three credit hours.* **A** CONLEY

**EN214f Tutoring Writing** A training course for writing tutors. Assignments include writing, readings, grammar lessons, mock tutorials, and actual supervised tutorials to prepare enrolled students to help their peers improve as writers. Combines theories of writing center pedagogy with tutoring practice. Students completing the course may apply for work-study positions in the Writers' Center. *Two credit hours.* CHAMPOUX, HARRINGTON

**EN224f Performance History I** Listed as Theater and Dance 224. *Four credit hours.* **L** ZAZZALI

**EN226s Performance History II** Listed as Theater and Dance 226. *Four credit hours.* **L** CONNER

**EN231j Tolkien's Sources** An examination of some of the mythologies, sagas, romances, tales, and other writings that are echoed in the stories of Middle-earth. Not an introduction to Tolkien's fantasy literature; a knowledge of *The Silmarillion*, *The Hobbit*, and *The Lord of the Rings* is assumed. Topics include the role of myth and fantasy in society and the events of Tolkien's life as they relate to the world he created. *Three credit hours.* **L** PUKKILA

**EN237j Postcolonial Pastoral: Ecology, Travel, and Writing** A critical examination of the pastoral as a literary genre from a global postcolonial perspective. Conducted at the Bija Vidyapeeth, an institute on sustainable agriculture based in Dehradun, India. Students combine their interest in civic engagement with a critical study of traditions relating to land, food, ecology, sustainability, and community, emerging in the global south. Students reflect on and write about their experiences of land and community from the perspective of informed observers, participants, and travelers. *Prerequisite:* English 115. *Three credit hours.* **L,I** ROY

**EN251f International History of Cinema I** Listed as Cinema Studies 251. *Four credit hours.* **A** KELLER

**EN252s International History of Cinema II** Listed as Cinema Studies 252. *Four credit hours.* **A** WURTZLER

**EN255f Studies in American Literary History: Puritans to the Civil War** Introduces English majors to key movements in American literature and works written by American writers of different cultural backgrounds. Attends to themes that run throughout American literature prior to 1865 and considers how and why they are adapted and transformed. Explores the role of literature in shaping conceptions of the American self and how it has been used as a form of social protest. Traces the

development of the American literary tradition, with particular attention to relationships between generic traditions, contexts surrounding the birth of certain genres, and how genre relates to a work's cultural and historical context. *Four credit hours.* L STUBBS

**EN256s Studies in American Literary History: Civil War to the Present** American literature from the Civil War to the present. Examines literary works in all genres in their relationship to the times they both reflect and shaped and explores their significance for readers in later and different worlds. *Four credit hours.* L ORCHARD

**[EN265] Studies in British Literary History: 1500 to 1900** As we study literature from the 16th through early 19th centuries, students will not only gain skill and confidence in reading poems but will also gain a sense of literary history: a complex, open-ended sense, guided by the following questions. In what ways do the poets of one cultural moment respond to the poetry of preceding cultural moments? How is poetry shaped by the political, economic, religious, and social dynamics of its time? What are the uses and limits of dividing literary history into standard time periods or movements (Renaissance, Restoration, 18th-Century, Romantic, Victorian, etc). We'll also explore a variety of secondary sources. *Four credit hours.* L

**[EN268] Survey of International Women Writers** Through lectures, discussion, and critical writing, students will explore different aspects of creativity that have inspired international women writers in their struggle for civil and political rights. Designed to attract, in addition to English majors, students from global studies, anthropology, women's studies, and sociology who are not specifically trained in literary analysis. Students will be trained to read fiction with a critical eye and will be encouraged to respond to specific historical and cultural contexts and to write from varying perspectives—as ordinary readers, as historians, and as cultural critics. *Prerequisite:* English 115. *Four credit hours.* L, I

**EN271fs Critical Theory** Introduction to major ideas in critical theory that influence the study of language, literature, and culture. Students gain mastery over an array of theoretical discourses and develop awareness of how underlying assumptions about representation shape reading practices. Possible approaches include classical theory, cultural materialism, structuralism, poststructuralism, psychoanalysis, Marxism, feminist theory, or postcolonial theory. Students learn to read complex arguments, recognize assumptions about interpretation and language, and use theoretical approaches and tools for interpreting the systems of representation that constitute culture. *Prerequisite:* English 172 (may be taken concurrently.) *Four credit hours.* L MAZZEO, OSBORNE, SUCHOFF

**EN278fs Fiction Writing I** A course in writing short literary fiction. No prior experience with fiction writing presumed, only interest. Class sessions will be devoted to talking about fiction basics, analyzing short stories, and critiquing fellow students' fiction in workshops. Outside of class, students will be writing fiction exercises and complete stories, as well as reading professional stories. By the end of the semester, students should have insight into the creative process. They should have learned the basics of the craft of writing, and they should have practiced what they have learned through writing and rewriting. *Prerequisite:* English 115 or equivalent. *Four credit hours.* A BOYLAN, BRAUNSTEIN

**EN279fs Poetry Writing I** Students will learn to identify and internalize the fundamental techniques and strategies of poetry. Each week students will read the work of published poets, write their own poems, read poems aloud, and critique the work of their peers. To help hone writing abilities and aesthetic judgment, there will be practice in revision and in analytic craft annotation. By semester's end, students will produce a portfolio of revised poems and a statement of what they have learned about their creative process, their aesthetic preferences, and their growing mastery of craft. No prior experience with poetry presumed. *Prerequisite:* English 115 or equivalent. *Four credit hours.* A BLEVINS, P. HARRIS

**EN297f Limits of Laughter** Writing intensive. Examines tensions between extreme impulses in the formation of comedy within a range of narrative genres (fiction, drama, and film). Takes up texts across a range of historical, cultural, and aesthetic contexts and uses theories of comedy across disciplines in order to grapple with the course's thematic questions. A wide range of writing assignments and a final project will allow students to hone their writing, researching, and presentation skills. *Prerequisite:* English 115 or equivalent writing-intensive (W1) course. *Four credit hours.* KELLER

**EN297Jj Art of Fly Fishing: Maine and Bishop, California** Fly fishing classics and instruction in casting, knot and fly tying. Week three will be spent fishing the Lower Owens River near Mammoth Lakes, California; critical essays and blog required. Critical analysis of on-line nature-writing, acquisition of fly fishing techniques: gear choice and preparation, knot tying and fly tying, casting, fly selection, nymphing, and writing a blog that promotes awareness of and respect for the natural environment. Beginners and experienced fly fishers welcome. Course cost: \$1,600-\$2,200 depending on gear owned. *Prerequisite:* Permission of the instructor. *Three credit hours.* L SUCHOFF

**[EN311] Middle Ages: Medieval Narratives and Cultural Authority** A survey of selected late medieval narratives and the ways in which they resist various forms of cultural and institutional authority in 14th-century England and 15th-century France. Reading canonical authors and others who have only recently been included in the body of work commonly studied and taught. Investigation of the literary, historical, theological, and social contexts in which these works were written and transmitted. While remaining open to the multiple meanings and values of these works, focusing specifically on the transgressive (if sometimes subtle) dissent that informs many different genres of later Middle English writing. *Four credit hours.* L

**[EN313] 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. *Four credit hours.* L

**[EN314] 17th-Century Poetry** Close reading of 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*. *Four credit hours.* L

**[EN317] Drama and Lyric Poetry of the Restoration and Early 18th Century** The Restoration and early 18th century changed the way we watch, participate in, and think about plays and poetry. For the first time, women performed on the English stage, occasionally in works by the first female professional playwrights, such as Aphra Behn. As the century progressed, English theater and poetry continued to evolve, drawing on the past to create the sense of a national tradition and solidifying Shakespeare's place as a cultural icon. At the same time, they challenged and debated issues of the present, such as class conflict, the role of religion in government and society, empire, the role of women, and slavery. *Four credit hours.* L

**[EN318] 18th-Century British Literature II** Selected works by writers of the second half of the 18th century. *Four credit hours.* L

**[EN319] Fictions of Empire** Using Edward Said's *Orientalism* as a starting point, an exploration of the rich literature of the long colonial era beginning with the 17th century and leading up to the 20th. The complex ways in which the historical, social, and political forces accompanying colonization produced the sense of the "other," one that served to define and limit, but also test, the often fluid borders of Western identity and culture. Authors include Shakespeare, Jonson, Aphra Behn, Conrad, and Kipling. *Four credit hours.* L, I

**[EN323] 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

**EN324f Victorian Literature II** Examination of the transformations that questions of empire, race, sexuality, and popular social discontent registered in late-19th-century British culture through early modernism. Study of this *fin-de-siècle* period by concentrating primarily on the growing split between a "high" culture, which fears an increasingly democratized society, and the popular voices of the period. Authors include Browning, Hardy, Wilde, Yeats, Synge, Joyce, and others. Overall course objective: critical thinking. Discussion and close attention to the text in class and in writing are considered. *Four credit hours.* L SUCHOFF

**[EN325] Modern British Fiction** A historically informed critical study of modern British writers between 1898 and 1945, namely Thomas Hardy, Joseph Conrad, H. G. Wells, E. M. Forster, James Joyce, Virginia Woolf, D. H. Lawrence, and Aldous Huxley. Focus is on the competing visions of modernity and the ways in which these writers simultaneously challenged and upheld the dominant social, cultural, political order and the sexual codes operating within urban British society. Special attention to questions about literary representation and history and to issues of language and form that emerge within the context of an emerging modernist tradition in Britain. *Four credit hours.* L

**EN335j American Independents: Their Art and Production** Listed as American Studies 335. *Three credit hours.* A MANNOCCHI

**EN336s Early American Women Writers** Is there a female literary tradition in America? Moving from the Colonial era to the early 20th century, an exploration of many of the themes central to women's lives and an investigation of 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. *Four credit hours.* L, U STUBBS

**[EN341] American Realism and Naturalism** Three literary genres that dominated late 19th-century American literature: realism, regionalism, and naturalism. How these cultural categories developed in relation to specific social and economic conditions. *Four credit hours.* L

**[EN344J] 19th-Century American Poetry** Concentrates on the poetries of Dickinson and Whitman, but also examines Emerson, Dunbar, and a few of the so-called Sentimental poets. These poets all wrote during a period of growing American expansionism and liberalism, and they had a concomitant faith in the transformative powers of art, thereby altering the texture and dynamic of poetry itself. Dickinson and Whitman both explore the boundaries of gender and sexuality, selfhood and identity, spirituality and death, as well as their place in their cultural moment. *Prerequisite:* English 172, 271, and sophomore or higher standing; one of 255, 256, or 266 strongly recommended. *Three credit hours.* L

**[EN345] 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. *Prerequisite:* English 115 or equivalent. *Four credit hours.* L

**[EN346] Culture and Literature of the American South** In a cold, New England dormitory, 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, 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. *Four credit hours.* L

**EN347f Modern American Poetry** An examination of the Modernist movement in American poetry: the aesthetics, manifestos, and historicity of high and low Modernism. Analysis of work by various figures from the period, including Pound, Stein, Eliot, Moore, Stevens, Williams, H.D., and Hughes. *Prerequisite:* English 172 or 271 recommended, but not required. *Four credit hours.* L KELLER

**[EN348] Postcolonial Literatures** An introduction to modern global literature through the intensive exploration of postcolonial literature from Africa, South Asia, and the Caribbean. Specifically addresses the ways in which postcolonial literature challenges, modifies, or radically alters the inherited legacy of colonialism; re-imagines the dominant narratives of both Empire and nationhood; interrogates gender and class politics; and questions the cultural politics of modern neo-imperialism. Writers include Achebe, Soyenka, Ngugi, Coetzee, Habila, and Adichie (from Africa); Rushdie, Ghosh, Desai, Selvadurai, and Aslam (from South Asia); Césaire, Lamming, Walcott, Kincaid (from the Caribbean); and Kureishi, Okri, and Emecheta (from postcolonial Britain). *Four credit hours.* L, I

**EN351s Contemporary American Poetry** A study of three important contemporary poets: Frank O'Hara, C.K. Williams, and Haryette Mullen. These poets reflect different aesthetic, social, moral and metaphysical stances both toward their art and toward the age in which we live. Close, analytical readings of the poetry are supplemented by historical and aesthetic documents that contextualize the ramifications of their artistry. *Prerequisite:* English 172. *Four credit hours.* L P. HARRIS

**[EN353] The American Short Story** A historical, cultural, and analytic look at the American short story from its origins to the current day, including works by Hawthorne, Melville, Freeman, Hemingway, Fitzgerald, Hughes, O'Connor, Updike, Cheever, Baldwin, O'Brien, Robert Olen Butler, Carver, Grace Paley, Jamaica Kincaid, Louise Erdrich, and John Barth. Students will write two papers and a take-home exam synthesizing class concerns and will respond to a structured question on weekly forums. The forums serve as triggering devices for class discussions. *Prerequisite:* English 172 and 271. *Four credit hours.* L

**[EN360] The Car in Modern American Literature and Pop Culture** Examines the signal intersections between mass culture, literary production, and the American car—the "machine in the garden" that as symbol and substance, myth and reality, metaphorizes modernism and postmodernism in the 20th century. An eclectic combination of "texts," including fiction by Flannery O'Connor, Stephen King, and F. Scott Fitzgerald; music by the Eagles, Bob Seger, Tracy Chapman, and Patti Griffin; films by Martin Scorsese and Jonathan Demme; and deconstruction theory, are among required readings. *Prerequisite:* English 115. *Four credit hours.* L, U

**[EN364] Buddhism in American Poetry** Non-Western religions have affected American poets as far back as Emerson and Whitman. By the beginning of the 20th century, East Asian poetry's emphasis upon unelaborated image had sparked the revolutionary poetics of Pound and William Carlos Williams. Since World War II, the rise of Zen practice in North America has prompted many poets to explore the kinship between poetry and Buddhism's non-dualistic world view. Emphasis will be on readings in Zen and in contemporary American poetry. *Four credit hours.* L

**EN365f The Sublime, Supernatural, and Subversive** The intersection of race, gender, and sexuality in popular culture of late 18th-century Britain. Drawing on genres of gothic and horror, we will discuss the ideologies that produced them as well as how these works continue to influence literature, film, and other texts. On the surface these texts may seem escapist, but underneath the warm Mediterranean landscapes, haunted castles, isolated abbeys, demons, despotism, and secret family histories of betrayal, murder, and incest, the genre also reflects the time of social and political revolutions. We will probe the ways constructions of 'otherness' act as projections about an unstable construction of British selfhood. *Prerequisite:* Some background in critical theory (such as English 271 or Women's, Gender, and Sexuality Studies 201) strongly encouraged. *Four credit hours.* KUGLER

**EN368s Great Books by American Women of Color: from Hurston to Danticat** Listed as American Studies 368. *Four credit hours.* L, U MANNOCCHI

**EN378fs Fiction Writing II** An advanced workshop in writing fiction. Focuses on the writing and revision of the literary short story, with particular attention to the structure of dramatic action, character, texture and tone, inspiration, and the process of revision. *Prerequisite:* English 278. Admission may require submission of a manuscript. *Four credit hours.* BOYLAN

**EN379fs Poetry Writing II** Presupposes basic familiarity with the poetic uses of metaphors, images, lines, and fresh and rhythmic diction. Requires students to read more extensively and analytically in contemporary poetry and continue their practice

working with the kind of divergent thinking that makes poetry possible. Students will also undertake a more sophisticated investigation of the interplay of syntax with lineation, the nuances of pacing and structure, the resources of associative thinking, the gambits of rhetoric, and the complexities of tone. Final portfolio, emphasis on revision. *Prerequisite:* English 279. *Four credit hours.* BLEVINS, P. HARRIS

**EN380fs Creative Nonfiction** Run as a writing workshop that helps student find their own voices as well as their most distinctive and authentic material. A sequence of writing assignments and revisions provides practice in various aspects of creative nonfiction, including essays of time and place, memoirs, profiles, and opinion pieces. These lead up to a longer personal essay on a topic of the student's choice. *Prerequisite:* English 115 or equivalent. *Four credit hours.* A BURKE, N. HARRIS

**EN382f Environmental Writing: Writing on Place** Creative writing using the workshop method to teach students about the principles, strategies, and achievements of writing about the relationship of human to nonhuman. Focus on the role that place plays in that relationship. Students study professional models, draft exercises, workshop their peers' writings, and produce finished essays and narratives for a final portfolio. *Four credit hours.* A BURKE

**[EN386] Special Topics: Documentary Radio** Students will listen to and make a variety of short documentary pieces, learning how to use recording equipment, interview, write radio scripts, and edit and mix sound. They will produce radio essays, public service announcements, vox pops (person-on-the-street-type interviews), soundscapes, and profiles. They should expect to go off campus for assignments, as well as to spend time in the Theater and Dance Department's sound studio. Readings about sound reporting and the making of "This American Life," as well as guests from on and off campus. *Four credit hours.*

**EN386As Special Topics: Writing the Personal Essay** We will examine and experiment with the moves our best personal essayists use to articulate, celebrate, and affirm individual emotional experience, which the great James Baldwin says is "the only real concern of the artist." Class time will be divided between a workshop and conversations circling the personal essay's formal habits and proclivities—its belief in accident and discovery, its willingness to digress, and its disarming candor, among many others. Readings will begin with essays by Montaigne and Seneca, move to examples by some of our greatest practitioners—Orwell, Didion, Epstein, Dillard—and end with a look at work by such contemporary innovators as John D'gata, Eula Biss, and others. *Prerequisite:* Any W1 course or equivalent. *Four credit hours.* A BLEVINS

**[EN386B] Special Topics: Great Writers, Sentence by Sentence** Investigates the relationship between syntax and emotional and intellectual energy and drama in our most masterful English sentence writers. Separates grammar from dogma with a close analysis of the inventive syntactical practices of works by Virginia Woolf, William Faulkner, William Gass, John Berryman, C.K. Williams, and Vladimir Nabokov. Class time will be divided between investigative discussions of exemplary strategies and practices and workshops of student imitations, culminating in an original work of prose or series of poems. *Four credit hours.*

**[EN386C] Special Topics: Advanced Creative Nonfiction** Students who have had some experience with Creative Nonfiction or with imaginative prose will further hone the skills already acquired, and produce a body of work (personal or reflective essays, segmented essays, extended narratives) of their choosing during the semester. Begins with a review of definitions, conventions, and examples of the genre, then moves into the preparation and review of student work. A final portfolio of work will be submitted at the close of the semester. *Prerequisite:* English 278, 378, 380, 382, or 386. *Four credit hours.*

**[EN386J] Special Topics: Gendered Memoir** An examination of the role gender plays in the stories we tell of our own lives. Students will read contemporary memoirs in which gender plays a defining role—Augusten Burroughs's *Running With Scissors*, Mary Karr's *Cherry*, Alice Sebold's *Lucky*, and the professor's *She's Not There*—and will react to these texts by writing their own autobiographical piece. That work in progress will be examined in workshop. *Three credit hours.*

**EN387s Graphic Novel** Surveys the history and theory of the comic book and graphic novel. Readings focus on the alternative tradition (1980 to the present). Attends to developing a critical vocabulary for analyzing text-image combinations. Likely texts include: Art Spiegelman's *Maus*, Chris Ware's *Jimmy Corrigan, The Smartest Kid on Earth*, David Mazzuchelli's *Asterios Polyp*, Alison Bechdel's *Fun Home*, Howard Cruse's *Stuck Rubber Baby*, Lynda Barry's *One Hundred Demons*, Phoebe Gloeckner's *A Child's Life and Other Stories*, and Jaime Hernandez's *The Death of Speedy*. *Four credit hours.* L ORCHARD

**EN397Af Sappho's Sisters: Early Modern Women Poets and the Poetry of Love** Examines the cultural legacy of love poetry by the Classical Greek woman poet Sappho (c. 630-570 B.C.) on early modern English women poets. For women poets who dare to write of love, Sappho provides a discourse to give voice to private feelings and erotic desire, ideas considered by many in the early modern period as unspeakable for women. We will read Sappho in translation, contextualize Sappho's influence on masculine amatory poetry, and read women's love poetry from the 16th through 18th centuries. We will consider the impact of Sappho's amatory discourse on their writing and explore how their poetry revises the social and cultural grammar of amatory lyric poetry. *Four credit hours.* KETNER

**EN397Cf 21st-Century Comparative Literature** A consideration of contemporary literature of the first decade of the 21st century, with an international focus. We will read some of the most innovative novels of the current moment in an effort to think more broadly about issues of genre, narrative, modernity and postmodernity, the aesthetics of postindustrial capitalism, globalism, and the resonance between current events and literary representation. Writers featured range from American authors such as Don DeLillo to Polish author Magdalena Tulli and Norwegian writer Per Petterson. Non-majors are welcome. All works are read in English. *Prerequisite:* English 271. *Four credit hours.* L MAZZEO



**EN397Df Arthurian Literature** Arthurian literature is among the most influential cultural forces of all time. Playing a major role in the development of 'courtly love,' it gave rise in turn to modern romance. It was essential to Gothic, Victorianism, and Modernism, and remains so for young-adult and contemporary fiction. Students are introduced to the historical and cultural origins of modern love through close reading of medieval literature, history, and later adaptations. Readings include Malory's *Morte Darthur*, *Sir Gawain and the Green Knight*, Tristan and Isolde, and Celtic and French romances. Topics include Merlin, the Grail, Guinevere, chivalry, and sacrifice. Previously offered as English 398E (Spring 2012). *Four credit hours.* ADAMS

**EN398As Converting the Dead: Early Modern Historical Poetry and a Protestant, Civic Poetics** Early modern historical poetry tells its nation's history to its people, providing the ideological foundation of a mighty empire. Writing the past, however, requires poets to make Britain's Catholic heritage Protestant by symbolically raising their Catholic ancestors from their graves and forcing a conversion. Many surprisingly discover in religious history the possibility to write a civic identity for poets and poetry. This course examines early modern historical poetry's communion with the dead to analyze how these writers justify disturbing their ancestors' graves and to investigate the ways these poets use poetry's forms and language to re-envision the national past. Genres covered include epic, complaint, sonnet cycles, historical *exempla*, and religious narrative poetry. *Four credit hours.* KETNER

**EN398Cs Affecting Metaphysics: Reading 17th-Century Metaphysical Poetry** Examines 17th-century metaphysical poetry and how we are conditioned to receive literary works based on the judgments of literary critics. We will consider literary historians' influence on the way we interpret this poetry, since the "metaphysical poetic movement" is a label given by literary critics who lump this work together. While some of these poets were influenced by each other, they were not a group with a shared artistic vision. We will analyze the effect of labeling this poetry as a movement and the biases—political, aesthetic, and historic—imposed by such judgments. We will also read John Dryden, Samuel Johnson, T.S. Eliot, and other critics' responses to their work. *Four credit hours.* KETNER

**EN411f Queer Shakespeare** Explores representations of same-sex desire, in several Shakespearean works and the intersections between Shakespeare studies and queer theory though work on male friendship and amity in the plays, historical assessments of the Early Modern representations of lesbian desire and sodomy, and recent criticism on queering Shakespeare. Significant writing required. Fulfills pre-1800 requirement. *Four credit hours.* L OSBORNE

**EN412s Global Shakespeares** Examines international appropriations of Shakespeare's plays, principally through film but also through exploration of translation practices and adaptations. Explores Shakespeare's plays within the context of intercultural dialogs, theories about cultural imperialism, and filming practices in global markets. Significant research required. Required film screenings. Fulfills pre-1800 requirement. *Four credit hours.* L OSBORNE

**EN413Af Author Course: Toni Morrison** An intensive exploration of Toni Morrison's life, fiction, and nonfiction—eight novels, collected essays/lectures, and short fiction—and their aesthetic and political location within the national discussion about race, class, and gender, canonicity, and literary production. As a writer, teacher, and critic, 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

**EN413Bs Author Course: Jane Austen** An examination of how Jane Austen's novels responded to the changing social positions of women and the rising classes in the late 18th and early 19th century and created new forms of social and literary expression. How could women record and express desires for cultural enfranchisement without appearing like a gothic or revolutionary threat? Did women novelists like Austen, and predecessors like Fanny Burney, help create gender stereotypes or challenge them while struggling to make middle-class desires acceptable? Austen responded to these and other political issues while raising questions about the social position of women that are still a contemporary concern and will be our subject. *Four credit hours.* L KUGLER

**EN413Cs Author Course: Samuel Beckett: Comedy of the Abyss** Beckett faces the emptiness of modernity, and finds humor in it. His absurd plays, in which nothing happens, parody the absurd ideals of a Western culture where "everything waits to be called off to the dump" but life goes on as normal. As the "comedian of the impasse," Beckett makes meaningless language speak, in a world that can't go on, but must. The central texts of one of the hardest and most rewarding modern writers. *Waiting for Godot*, *Endgame*, and the major prose. *Four credit hours.* L SUCHOFF

**EN413Ds 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. *Four credit hours.* L ADAMS

**[EN413E] Author Course: Nathaniel Hawthorne and Herman Melville** An examination of significant works by each author, considered through multiple lenses: their life histories; relationship with each other; and the larger historical, cultural, economic, and political contexts conditioning their representations. We will pay special attention to how critics in the new millennium have understood these texts, focusing on the new interpretations made possible by the insights of recent scholars of gender and

sexuality. *Four credit hours.* L

**[EN417] Literary Criticism: Derrida, Levinas, and Alterity** Readings in deconstructive theory and its relation to ethics and the question of the "other." With Emmanuel Levinas and biblical texts as background, a reading of Jacques Derrida's late texts on the gift, hospitality, the question of the nation, and his rethinking of the idea of tradition in a transnational context, examining sources for postmodern thought in religious texts and philosophy. *Prerequisite:* English 271 or a philosophy course. *Four credit hours.* L

**EN418s Cross-Dressing in Literature and Film** Examines a wide range of texts and films from Early Modern texts by Jonson, Shakespeare, and others which use cross-dressing to 18th century novellas like Henry Fielding's *The Female Husband* and autobiographies to 19th-century novels to 20th-century plays like *M. Butterfly* to films including *Tootsie*, *Victor/Victoria*, and *The Crying Game*. We will explore the way cross-dressing and disguise function within culture and literature to challenge and possibly reinforce gender boundaries. Significant research required. Required film screenings. Fulfills pre-1800 requirement. *Four credit hours.* L OSBORNE

**[EN426] African-American Women Writers** A focus on the unique and still largely marginalized literary contributions of African-American women novelists, poets, essayists, and playwrights during the 19th and 20th centuries. Writers will be discussed in context of the issues central to their work, including magical realism, race, (re)membering the female body, (black) feminism and literary production, and reconstructing black womanhood. *Four credit hours.* L, U

**EN435s Narratives of Contact and Captivity** We will explore the vexed, often violent encounters, interactions, and inter-penetrations of Europeans, Africans, and the indigenous peoples of the Americas. By examining a wide range of representations—both narrative and visual—of the 17th, 18th, and 19th centuries depicting contact and captivity, we will investigate critically the construction of gender, race, and nation. *Prerequisite:* English 172. *Four credit hours.* STUBBS

**EN457f 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, shape-shifters, vampires, succubi, demons, and (extra)terrestrial aliens—that conceal a humanity too terrifying to confront consciously. *Four credit hours.* L, U BRYANT

**EN474fs Public Speaking** An intensive course in the practice of public speaking, with special attention 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

**EN478s Advanced Studies in Prose** An advanced "group independent" workshop, providing a capstone experience to creative writing concentrators and minors working in fiction, drama, or creative nonfiction. Students will execute a semester-long writing project. This may be a series of short stories, a novella, novel chapters, a script, a screenplay, or some other project to be approved by the instructor. *Prerequisite:* English 378 or 379. *Two to four credit hours.* BOYLAN

**EN479s Advanced Studies in Poetry** An advanced "group independent" workshop, providing a capstone experience to creative writing concentrators and minors working in poetry. *Prerequisite:* Permission of the instructor. *Two to four credit hours.* BLEVINS

**EN480s Teaching Poetry in the Schools** A service learning class in which Colby students teach the writing of poetry at community elementary schools. *Four credit hours.* P. HARRIS

**EN483f, 484s 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

**EN491f, 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

**EN493Af Representing and Rethinking Women in the Public Sphere** How did women of the 18th century negotiate having public identities—as actresses, activists, authors, and even occasionally, soldiers—at a time when they lacked many of the political and legal statuses we now see as basic human rights? Their goals differed: some sought individual freedom, many wanted political change (e.g., animal rights, abolition, educational reform, political revolution), and a few just seemed to want to entertain others. We will focus in particular on the use of comedy in their self-representations as well as to what extent their work fits into current definitions of feminist activism and theory. *Four credit hours.* L KUGLER

**EN493Bf Restorying People: World Englishes and the Politics of Representation** Examines the interface between the "local" and the "global" in "World Englishes" through the study of narrative, thinking with and beyond the "nation" and its structuring logic of identity and difference. We will also attend to the new temporal and spatial configurations narratives of nation and of the diaspora by exploring border crossings and tracing the interrelationship between narrative form, ideological space, hegemonic formation, and identity politics within the contemporary global imaginary. Authors include writers from Africa, the Caribbean, South Asia, and postcolonial Britain. *Four credit hours.* L ROY

**EN493Cs Seminar: Keats and Coleridge: Romanticism and Theories of the Lyric Self** An intensive study into the poetic lyric during the Romantic Period. Reading across a range of theories about the development of the lyric, with particular emphasis on the ways in which writers craft those forms of voiced subjectivity that are considered distinctively Romantic. Considerable attention to formal issues of voice, the historically constructed nature of both aesthetic judgment and selfhood, and the oral ballad tradition and its intersections with print and material culture. Reading large selections of the major poetic works of Samuel Taylor Coleridge and John Keats. Significant memorization required. *Four credit hours.* L MAZZEO

**EN493Ds Seminar: The 21st-Century Latino Novel and the Transnational Imaginary** In the last decade we have seen an explosion in the publication and quality of Latino novels. We will examine the institutional and historical conditions that contribute to this and consider the ways in which these writers negotiate the contradictions between national and transnational forces in the Americas in an era of globalization. We will examine how these texts chronicle the migration of peoples through the hemisphere, hybridize genres from multiple national traditions, recuperate lost histories, and imagine forms of citizenship and belonging that extend beyond the nation-state. Novels will likely include works by Alvarez, Carrillo, Obejas, Plascencia, Tobar, Urrea, and Santiago. *Four credit hours.* L ORCHARD

## ENVIRONMENTAL SCIENCE

**Directors,** Professors F. Russell Cole (*Environmental Studies*) and Whitney King (*Chemistry*)

The Environmental Studies Program and Department of Chemistry offer major programs in environmental science. Each program is intended to prepare students for roles as educated citizens in a world confronted with complex environmental problems as well as for positions in firms or government agencies dealing with these problems or for graduate work in related areas. The two environmental science majors, each with a different emphasis and background, stress the scientific foundation that underlies environmental disciplines. In addition to offering an environmental science major, the Environmental Studies Program offers majors in environmental policy and environmental computation and a minor, which may be elected by majors from any department or program (see "Environmental Studies Program").

### Environmental Science

The interdisciplinary environmental science major provides an introduction to national and global environmental issues and the opportunity to focus on conservation biology, marine science, applied ecology, environment and human health, environmental chemistry, or environmental geology. A foundation course in environmental studies is complemented by core courses in environmental economics, biology, ecology, chemistry or physics, geology, and mathematics. Environmental science majors also complete two courses that fulfill the humans-and-the-environment requirement. The senior capstone seminar provides a hands-on approach to environmental studies research. Students complete a capstone course or independent study related to their focus area.

### Chemistry/Environmental Science

Students electing this major complete all the courses required for the chemistry major. In addition, two courses are required in biology or geology, and two more in 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 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 major are listed in the departmental sections of this catalogue. Colby places considerable emphasis on integrating student research into the curriculum. In addition to research opportunities in courses, independent projects, and honors projects, a limited number of research assistantships are available each summer and during the academic year that enable students to work with faculty on specific environmental research projects. Students also are encouraged to complement their work on campus with January Programs, internships, and other off-campus educational opportunities, including affiliated programs offered by the School for Field Studies, Bigelow Laboratory for Ocean Sciences, and the Ecosystem Center of the Marine Biological Laboratory in Woods Hole, Massachusetts.

## ENVIRONMENTAL STUDIES

**Director:** Professor F. Russell Cole

**Program Faculty:** Professor F. Russell Cole; Associate Professor Philip Nyhus; Assistant Professors Denise Bruesewitz, Gail Carlson, Loren McClenachan, and Travis Reynolds; Teaching Assistant Abby Pearson; Program Coordinator Lia Morris; Research

Scientists Manuel Gimond and Benjamin Neal

**Affiliated Faculty:** Professors Paul Josephson (History), Whitney King (Chemistry), James Webb (History), and W. Herbert Wilson (Biology); Associate Professor Catherine Bevier (Biology); Assistant Professors Sahan Dissanayake (Economics) and Keith Peterson (Philosophy); Visiting Assistant Professor Bruce Rueger (Geology)

The Environmental Studies Program at Colby recently celebrated its 41st anniversary. The program has received national recognition for developing an innovative, project-based curriculum and for challenging students to engage hands-on with environmental issues at Colby, in Maine, and around the world. From understanding the impacts of climate change to preventing biodiversity loss and unsustainable use of natural resources, environmental challenges are a national and international priority. Our students and faculty are active locally, nationally, and internationally in studying and helping to solve these challenges. The program encourages and supports student environmental initiatives and activism. Colby was one of the first colleges in the nation to use 100-percent renewable-source electricity, recently opened a biomass boiler facility that will reduce fossil fuel use for heating and hot water by roughly 90 percent, and is committed to becoming carbon neutral by 2015. The U.S. Environmental Protection Agency, the state of Maine, and other organizations have recognized Colby for its commitment to environmental academics and sustainability. Recent examples of student-led environmental initiatives include establishing an organic garden, organizing activities to reduce carbon emissions on campus, developing a climate change action plan in the local community, raising awareness about the dangers of using hazardous chemicals in personal care products and children's toys at the state and federal levels, and reducing bottled water use on campus.

A strategic partnership between Colby and the Bigelow Laboratory for Ocean Sciences has expanded educational and research opportunities in marine sciences for students. The partnership includes an expansion of the program's marine sciences curriculum, including Jan Plan courses taught by Bigelow research scientists, an increase in student research opportunities, a semester-long in-residence study at Bigelow beginning fall 2012, and curricular innovations that combine scientific research with economic and social policy analysis.

The Environmental Studies Program offers interdisciplinary majors in environmental policy, in environmental science, and in environmental studies-interdisciplinary computation as well as a minor that can be elected by majors in any discipline. Each major provides a broad-based course of study and prepares graduates to understand and to address the many complex environmental challenges facing society. Our science and policy curriculum benefits from our Maine location, including access to diverse natural areas and unique access to government, nonprofit, and business institutions. Our graduates are prepared to take leadership positions in businesses, nonprofits, consulting firms, educational institutions, and government agencies. Many of our graduates complete postgraduate work in environmental sciences/studies, ecology, urban/rural planning, natural resource conservation and management, law, environmental and public policy, and other related areas.

A student may elect only one of the majors offered by the Environmental Studies Program.

The interdisciplinary **environmental policy major** provides an extensive introduction to the study of domestic and international environmental policy. Students combine a foundation course in environmental studies with courses in environmental economics, domestic environmental policy and law, international environmental policy and politics, and courses in environmental science. Diverse electives allow students to explore topics from introductory geographic information systems (GIS) to endangered species policy to environmental and human health. Students complete the Environmental Policy Practicum capstone seminar in the senior year.

**Environmental policy majors** are encouraged to take Environmental Studies 118 (spring) in their first year and Environmental Studies 233 and 271 (fall) and Environmental Studies 234 (spring) in their sophomore year. Students enrolled in "The Green Cluster" who are interested in this major should enroll in Environmental Studies 118 as well as Economics 133 in the spring semester.

Students pursuing this major must complete at least one course at the 300-level or above selected from category III below. No more than one course at the 100-level may be used to fulfill category III. No requirement for the major may be taken satisfactory/unsatisfactory. AP credit can fulfill core course requirements based on exam performance and coverage. Exemption from Environmental Studies 118 is granted with an AP test score of 5, allowing advanced placement into other courses. Courses not listed below, such as those offered by some off-campus study programs, may count toward the major pending prior approval by the program director.

## Requirements for the Major in Environmental Policy

### I. Required Environmental Studies Core Courses

<i>Biology</i>	131 Biodiversity or 164 Evolution and Diversity
<i>Environmental Studies</i>	118 Environment and Society 271 Introduction to Ecology
<i>Economics</i>	133 Principles of Microeconomics 231 Environmental and Natural Resource Economics

### II. All of the Following Courses

*Environmental Studies* 233 Environmental Policy

234 International Environmental Policy  
*Mathematics* 212 Introduction to Statistical Methods *or*  
 231 Applied Statistics and Regression Analysis

III. Humans and the Environment (Four courses, at least two from environmental studies)

*Anthropology* 256 Land, Food, Culture, and Power  
*Economics* 341 Natural Resource Economics  
*Environmental Studies* 126 Environmental Activism  
 120 Losing Ground: Community Responses to Environmental Hazards  
 212 Introduction to GIS and Remote Sensing (if not used to satisfy IV below) *or*  
 214 Introduction to GIS and Spatial Analysis (if not used to satisfy IV below)  
 265 Global Public Health  
 268 Hazardous Waste and Environmental Justice  
 319 Conservation Biology (if not used to satisfy IV below)  
 336 Endangered Species Conservation  
 340 Conflict, Negotiation, and Environmental Justice  
 342 Marine Conservation and Policy  
 343 Environmental Change  
 344 Marine Fisheries Management  
 346 Global Food Policy  
 347 Tropical Forests and Rural Livelihoods  
 358j Ecological Field Study (if not used to satisfy IV below)  
 366 Environment and Human Health (if not used to satisfy IV below)  
*History* 364 Environmental and Health History in Africa  
 394 Ecological History  
 445 Nuclear Madness  
 446 Global Health History  
*Philosophy* 328 Radical Ecologies  
*STS* 215 Weather, Climate, and Society  
 253 Energy, Power, and the American Century, 1901-2001  
 358 Climbing the Oil Peak

IV. Three of the Following Courses

*Biology* 211 Taxonomy of Flowering Plants  
 237 Woody Plants  
 257j Winter Ecology  
 259j Plants of the Tropics  
 334 Ornithology  
 354 Marine Ecology  
 452 Behavioral and Physiological Ecology  
*Chemistry* 141 General Chemistry  
 142 General Chemistry  
 217 Environmental Chemistry  
*Environmental Studies* 212 Introduction to GIS and Remote Sensing *or*  
 214j Introduction to GIS and Spatial Analysis  
 319 Conservation Biology  
 352 Advanced and Applied Ecology  
 356 Aquatic Ecology  
 358j Ecological Field Study  
 366 Environment and Human Health  
*Geology* 141 Earth and Environment *or*  
 146 Deciphering Earth History  
 397 Geologic Environments in the Marine Realm

<i>Physics</i>	141 Foundations of Mechanics <i>or</i>
	143 Honors Physics
	145 Foundations of Electromagnetism and Optics

#### V. One of the Following Capstone Courses

<i>Environmental Studies</i>	493 Environmental Policy Practicum <i>or</i>
	494 Problems in Environmental Science (open only to double majors in biology)

#### VI. Senior Colloquia

<i>Environmental Studies</i>	401, 402 Senior Colloquium (one credit for the year)
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Environmental Studies 401 and 402 provide one credit for the senior year and typically are taken in addition to a normal four-course semester.

The interdisciplinary **environmental science major** also begins with the foundation course in environmental studies and is followed by core courses in environmental economics, biology and ecology, chemistry or physics, geology or GIS, and mathematics. Students select a focus area to explore in depth. Current focus areas include conservation biology, applied ecology, marine science, environment and human health, environmental chemistry, and environmental geology. Students can also propose well-structured alternative focus areas. The senior capstone seminar provides a hands-on approach to environmental science research. Colby's four science buildings have excellent teaching and research laboratories furnished with the necessary equipment to undertake sophisticated environmental investigations.

**Environmental science majors** are encouraged to enroll in Biology 163 (fall) and Environmental Studies 118 (spring) in their first year and Environmental Science 271 (fall) in their sophomore year. Students enrolled in "The Green Cluster" who are interested in this major should also enroll in Chemistry 141 in the fall; in the spring they should enroll in Chemistry 142, Environmental Studies 118, and Mathematics 121.

Majors must complete at least two courses at the 300-level or above selected from categories III and IV below. No more than one course at the 100 level may be used to fulfill category III. No requirement for the major may be taken satisfactory/unsatisfactory. AP credits can fulfill core course requirements based on exam performance and coverage. Exemption from Environmental Studies 118 is granted with an AP test score of 5, allowing advanced placement into other courses. AP credits also can provide advanced placement in focus areas, but in no case can AP credits reduce the number of required focus area courses below five. Environmental studies majors electing the science concentration should consult with the program director or the advisor for their selected focus area as early as their first year at Colby to identify any courses beyond the major requirements that may be desirable to meet their postgraduate goals, especially graduate or professional school.

### Requirements for the Major in Environmental Science

#### I. Required Environmental Studies Core Courses

<i>Environmental Studies</i>	118 Environment and Society
	271 Introduction to Ecology
<i>Economics</i>	133 Principles of Microeconomics
	231 Environmental and Natural Resource Economics

#### II. Required Science and Mathematics Courses

<i>Biology</i>	164 Evolution and Diversity
<i>Chemistry</i>	141 and 142 General Chemistry <i>or</i>
	145 Honors Chemistry <i>or</i>
<i>Physics</i>	141 Foundations of Mechanics and 145 Foundations in Electromagnetism and Optics
<i>Geology</i>	141 Earth and Environment <i>or</i>
	146 Deciphering Earth History <i>or</i>
<i>Environmental Studies</i>	212 Introduction to GIS and Remote Sensing <i>or</i>
	214 Introduction to GIS and Spatial Analysis

For students electing the conservation biology, applied ecology, environment and human health, or marine science focus area:

<i>Mathematics</i>	121 Single-variable Calculus <i>and</i> either Mathematics 212 Elementary Statistics <i>or</i> 231 Applied Statistics and Regression Analysis
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For students electing the environmental geology or environmental chemistry focus area:

<i>Mathematics</i>	121 Single-variable Calculus <i>and</i> 122 Series and Multi-variable Calculus
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#### III. Humans and the Environment (Two courses, not taken from the same discipline unless that discipline is environmental studies)

<i>Anthropology</i>	256 Land, Food, Culture, and Power
<i>Economics</i>	341 Natural Resource Economics

<i>Environmental Studies</i>	126 Environmental Activism	
	120 Losing Ground: Community Responses to Environmental Hazards	
	212 Introduction to GIS and Remote Sensing Studies (if not used to satisfy II above) <i>or</i>	
	214 Introduction to GIS and Spatial Analysis (if not used to satisfy II above)	
	233 Environmental Policy	
	234 International Environmental Policy	
	265 Global Public Health	
	268 Hazardous Waste and Environmental Justice	
	319 Conservation Biology	
	336 Endangered Species Conservation	
	340 Conflict, Negotiation, and Environmental Justice	
	342 Marine Conservation and Policy	
	344 Marine Fisheries Management	
	346 Global Food Policy	
	347 Tropical Forests and Rural Livelihoods	
	358j Ecological Field Study	
	366 Environment and Human Health	
	<i>History</i>	364 Environmental and Health History in Africa
		394 Ecological History
		445 Nuclear Madness
<i>Philosophy</i>	446 Global Health History	
	328 Radical Ecologies	
<i>STS</i>	215 Weather, Climate, and Society	
	253 Energy, Power, and the American Century, 1901-2001	
	358 Climbing the Oil Peak	

IV. Focus Area (Five courses from one of the following focus areas and an additional culminating experience chosen in consultation with advisor. The Environmental Studies Program will consider well-structured proposals for additional focus areas.) Advanced Placement credits can provide advanced placement in focus areas but cannot reduce the number of required focus-area courses below five.

#### A. Conservation Biology

<i>Biology</i>	163 The Cellular Basis of Life
<i>Environmental Studies</i>	319 Conservation Biology <i>or</i>
	336 Endangered Species Conservation
	352 Advanced and Applied Ecology

#### Two Courses from the Following:

<i>Biology</i>	211 Taxonomy of Flowering Plants
	237 Woody Plants
	254 Marine Invertebrate Zoology
	257j Winter Ecology
	259j Plants of the Tropics
	334 Ornithology
	354 Marine Ecology
	452 Behavioral and Physiological Ecology
<i>Environmental Studies</i>	212 Introduction to GIS and Remote Sensing <i>or</i>
	214 Introduction to GIS and Spatial Analysis (if not used to satisfy II above)
	319 Conservation Biology <i>or</i>
	336 Endangered Species Conservation
	342 Marine Conservation and Policy
	358j Ecological Field Study

#### Culminating Experience:

<i>Environmental Studies</i>	494 Problems in Environmental Science
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#### B. Applied Ecology

<i>Biology</i>	163 The Cellular Basis of Life
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*Environmental Studies* 343 Environmental Change  
352 Advanced and Applied Ecology

Two Courses from the Following:

*Biology* 211 Taxonomy of Flowering Plants  
237 Woody Plants  
257j Winter Ecology  
354 Marine Ecology  
452 Behavioral and Physiological Ecology

*Environmental Studies* 212 Introduction to GIS and Remote Sensing *or*  
214j Introduction to GIS and Spatial Analysis (if not used to satisfy II above)  
356 Aquatic Ecology  
358j Ecological Field Study

Culminating Experience:

*Environmental Studies* 494 Problems in Environmental Science

C. Marine Science

*Biology* 163 The Cellular Basis of Life  
354 Marine Ecology

*Environmental Studies* 352 Advanced and Applied Ecology

Two courses from the following:

*Biology* 254 Marine Invertebrate Zoology  
452 Behavioral and Physiological Ecology

*Chemistry* 217 Environmental Chemistry

*Environmental Studies* 342 Marine Conservation and Policy  
344 Marine Fisheries Management  
356 Aquatic Ecology  
358j Ecological Field Study

Courses offered by Bigelow Laboratory scientists may help fulfill this focus area requirement. The Bigelow Laboratory semester program will fulfill three focus area courses.

*Biology* 285 Reefs to Red Tides: Ocean Diversity, Function, and Management

*Environmental Studies* 281 Marine Microbiology: From Viruses to Whales  
287 Oceans in a Changing Climate

Culminating Experience:

*Environmental Studies* 494 Problems in Environmental Science

D. Environment and Human Health

*Biology* 163 The Cellular Basis of Life

*Environmental Studies* 366 Environment and Human Health

Three Courses from the Following:

*Biochemistry* 362 Medical Biochemistry

*Biology* 275 Mammalian Physiology  
348 Pathogenic Bacteriology  
368 Biological Basis of Metabolism

*Chemistry* 241, 242 Organic Chemistry  
368 Chemical Basis of Metabolism

*Environmental Studies* 265 Global Public Health

*History* 364 Environmental and Health History in Africa  
446 Global Health History

*Mathematics* 306 Topics in Epidemiology

Culminating Experience:

*Environmental Studies* 494 Problems in Environmental Science *or* 491/492 Independent Study



## E. Environmental Geology

<i>Geology</i>	225 Mineralogy
	231 Structural Geology
	251 The Record of Life on Earth
	254 Principles of Geomorphology

### One Course from the Following:

<i>Geology</i>	279j Geology of Bermuda
	354 Glacial and Quaternary Geology
	356 Sedimentation and Stratigraphy
	361 Topics in Geochemistry
	372 Quaternary Paleocology
	397 Geological Environments in the Marine Realm
<i>Environmental Studies</i>	358j Ecological Field Study

### Culminating Experience:

<i>Geology</i>	491/492 Independent Study
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## F. Environmental Chemistry

<i>Chemistry</i>	217 Environmental Chemistry
	241, 242 Organic Chemistry
	331 Chemical Methods of Analysis

### One course from the following:

<i>Biochemistry</i>	367 Biochemistry of the Cell
<i>Chemistry</i>	332 Instrumental Methods of Analysis
	341 Physical Chemistry
	411 Inorganic Chemistry

### Culminating Experience:

<i>Chemistry</i>	481/482 Special Topics in Environmental Chemistry
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## V. Senior Colloquium

<i>Environmental Studies</i>	401, 402 Senior Colloquium (one credit for the year)
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Environmental Studies 401 and 402 provide one credit for the senior year and typically are taken in addition to a normal four-course semester.

Students are encouraged to consider field courses offered by Colby or other approved programs such as: Biology 257j, 259j, Environmental Studies 358j, Geology 279j, and the Semester in Environmental Science at the Marine Biological Laboratory, Woods Hole. Students electing the marine science focus area are strongly encouraged to consider a semester of off-campus study through programs offered by the Bigelow Laboratory for Ocean Sciences, School for Field Studies, the Duke University Marine Laboratory, the Marine Biological Laboratory, and other approved programs. An internship or research project in the discipline is strongly recommended. Students are strongly encouraged to participate in research projects, relevant field study, or internships to complement their academic work. Limited financial assistance is available to help environmental studies majors participate in research or internship opportunities.

The major in **environmental studies—interdisciplinary computation** provides an introduction to environmental studies as a discipline as well as training in computational techniques used in environmental policy and science. Students will become familiar with quantitative tools used to investigate environmental problems, especially GIS and remote sensing. No requirement for the major may be taken satisfactory/unsatisfactory. Advanced Placement credits can fulfill core course requirements based on exam performance and coverage. Students interested in this major should try to take Computer Science 151 in their first year (fall or spring) and Computer Science 231 (fall) and 251 (spring) in their second year. Students should consult with the Environmental Studies Program director or their computer science advisor when planning their capstone independent-study project.

## Requirements for the Major in Environmental Studies-Interdisciplinary Computation

### I. Required Environmental Studies Core Courses

<i>Biology</i>	131 Biodiversity <i>or</i>
	164 Evolution and Diversity

*Environmental Studies*      118 Environment and Society  
233 Environmental Policy  
234 International Environmental Policy  
271 Introduction to Ecology

## II. Required Environmental Studies Courses

*Environmental Studies*      212 Introduction to GIS and Remote Sensing *or*  
214j Introduction to GIS and Spatial Analysis  
352 Advanced and Applied Ecology  
343 Environmental Change

## III. One Course Selected from the Following:

*Environmental Studies*      319 Conservation Biology  
336 Endangered Species Conservation  
342 Marine Conservation and Policy  
344 Marine Fisheries Management  
346 Global Food Policy  
366 The Environment and Human Health

## IV. Required Computer Science Courses:

*Computer Science*            151 Computational Thinking  
231 Data Structures and Algorithms  
251 Data Analysis and Visualization  
341 Systems Biology I *or* 361 Object-Oriented Design  
365 Computer Vision

## V. Capstone Courses

*Environmental Studies*      491 or 492 Independent Study

## VI. Senior Colloquia

*Environmental Studies*      401, 402 Senior Colloquium

Environmental Studies 401 and 402 provide one credit for the senior year and typically are taken in addition to a normal four-course semester.

## Honors in Environmental Studies

Environmental studies majors with a minimum cumulative grade point average of 3.5 at the end of the January term of the junior year or with special program approval are eligible to apply for the Environmental Studies Honors Research Program. Interested students should contact a faculty sponsor during the spring semester of the junior year to discuss a project. Before the end of spring registration, students should secure a faculty sponsor for their research project. Students who are studying abroad in the spring should try to make initial contact with a potential sponsor in the spring via e-mail, but may complete their proposal in the fall at the beginning of the academic year. The student must then petition the program for permission to undertake honors work. With approval from the program, students can register for Environmental Studies 491. Students wishing to change their honors project topic must petition the program for approval of the new topic. Honors research projects will be a total of six to eight credits and will be conducted during the student's last two academic semesters (and may include Jan Plan). Also, students enrolled in Environmental Studies 493 or 494 may petition the program to expand their independent study for these courses into an honors project to be conducted in January and the spring semester.

Successful completion of the honors program will include an approved thesis, an oral presentation at the Colby Undergraduate Research Symposium, and a successful thesis defense as well as the completion of the required course work for the major. The student fulfilling these requirements will graduate "With Honors in Environmental Studies." The decision whether or not the student will be approved to convert her or his seminar or independent study project to an honors project in the spring semester and continue in the Environmental Studies Honors Program by enrolling in Environmental Studies 484 will be made at the end of the first semester. In cases where requirements for honors have not been fulfilled at the end of the spring semester, Environmental Studies 484 (Honors Research) will revert to a graded Environmental Studies 492 (Independent Study).

The **environmental studies minor** is designed to introduce students to environmental issues and their ramifications in the context of the social and natural sciences. Course requirements provide flexibility, allowing students to study in areas of most interest to them. Courses not listed below, such as those offered by some off-campus study programs, may count toward the minor pending prior approval by the program director.

## Requirements for the Minor in Environmental Studies

1. Environmental Studies 118
2. Either Economics 133 and 231, or Anthropology 112 and 256, or Environmental Studies 233 and 234
3. Either Biology 131 or 164, and Environmental Studies 271; or Geology 141 or 146, and one additional geology course; or Chemistry 141 and 142
4. Two courses, including one numbered 300 or above, selected from the following group(s):  
Group 1: At least one course selected from environmental studies core courses:

<i>Environmental Studies</i>	212 Introduction to GIS and Remote Sensing <i>or</i> 214 Introduction to GIS and Spatial Analysis
	233 Environmental Policy
	234 International Environmental Policy
	241 Environment and Social Inequality
	265 Global Public Health
	268 Hazardous Waste and Environmental Justice
	319 Conservation Biology
	336 Endangered Species Conservation
	340 Conflict, Negotiation, and Environmental Justice
	342 Marine Conservation and Policy
	343 Environmental Change
	344 Marine Fisheries Management
	346 Global Food Policy
	347 Tropical Forests and Rural Livelihoods
	352 Advanced and Applied Ecology
	356 Aquatic Ecology
	358j Ecological Field Study
	366 Environment and Human Health

Group 2: If only one course is chosen from the environmental studies core group, then one additional course from:

<i>Biology</i>	211 Taxonomy of Flowering Plants
	237 Woody Plants
	254 Marine Invertebrate Zoology
	257j Winter Ecology
	259j Plants of the Tropics
	354 Marine Ecology
	452 Behavioral and Physiological Ecology
<i>Chemistry</i>	217 Environmental Chemistry
<i>Economics</i>	341 Natural Resource Economics
<i>Geology</i>	254 Principles of Geomorphology
	397 Geological Environments in the Marine Realm
<i>Philosophy</i>	328 Radical Ecologies
<i>STS</i>	215 Weather, Climate, and Society
	253 Energy, Power, and the American Century, 1901-2001
	358 Climbing the Oil Peak

If not used to satisfy the social science couplet:

<i>Anthropology</i>	256 Land, Food, Culture, and Power
<i>Economics</i>	231 Environmental and Resource Economics
<i>Environmental Studies</i>	233 Environmental Policy
	234 International Environmental Policy

Minors also are encouraged to have a hands-on environmental activity either of an experiential nature (internship) or an academic nature (research project). In many, if not most cases, at least one of these activities may be required by one of the courses selected and thus satisfied automatically.

No requirement for the minor may be taken satisfactory/unsatisfactory. AP credit in a subject allows advanced placement but does not reduce the number of courses required for the minor.

Students with a major in biology, geology, or global studies considering a minor in environmental studies should consider electing a double major in biology and environmental studies, geology and environmental studies, or global studies and environmental studies because of the overlap in required courses. Interested students should discuss these possibilities with the Environmental Studies Program director.

A student cannot elect both the chemistry: environmental science concentration and the environmental studies: science concentration.

## Course Offerings

**ES118s Environment and Society** An interdisciplinary study of the human relationship with and impact on the environment. Examination of important local, national, and global environmental issues by exploring causes and methods for investigating these problems, as well as possible solutions, from scientific and public-policy perspectives. Students explore important literature and ideas in the field to complement the lectures, conduct an original, semester-long, group research project, and complete a variety of writing assignments. *Four credit hours.* COLE, MCCLLENACHAN, NYHUS

**ES120f Losing Ground: Community Responses to Environmental Hazards** An introduction to community-level environmental problems related to hazardous waste and the impacts on and responses of affected communities. Explores the concept of environmental justice and how the risk of hazardous exposures is related to race, ethnicity, class, and gender. We discuss U.S. policy debates on hazardous waste regulation and environmental injustice claims, and we consider the evidence for the inequitable distribution of environmental quality and adverse health impacts, the mechanisms for environmental and public health decision-making, and community access to informational resources and empowerment. *Four credit hours.* **W1, U** CARLSON

**ES126f Environmental Activism** An introduction to the history, theory, and practice of environmental activism, incorporating both global and local perspectives. Students explore the social phenomena that underlay human action in the environmental arena, taking an interdisciplinary approach that encompasses history, social movement and political theory, media studies, gender studies, psychology, and first-person narratives. Goals include 1) developing effective skills in critical reading, analysis, and communication; 2) developing an appreciation for the vastness and diversity of human responses to environmental challenges; and 3) providing the opportunity for students to apply their emerging leadership and organizing skills to the design of a student environmental group. Part of the three-course Integrated Studies 126, "The Green Cluster." *Prerequisite:* Concurrent enrollment in Biology 131 (lab section B) and English 126. (Elect IS126.) *Four credit hours.* **S** CARLSON

**ES131f Biodiversity** Listed as Biology 131. *Four credit hours.* **N,Lb** BEVER

**ES197Aj Sustainable and Socially Responsible Business** Provides students with a broad overview of sustainable and socially-responsible business principles and the ways in which companies have incorporated them into their organizations. Through a series of readings, lectures, guest speakers, and real-world case studies, students will be exposed to the issues and opportunities facing "green businesses". Includes small group and individual presentations. *Three credit hours.* PENNEY

**ES197Cj Landscapes and Meaning: An Exploration of Environmental Writing** An exploration of the works of selected 20th-century environmental writers and how their life experiences contribute to a sense of connection with and action on behalf of the Earth. Through readings, film, writing assignments, group discussion, and journaling, students will develop critical thinking and communication skills while reflecting on their own personal relationship with nature. *Three credit hours.* **L** MACKENZIE

**ES212s Introduction to GIS and Remote Sensing** A comprehensive theoretical and practical introduction to the fundamental principles of geographic information systems and remote sensing digital image processing. Topics include data sources and models, map scales and projections, spatial analysis, elementary satellite image interpretation and manipulation, and global positioning systems. Current issues and applications of GIS, with emphasis on environmental topics. Students develop and carry out independent projects using GIS. *Prerequisite:* Sophomore standing. Not open to students who have completed Environmental Studies 214. *Four credit hours.* NYHUS

**ES214f Introduction to GIS and Spatial Analysis** An introduction to geographic information systems' (GIS) data management and visualization capabilities as well as the theory and application of spatial analysis techniques. Topics covered include spatial data representation in a GIS, effective map making, coordinate systems and projections, exploratory spatial data analysis (ESDA), and spatial statistical analysis. *Prerequisite:* Not open to students who have completed Environmental Studies 212. *Four credit hours.* GIMOND

**ES214Jj Introduction to GIS and Spatial Analysis** An introduction to geographic information systems' (GIS) data management and visualization capabilities as well as the theory and application of spatial analysis techniques. Topics covered include spatial data representation in a GIS, effective map making, coordinate systems and projections, exploratory spatial data analysis (ESDA), and spatial statistical analysis. *Prerequisite:* Not open to students who have completed Environmental Studies 212. *Three credit hours.* GIMOND

**[ES215] Weather, Climate, and Society** Listed as Science, Technology, and Society 215. *Four credit hours.* **N**

**ES217s Environmental Chemistry** Listed as Chemistry 217. *Three credit hours.* KING

**ES231s Environmental and Natural Resource Economics** Listed as Economics 231. *Three credit hours.* DISSANAYAKE

**ES233f Environmental Policy** A comprehensive and interdisciplinary introduction to the process and challenges of developing, implementing, and evaluating environmental policy. The roles of costs and benefits, uncertainty and risks, science and technology, and attitudes and ethics are explored. Historic and contemporary case studies are used to examine major institutions and actors, laws and regulations, incentives and enforcement approaches, and their role in addressing our nation's most pressing environmental problems. Students complete a semester-long research assignment. *Prerequisite:* Environmental Studies 118. *Four credit hours.* REYNOLDS

**ES234s International Environmental Policy** Examines how communities, nations, and international organizations govern the use of natural resources including water, land, forests, fisheries, and the global climate. Through case studies and international environmental treaty analyses we will develop an understanding of global environmental issues, explore complementarities and tradeoffs among local, national, and global approaches to environmental governance, highlight the environmental justice implications of various resource management regimes, and assess the effectiveness of policies to address major environmental problems. *Prerequisite:* Environmental Studies 118. *Four credit hours.* I REYNOLDS

**[ES259] Plants of the Tropics** Listed as Biology 259. *Three credit hours.*

**ES265j Global Public Health** An introduction to the principles and measures of global health, disease burdens, and environmental determinants of health, including poverty, climate change, pollution, population, violence, and lack of safe food, clean water, and fuels. We will also study international health institutions, key actors, and environmental regimes for the regulation of environmental health hazards. Through small-group presentations and discussion we will explore global case studies that highlight the complex relationship between human health and the environment. *Prerequisite:* Environmental Studies 118 or one course in the natural sciences. *Three credit hours.* I CARLSON

**[ES268] Hazardous Waste and Environmental Justice** An interdisciplinary exploration of environmental justice as it relates to hazardous waste in the United States. Covers the production, disposal, tracking, and regulation of waste, and how race, class, ethnicity, and gender affect the risk of exposure. Methods used to measure inequities and responses by governments and civil society to environmental justice claims are discussed. Case studies emphasize the experiences of minority groups. Students will develop an understanding of the key factors that put groups at disproportionate risk of environmental burdens and the proximal and ultimate causes of these inequities. *Prerequisite:* Environmental Studies 118. *Four credit hours.* U

**ES271f Introduction to Ecology** An introduction to ecological concepts and theory applied to ecosystems, communities, populations, and individuals. Concepts related to ecosystem structure and function, patterns of plant and animal diversity, population dynamics, and adaptations of organisms to their physical environment are studied and applied to current environmental problems. Ecological sampling techniques are practiced during field trips taken to local terrestrial, freshwater, and marine ecosystems. Identification of common plant and animal species, and investigation of ecological relationships are emphasized. A research assignment helps enhance writing skills. *Prerequisite:* Biology 131 or 164. Not open to students who have completed Biology 263. *Four credit hours.* N,Lb COLE

**ES279j Geology of Bermuda** Listed as Geology 279. *Three credit hours.* RUEGER

**[ES281] Marine Microbiology: From Viruses to Whales** Introduction to marine microbiology. The diversity of marine microbes, including single-celled algae, protozoa, archaea, viruses, with special focus on bacteria. The relationship of oceans with microbial communities, which are the basis of the marine food web. How tools of science, including genomics, are used to study this invisible world and its evolution. Effects of climate change on marine microbes and effects of microbes on oceans and human health. Biotechnological potential of marine microbes. The essentiality of microbes to planetary health. *Prerequisite:* Biology 131 or 163 or Environmental Studies 271. *Three credit hours.* N

**ES285j Reefs to Red Tides: Ocean Diversity, Function, and Management** Listed as Biology 285. *Three credit hours.* N HEIL

**ES287j Oceans in a Changing Climate** Oceans provide important ecosystem services that humans depend upon, and they play critical roles in Earth's climate. They are changing in response to human activity and natural cycles. We examine causes and consequences of these changes and how the ocean will mediate them. Topics include cycling of chemical elements necessary for life, rising sea level, melting icecaps, changing ocean pH, changing circulation, the impact on ecosystems and fisheries, and possible climate change mitigation strategies. How humans might respond on global scales and in a timely manner through policy, politics, and social and cultural means. Includes lectures, student-led presentations, and discussions. *Prerequisite:* Biology 131 or 163 or Environmental Studies 271. *Three credit hours.* N SIERACKI

**[ES319] Conservation Biology** Concepts of conservation biology are examined in detail. Topics include patterns of diversity and rarity, sensitive habitats, extinction, captive propagation, preserve design, and reclamation of degraded or destroyed

ecosystems. Interdisciplinary solutions to the challenges of protecting, maintaining, and restoring biological diversity are discussed. Offered in alternate years. *Prerequisite:* Environmental Studies 118 or 271, and sophomore or higher standing. *Four credit hours.*

**[ES328] Radical Ecologies** Listed as Philosophy 328. *Four credit hours.*

**ES331f Natural Resource Economics** Listed as Economics 341. *Prerequisite:* Economics 223. *Four credit hours.* DISSANAYAKE

**ES336f Endangered Species Conservation** An interdisciplinary course that uses biological, social, and policy approaches to understand the causes of and solutions to species extinction. Students are introduced to influential literature and ideas in endangered species conservation, policy, and management, including strategies for and constraints to implementing effective conservation. Case studies, assignments, and a research paper allow students to explore the role of interdisciplinary research and analyses and to ask questions, think critically, and communicate effectively about these issues. *Prerequisite:* Environmental Studies 118 or 271, and sophomore or higher standing. *Four credit hours.* NYHUS

**[ES340] Conflict, Negotiation, and Environmental Justice** Examines the opportunities and challenges of using alternative dispute resolution processes to manage environmental justice conflicts. Through the use of negotiation simulations, case studies, films, and independent research projects, we will discuss the important social functions of conflicts, identify and explore the unique dimensions of environmental justice conflicts, examine how these unique dimensions impact collaborative problem-solving processes, and develop our own abilities to assess conflicts and effectively negotiate. *Prerequisite:* Environmental Studies 118 or Sociology 131. *Four credit hours.* U

**[ES342] Marine Conservation and Policy** Human activities and effects including overfishing, water pollution, climate change, and benthic habitat destruction have all had major impacts on ocean ecosystems. Through lectures and discussions we will investigate global, regional, and local threats to marine biodiversity and ecosystem function. Potential conservation solutions will be considered. Independent and group research projects will investigate the science and policy of marine conservation issues and will evaluate and synthesize information from scientific literature, popular media, and online discussions. *Prerequisite:* Environmental Studies 118 and sophomore or higher standing. *Four credit hours.*

**ES343f Environmental Change** Investigation of the relationship between past environmental history and current ecosystem condition. Landscape change and ecological restoration across a range of Maine ecosystems including forests, wetlands, rivers, marine environments, with an emphasis on ecological theory. The impacts of past and present human activities including forestry, fishing, and industrial and residential development. Students will read scientific literature, practice ecological field and laboratory methods, enhance data analysis and writing skills, and complete a research project designed to evaluate environmental change and recovery potential in a local landscape, riverscape, or seascape. Lecture and laboratory. *Prerequisite:* Environmental Studies 271 and sophomore or higher standing. *Four credit hours.* MCCLENACHAN

**ES344s Marine Fisheries Management** Managing marine fisheries represents one of the most significant challenges in the conservation of global resources. We explore political, cultural, and ecological factors essential for successful management. Through lectures, discussions, and readings, students become familiar with global fisheries issues, including high seas management, initiatives to protect the food security and biodiversity of tropical island nations, and management of marine and anadromous fish in the United States. Through a field-based, group research project, students will investigate challenges involved with managing marine fish populations in Maine. *Prerequisite:* Environmental Studies 118 or Biology 164, and sophomore or higher standing. *Four credit hours.* MCCLENACHAN

**ES346s Global Food Policy** Examines the emergence and development of global food systems and food policies starting with the earliest agricultural societies and continuing to the present day. We explore the economic, nutritional, and environmental justice implications of agricultural systems and critically analyze the intended and actual outcomes of food policies for nations and agricultural communities. Case studies, films, and independent research further highlight the role of food and food policy in degrading the environment, exacerbating ethnic tensions and social inequities, and even spurring conflict. *Prerequisite:* Environmental Studies 118 and sophomore or higher standing. *Four credit hours.* I REYNOLDS

**ES347s Tropical Forests and Rural Livelihoods** Examines the environmental, economic, and cultural roles of tropical forests in rural communities. Lectures and readings underscore the environmental justice implications of global, national, and local forest management regimes, emphasizing benefits and costs of deforestation, afforestation, reforestation, restoration, and conservation in tropical regions. Through case studies and independent research we critically analyze current tropical forest issues, contrasting traditional, private-sector, state-based, and international approaches to contemporary forest management problems. *Prerequisite:* Environmental Studies 118 and sophomore or higher standing. *Four credit hours.* I REYNOLDS

**ES352s Advanced and Applied Ecology** An examination of theoretical and applied aspects of ecology at the organism, population, and community levels. Study of environmental tolerance and adaptation of plant and animal species; population dynamics; population competition, trophic relationships, and coevolutionary interactions; community structure and organization; succession; and biogeography. Emphasis on the relevance of theory and concepts to solving environmental problems. Laboratory exercises explore principles of experimental design and ecological sampling techniques. A research assignment helps to enhance writing and presentation skills. Lecture and laboratory. *Prerequisite:* Environmental Studies 271 and sophomore or higher

standing. *Four credit hours.* COLE

**ES354f Marine Ecology** Listed as Biology 354. *Three or four credit hours.* WILSON

**ES356s Aquatic Ecology** Concern over the impact of human activities on aquatic communities and ecosystems has brought aquatic ecology to the forefront of public attention. Through lecture, discussion, writing assignments, and laboratory work, students will explore the major ecological principles that influence aquatic ecosystems. Experimental approaches and sampling techniques used by limnologists will be employed in local lakes, streams, and rivers, as well as in the laboratory to investigate topics of concern in freshwater ecosystems, including eutrophication, pollution, biomagnification and bioaccumulation, invasive species, and the impact of climate change. *Prerequisite:* Environmental Studies 271, and sophomore or higher standing. *Four credit hours.* BRUESEWITZ

**[ES357] Physiological Ecology** Listed as Biology 357. *Three credit hours.*

**ES358j Ecological Field Study** The biological diversity, ecology, and conservation of marine ecosystems in Moorea, French Polynesia. Involves qualitative and quantitative field studies of the biological diversity and ecology of coral reef ecosystems; field-based investigation of the environmental challenges facing these ecosystems; discussions with conservation practitioners about innovative conservation solutions and the efficacy of local marine protected areas; exposure to the culture and history of Polynesian Islanders, including pre-European ecosystem management practices and traditional ecological knowledge of marine biodiversity and ecosystem function. Lectures, films, and discussions of assigned readings during the first week followed by a 20-day field trip. Cost: \$3,475. Financial aid available for qualified students. *Prerequisite:* Biology 131 or 164 or Environmental Studies 118, and permission of the instructor. *Three credit hours.* MCCLLENACHAN

**ES366s The Environment and Human Health** How human health is affected by physical, chemical, biological, and social environments; how we use science to measure effects of these determinants at the level of cell, tissue, individual, and population; how we assess these determinants to make regulatory decisions. Topics include introductions to toxicology, epidemiology, and risk assessment; health effects of pollution, synthetic chemicals, consumer products, climate change, and the built environment; the etiology of health outcomes including cancer, obesity, endocrine disruption, and respiratory diseases. Students use primary scientific literature for independent research and, when appropriate, engage in environmental health policy debates in Congress and/or the Maine legislature. *Prerequisite:* Environmental Studies 118 or Biology 131 or 164, and sophomore or higher standing. *Four credit hours.* N CARLSON

**ES397f Geologic Environments in the Marine Realm** Listed as Geology 397. *Three credit hours.* RUEGER

**ES398s Conservation Paleobiology** Listed as Geology 398. *Four credit hours.* N,Lb KOSLOSKI

**ES401f, 402s Environmental Studies Colloquium** Attendance at selected program colloquia during the fall and spring semesters; written evaluations to be submitted. Required of all senior environmental studies majors. Typically taken in addition to a normal four-course semester. *One credit hour for the year.* *Prerequisite:* Senior standing in environmental studies. COLE

**ES484s Honors in Environmental Studies** Majors approved for admission into the Environmental Studies Honors Program may elect this for the January Program or the spring semester. Requires research conducted under the guidance of a faculty member and focused on an approved topic leading to the writing of a thesis. A maximum of eight credits (including Environmental Studies 491 in the fall semester) may be earned in honors work. Upon successful completion of the thesis, an oral presentation, and all requirements for the major, the student will graduate "With Honors in Environmental Studies." *Prerequisite:* Senior standing and a 3.50 grade point average in the major at the end of the junior year or permission of the program. *One to four credit hours.* FACULTY

**ES491f, 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 studies major or minor. *One to four credit hours.* FACULTY

**ES493f Environmental Policy Practicum** An in-depth analysis of current issues and policies affecting the environment. Students work individually and collaboratively on a project with a common theme and are assigned unique roles as researchers, editors, and technical coordinators. Reading and discussion of primary literature is augmented with invited speakers, field trips, and student presentations. Section A has an international emphasis while section B focuses on domestic issues. *Prerequisite:* Senior standing as an environmental studies policy major. *Four credit hours.* NYHUS, REYNOLDS

**ES494f Problems in Environmental Science** Causes of and solutions to selected environmental problems are investigated through lectures, laboratory and fieldwork, discussions, and guest presentations. Focuses on completion of a group research project with methods used by private consulting firms and governmental agencies to investigate aquatic environmental problems such as eutrophication or the spread of invasive species. Research results are presented in a public forum at the end of the semester. Civic engagement component provides useful information to the community and the state, and gives students experience interacting with interested stakeholders. Skill development includes research, communication (both oral and written), and collaborative work skills. *Prerequisite:* Environmental Studies 271 and senior standing as a biology or environmental science major. *Five credit hours.* BRUESEWITZ

## FRENCH

*In the Department of French and Italian.*

**Chair, Professor Bénédicte Mauguière (French)**

*Professors Arthur Greenspan, Bénédicte Mauguière, and Adrianna Paliyenko; Assistant Professors Audrey Brunetaux, Valérie Dionne, Aurore Mroz, and Mouhamédoul Niang; Language Assistant Aurore Spiers*

*Unless otherwise specified, all courses are conducted in French.*

**Achievement Test:** If a student offers a foreign language for entrance credit and wishes to continue it in college, that student must either have taken the College Board SAT Subject test in the language or take the placement test during orientation.

The major in French studies promotes the acquisition of superior language skills while offering an opportunity to explore the richness of French and Francophone literatures and cultures. Emphasis is placed on developing the critical and analytical skills that enhance the appreciation of various forms of cultural production and on broadening and deepening students' understanding of values foreign to their own.

### Requirements for the Major in French Studies

Students must successfully complete a minimum of 10 courses in French, beginning at the 200 level, including French 231, 493, and two courses selected from 232, 233, 236, 238, 243, and 252. Among the courses at the 200 or 300 level selected for the major, either in the department or abroad, students are required to complete one course focused on Early Modern France and one course focused on the Francophone world. One course conducted in English in such departments as art, government, and history, in which the principal focus is France or Francophone countries, may be counted toward the major; it must be approved in advance. Majors must take at least one course in the department each semester. For students returning from foreign study, these courses must be numbered 300 or higher. Potential majors, and especially students beginning their French studies at the 100 level, should consult with the department chair during the first year to determine the appropriate sequence. Majors are required to spend at least one semester studying in a French-speaking country and are strongly encouraged to spend a full academic year. Three semester courses of transfer credit may be counted toward the major for a semester of study away from Colby, a maximum of five for a year.

The point scale for retention of the major is based on all French courses numbered above 127. No major requirement may be taken satisfactory/unsatisfactory.

### Honors in French

Majors may apply to write an honors thesis, which counts as one of the 10 courses required for the major. Formal application must be received no later than September 10 of the student's senior year and preferably by April 10 in the spring of the junior year. Students who successfully complete the honors thesis, including the oral defense, will graduate "With Honors in French."

## Course Offerings

**FR125fs 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 be introduced to the cultural contexts of the Francophone world. Use of audio and videotaped material is an integral and required part of classwork. Students are placed in the appropriate level by their score on the College Board French SAT Subject test, a placement test during fall orientation, or through consultation with a member of the faculty in French. *Four credit hours.* MROZ, PALIYENKO

**FR126fs French II** Strengthens and expands the four language skills introduced and practiced in French 125 by offering a learning environment conducive to the practice and development of writing, reading, listening, and oral performance. As language practice is closely tied to cultural understanding, features a number of authentic texts and contexts that foster linguistic competence while highlighting the diversified cultural contribution of the French and Francophone world. Develops critical thinking vis-a-vis language and culture through listening, reading, speaking, and writing, while attaining an appropriate level of fluency in all four skills and improving cultural literacy. *Four credit hours.* DIONNE, MAUGUIERE

**FR127fs French III** The last of the required language sequence (French 125-127) that develops communication skills in a careful progression over three semesters. In addition to working on the four traditional skills of speaking, comprehension, reading, and writing, students are encouraged to build their personal and cultural knowledge and to develop their critical-thinking skills through language learning. Students are placed in the appropriate level by their score on the College Board French SAT Subject test, a placement test during fall orientation, or through consultation with a member of the French faculty. *Four credit hours.* BRUNETAU, GREENSPAN

**FR127Jj French III (Paris)** The last of the required language sequence (French 125-127) that develops communication skills in a careful progression over three semesters. In addition to working on the four traditional skills of speaking, comprehension,



reading, and writing, students are encouraged to build their personal and cultural knowledge and to develop their critical-thinking skills through language learning. As students move towards greater fluency in French, they begin to do analytical work in the language. Students are also expected to adapt to an immersion environment. Estimated cost: \$3,030. *Prerequisite:* French 126 or equivalent. *Three credit hours.* DAVIES

**FR128fs French IV: Reading in Cultural Contexts** Builds reading skills and broadens cultural background through a wide variety of readings in French. Emphasis is on the texts and contexts of culture, whether in France, Quebec, or other Francophone areas such as Africa and the Caribbean. Continuing work in improving oral and written skills. *Prerequisite:* French 127. *Four credit hours.* L DIONNE, PALIYENKO

**FR131s Conversation and Composition** Designed specifically for students wishing to develop oral skills and to acquire an extensive modern vocabulary, with additional practice in writing short, weekly compositions. Preparation for further study of French. It will also improve their reading skills while fostering students' understanding of French culture and society. Through the exploration of a French contemporary novel and of French films, students acquire the skills to critique and interpret while engaging them in active thinking. *Prerequisite:* French 127 or a score of 60 on the College Board French SAT Subject Test or its equivalent on the placement test. *Four credit hours.* MAUGUIERE

**FR197f Critical Thinking Across Cultures** The ability to communicate the complexity of one's critical thoughts in writing is crucial to academic debates. While exploring questions of interculturality, students will practice their written English through weekly assignments and the completion of three critical writing projects. They will also engage in discussion about topics such as how to arbitrate cultural viewpoints, the different purposes and functions of writing, and the intercultural variations in producing an argument. *Four credit hours.* W1, I MROZ

**FR223s French Theater Workshop** Designed to develop oral skills and in-depth knowledge of a French play that will be interpreted and performed as a final project. In addition to working on traditional language skills—speaking, comprehension, and reading—students will be introduced to French theater. Weekly sessions include drama performance, pronunciation, and oral practice. Conducted entirely in French. *Prerequisite:* French 128 or French 131. *Two credit hours.* BRUNETAX

**FR231fs Advanced Grammar and Composition** Provides a comprehensive overview of French grammar through presentations of the overall structure and frequent practice in writing. Required of majors and open to others wishing to improve their written expression in French. *Prerequisite:* French 128 or 131 or 211D. *Four credit hours.* BRUNETAX, GREENSPAN

**FR232f Cultural History of France** Examination of the major events and movements in the cultural history of France from its origins in prehistory to the Dreyfus Affair, with emphasis on written documents such as laws, manifestos, letters, and decrees and on such visual documents as maps, monuments, paintings, symbols, film, and photography. Continued development of the ability to read, speak, and write in French, while also enhancing analytical skills. Required for French studies majors and recommended for global studies students. *Prerequisite:* French 128 or 131. *Four credit hours.* H DIONNE

**FR233s Contemporary France** Explores different aspects of contemporary French culture and current issues and debates taking place in France today. Looks at notions of French cultural identity and national citizenship and France's relations with its European neighbors and the rest of the world. Provides background information on various aspects of France, including political and social institutions, the economy, international relations, education, immigration, family, and daily life. French readings (texts and articles), audio and video materials, and student presentations will provide the context for discussion. Engages students in active thinking through forums and debates and will develop both their critical and analytical skills. *Prerequisite:* French 128 or 131. *Four credit hours.* BRUNETAX

**FR234fs 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 language assistant under the direction of a faculty member. May be repeated once for credit. Nongraded. *Prerequisite:* Acceptance in a study-abroad program in a French-speaking country. *One credit hour.* SPIERS

**[FR236] Introduction to the Francophone World: The Americas** The colonial and postcolonial French cultural legacy as it spread across North America among ethno-cultural groups in Quebec, Acadia, Maine, Manitoba, Ontario, and Louisiana. The cultural connection between Louisiana, Haïti, French Guiana and contemporary Francophone migrant literature is also examined. The course focuses on issues of cultural encounter, the concept of emerging literature, oral culture, linguistic identity and cultural survival, nationalism, history and mythology, race, gender, and diasporic cultural development. *Prerequisite:* French 128 or 131. *Four credit hours.* I

**[FR238] Introduction to the Francophone World: Africa** What does the term "Francophone" mean? Is it free from polemics? What is its history? Introduction to Africa from the 19th to the 21st century surveys many of the multifaceted cultural identities and histories of the former French-speaking colonies on the continent. Topics include colonization, politics, gender, language, the fight for independence, modernity and tradition, and the major literary movements in Francophone Africa. Course materials will include film, music, art, folktales, poetry, maps, newspaper articles, literary works, excerpts from scholarly texts, and films. *Prerequisite:* French 128 or 131. *Four credit hours.* I

**FR243f French Phonetics and Pronunciation** One of the main objectives of the French studies major is mastery of

near-native pronunciation. Students are given the opportunity to perfect their pronunciation of French vowels and consonants. Through the use of the International Phonetic Alphabet and the study of correlations between written and spoken language, students also learn correct syllabification, rhythm, and intonation in French. *Prerequisite:* French 128 or 131. *Four credit hours.* MROZ

**FR245s Translation Workshop** Introduction to translation from French into English (*version*) and from English into French (*thème*) using literary texts selected from 20th-century and contemporary Francophone authors. Students will discover new writers and will improve their reading, speaking, and writing skills through close examination of the differences between English and French. Nongraded. *Prerequisite:* French 231. *One credit hour.* SPIERS

**FR252s Provocative Texts: Engaging the World** 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." *Prerequisite:* French 128 or 131. *Four credit hours.* L, I PALIYENKO

**[FR332] Voices of Dissent in Early Modern France** An introduction to free-thinkers, libertines, and also the "Querelle des femmes." We shall consider great thinkers and provocative writers like Montaigne, Molière, Diderot, and Sade, who challenged religious and social norms in search of a more just society. Through close reading of texts, and discussion of their historical and cultural context, from the wars of religion to the French revolution, we will study how the writers dissimulate their controversial opinions, while advocating *liberté de pensée* in the face of fanaticism and dogmatic thinking. Concludes with Laclos's great book *Dangerous Liaisons*. *Prerequisite:* French 231 and at least one other 200-level course, preferably two. *Four credit hours.* L

**FR343s Decoding French and Francophone News** Further develops students' cultural awareness of the French and Francophone world via the study of contemporary news events that are representative of different cultural perspectives. Students will acquire the specific vocabulary, linguistic registers, and discursive structures of news and media in French and will thus be able to discuss key cultural issues. *Prerequisite:* French 231 and at least one other 200-level course, preferably two. *Four credit hours.* MROZ

**FR351s Minority Issues and Social Change in Francophone North America** Analysis of cultural productions from Quebec and Francophone America, focusing on issues of identity, language, immigration and nationalism as seen in contemporary fiction, poetry, theater, and film. *Prerequisite:* French 231 and at least one other 200-level course, preferably two. *Four credit hours.* L, I MAUGUIERE

**[FR354] Parisian Encounters: Great Loves, Grand Passions** An examination of the legacies of famous couples in 19th-century French history, privileging male genius in a fashion that reveals the sexual and racial selection of genius and exposes the weight of prejudice against creative women in French cultural history. We shall consider the impact of "great" couples during the long 19th century (1789-1914) and in our day, mapping and interrogating their legacies across a broad sweep of (colonial) history, the arts, letters, and science. *Prerequisite:* French 231 and at least one other 200-level course, preferably two. *Four credit hours.* H, I

**[FR356] Public and Private Life in 19th-Century France** Competing artistic and literary representations of public and private life in 19th-century France provide the framework for a retrospective exploration of the century as it was portrayed, and at the same time challenged, by the creative minds it produced. Through interdisciplinary works on collective memory, students study in depth the richly textured 19th century and gain skills in cultural analysis. Topics range from the *mal du siècle* to the *fin-de-siècle*, the sacred to the profane, the domestic to the commercial, the personal to the political, and the native to the foreign. *Prerequisite:* French 231 and at least one other 200-level course, preferably two. *Four credit hours.* L, I

**[FR358] Passionate Discontent: The 19th-Century Epidemic** Troubled by epidemic revolution and social instability, the 19th century in France generated a culture of malaise and a fascinating exchange of ideas among medicine, art, and literature. Our study of celebrated figures of disease—the anxious René, deluded Emma Bovary, and degenerate Thérèse Raquin among them—reveals how passionate discontent, which was traditionally associated with the genius of male Romantics, became a "female" malady and in turn a sign of racial degeneration. Topics include the gendering of diseases (such as neurasthenia and hysteria), class differences, and the "disease" of race. Non-French majors may write papers and examinations in English. *Prerequisite:* French 231 and at least one other 200-level course, preferably two. *Four credit hours.* L

**[FR361] Francophone Cultures and Literatures of the Indian Ocean** Explores the diversity of Indian Ocean island cultures and literatures written in French through selected writings from Mauritius, Madagascar, Reunion, the Seychelles, and the Comoros. Emphasis is on how issues of cultural hybridity, "metisage," "coolitude," space (especially insularity), myths, and history are reflected in literary texts and their role in the development of colonial and postcolonial identities and subjectivities. Readings include Ananda Devi, Natacha Appanah, Michele Rakotoson, Jacques Rabemananjara, Jean-Joseph Rabearivelo, Malcom de Chazal, Axel Gauvin, and Monique Agenor among others. *Prerequisite:* French 231 and at least one other 200-level course, preferably two. *Four credit hours.* I

**[FR370] Gender, Body, Space: Postcolonial Space in Francophone Africa** The transition from the colonial to the postcolonial in Francophone Africa changed how post-independence writers and filmmakers engage with space. These writers and filmmakers treat family and collective anthropological spaces in conjunction with the body and/or self. Through analysis of

novels, short stories, essays, and films from the 20th and 21st centuries, along with postcolonial concepts of hybridity, resistance, and the subaltern, we examine the politics and praxis of the body in space as it relates to gender, age, identity, ritualized performance, and belief systems. *Prerequisite:* French 231 and at least one other 200-level course, preferably two. *Four credit hours.* I

**[FR372] France and Africa** A comparison of the ways Africa is portrayed by French and African writers, artists, and filmmakers. Focusing on contemporary literature, but including discussions on film, video, and photography, explores how French artists and writers represent Africa in their works, and how Africans, in response, represent themselves. Given the history of colonization and cultural dominance south of the Sahara, how do native intellectuals articulate an African identity? Topics include otherness, exoticism, colonization, violence, identity, decolonization, and post-independence struggle. *Prerequisite:* French 231 and at least one other 200-level course, preferably two. *Four credit hours.* L, I

**[FR373] Writing of Place: Migration, Nationalism, and Memory** An exploration of themes of migration, nationalism, and memory through fictional works by authors from the Maghreb and sub-Saharan Francophone Africa living on the continent or in France. Focus is on the migrant experience and its impact on the writing and perception of place, as well as the advent of the nation in the 1960s and the nationalist discourse that serves as its backbone. The narrative of place will be emphasized along with the recent memorializing of the Rwandan genocide. Readings supplemented by theoretical works and films. Students will expand their knowledge and practice of French as it relates to postcolonial Francophone Africa. *Prerequisite:* French 231 and at least one other 200-level course, preferably two. *Four credit hours.* H, I

**[FR374] Rewriting Contemporary France in French Literature and Cinema** Explores the ways in which literary texts and films endeavor to criticize and reevaluate contemporary French society. How do Romain Gary, Annie Ernaux, Sarah Kofman, Rachid Djaïdani, Matthieu Kassovitz, Louis Malle, and many others challenge the idealistic image of France? A variety of materials—critical essays, documentaries, songs, films, and literary texts—provide the framework to understand such topics as immigration, racism, anti-Semitism and World War II, the place of women in society, the growing pains of childhood and adolescence, and the bourgeoisie. *Prerequisite:* French 231 and at least one other 200-level course, preferably two. *Four credit hours.* L, I

**[FR376] Shadows of the Past: Remembering Vichy France and the Holocaust** The Holocaust and the Nazi occupation left an indelible mark on the French national psyche. This interdisciplinary course explores how writers, filmmakers, and artists represent the Holocaust. Through discussions, presentations, and written assignments, students acquire the skills to critique and interpret historical documents, Holocaust memoirs, and films. They develop and improve their language skills while deepening their understanding of French history and culture. Meetings with Holocaust survivors and visits to Holocaust memorials complement the course material and engage students in active thinking. *Prerequisite:* French 231 and at least one other 200-level course, preferably two. *Four credit hours.* L, I

**FR378f French Revolution: Liberty, Equality, Fraternity, or Death** The French Revolution ushered in the modern world through the concepts of freedom, equality, and fraternity. We will hone critical skills by analyzing the development of those concepts during the Enlightenment, focusing especially on the questions of natural (human) rights and tolerance in Voltaire, Rousseau, Montesquieu, Beaumarchais, and Condorcet. We will hone communication skills while examining the consequences of those concepts, interrogating the justification for revolutionary terror, discussing whether the French Revolution was a success or a failure, and considering controversial figures like Marie-Antoinette, Robespierre, and Marat. *Prerequisite:* French 231 and at least one other 200-level course, preferably two. *Four credit hours.* H DIONNE

**FR398s French Cinema: The Classics** The great classics of French film across the ages. Films will be studied for their cinematic coherence, their place in the history of cinema, and their use as vehicles for raising issues, challenging ambient values and perceptions, and communicating fundamental human truths. Conducted in French, but non-majors may write papers in English. *Prerequisite:* French 231 and at least one other 200-level course, preferably two. *Four credit hours.* GREENSPAN

**FR483f, 484s Senior Honors Thesis** The senior honors thesis counts as one of the 10 courses required for the major. The thesis, written in French, is to be a substantial study of a carefully defined 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

**FR491f, 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

**FR493Af The Other French Empire, Then and Now** The French, trailing behind the British, abolished slave trade in 1815 and slavery in 1848. Paradoxically, beginning in 1850 French colonial expansion was dramatic; by 1914 France possessed the second-largest colonial empire in the world. How one remembers this legacy—produced and recorded in diverse circles linking arts, letters, and sciences—depends on where one stands. Drawing on minds of the 19th, 20th, and 21st centuries, we shall engage the French colonial project, then and now, to understand a past that is ever present. *Prerequisite:* Senior standing as a French studies major and permission of the instructor. *Four credit hours.* PALIYENKO

**FR493Bf Two World Wars in French Film from 1945 to Today** Explores how World War I and II have been portrayed in French cinema from 1945 to the present. During the 20th century, cinema developed a complex relationship to historical events. Through a variety of film genres, we will examine the impact of war on shaping film and the power of film on shaping our memory of war. Each film will be approached as the product of a particular socio-historical context. Emphasis placed on critical analysis of

films (including film form and language). Discussions and debates are informed by theoretical readings and supplementary material, such as graphic novels and songs. *Prerequisite:* Senior standing as a French studies major and permission of the instructor. *Four credit hours.* BRUNETAX

## **GEOLOGY**

**Chair,** Professor W. Herbert Wilson Jr. (Biology)

*Professors Robert Gastaldo and Robert Nelson; Assistant Professor Walter (Bill) Sullivan; Visiting Assistant Professor Bruce Rueger; Visiting Instructor Mary Kosloski*

If you are interested in planet Earth—how it developed its present features and what may happen to it in the future, how it functions as a complex physical and chemical system and why we should care, where life originated and how and why our planet supports us, how the environment works and how what we do affects the world around us—a major in geology may be right for you.

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 (XRD) for determining mineral identities, various geophysical instruments, research-grade stereo and petrographic microscopes, and Logitech-equipped rock preparation. The department houses the College's scanning electron microscope (SEM) equipped with energy dispersive X-ray fluorescence, as well as specialized equipment for student and faculty research. Additional research equipment, shared with other departments in the Division of Natural Sciences, includes a C,H,N,O, S elemental analyzer and the *Colby Compass*, a research boat equipped with an array of instrumentation from which real-time environmental analyses and studies can be conducted.

Colby's setting provides an intriguing and exciting area for field study, allowing students to integrate 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, and such opportunities are offered routinely during the summer by departmental faculty at Colby and abroad.

Fieldwork is an integral part of many courses and introduces students to various 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, the classic Joggins and Brule localities in Nova Scotia, and late Paleozoic rocks of New Brunswick. The department also provides off-campus international experiences, including study in Bermuda.

The department offers two 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 consult regularly with their advisor in selecting courses appropriate for meeting their goals of post-graduation employment or graduate studies.

### **Requirements for the Major in Geoscience**

Geology 141 or 146; four fundamental core courses that include 225, 231, 251, and 254; two geology elective courses (that are 200-level or higher and may include one course in mathematics, physics, chemistry, biology, or GIS), three credits of Geology 391, and three hours of independent study (491 or 492); Mathematics 122; Chemistry 141; and one additional laboratory science course in chemistry, biology, or physics.

### **Requirements for the Major in Geology**

This curriculum is designed for those students interested in pursuing a pre-professional degree program. The requirements are Geology 141 or 146; four core courses that include 225, 231, 251, and 254; four geology elective courses (numbered 200-level or higher and may include a course in mathematics, physics, chemistry, biology, or GIS), three credits of Geology 391, and three hours of independent study (491 or 492); Chemistry 141; one two-semester sequence of chemistry, physics, or biology; Mathematics 122. Students should consult one of the major advisors in the first and second years regarding election of languages and other Colby required courses.

### **Requirements for Honors in Geology**

This program involves a substantial research component in the student's senior year, with no fewer than six hours of credit elected in research activities. Participation in the honors program requires a 3.5 GPA in the major by the end of the junior year before a faculty sponsor can consider the project. The honors program involves presentation of a research proposal to a faculty committee early in the fall semester, submission of a midterm progress report, drafting of introductory sections before January, and submission of a full draft manuscript for committee review by spring break. Satisfactory progress will result in credit for Geology 483 and 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 the geosciences. 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 or 146, and four geology courses selected from courses numbered 225 and above.

## Course Offerings

**[GE111] Geology of National Parks** Using America's National Parks as a venue, students will learn how the North American continent has evolved over vast amounts of time as it has been subjected to a variety of geologic processes. In the national park setting students will investigate these processes and learn how they have shaped what exists today and why each park has been set aside as sanctuary. Students will be exposed to the scientific method and how geologists study the Earth, its materials, and its processes. They will also appreciate the history of selected parks, how they came to be, and their impact on society. Students who have already received credit for Geology 141 or 146 cannot subsequently receive credit for 111; however, students taking 111 in January are not barred from subsequently taking either 141 or 146 for credit. *Three credit hours.* **N**

**[GE115] Extinction: Earth's Lessons** Students will learn the processes responsible for the fossil record; evolution and evolutionary theory; the use of paleontological data to understand ecological response to climate change, perturbation, and extinction mechanisms; and how deep time lessons scale to a planet dominated by man. They will gain a conceptual framework for how to acquire, analyze, and assess deep time biodiversity trends; increase their written and oral communication skills; develop constructive critical thinking and argumentation; and learn the fundamentals of discovery, evaluation, and use of appropriate resources. *Prerequisite:* First-year standing. *Four credit hours.* **N,W1**

**[GE129] Geology of Islands** Explores the geological and biological origins of islands as physical entities. Students will come to appreciate the many diverse processes that create and maintain islands, as well as the significance of islands in the world around us, including their influence on surrounding marine environments and how they are in turn influenced by those marine environments. The Galapagos Islands in particular have played a pivotal role in the development of scientific thinking since the 19th century, and they will be a focus of study. Part of the three-course Integrated Studies 129 cluster, "Islands in the Sun." *Prerequisite:* Concurrent enrollment in Biology 129 and English 129. (Elect IS129.) *Four credit hours.* **N**

**GE141fs Earth and Environment** The geosciences encompass the study of the Earth, its formation, its history, the processes that continue to shape it today, and our interaction with it. Students learn (1) how Earth processes operate, how they shape the environment we live in, and how they can affect people; (2) where Earth resources come from, the impacts of using these resources, and how we can reduce these impacts; and (3) the methods we use to understand these processes and impacts. Additionally, the course improves students' critical-thinking and data-analysis skills. Students who have already received credit for GE141 cannot subsequently receive credit for GE151; students taking GE151 in January, however, are not barred from subsequently taking GE141 for credit. *Four credit hours.* **N,Lb** RUEGER, SULLIVAN

**GE146fs Deciphering Earth History** The Earth's history, from galactic and planetary origins through today. Major concepts include basic plate tectonics, geologic or "deep" time, fossils, sedimentary systems, and evolutionary theory. Students will gain insight into the interrelated nature of the biological, chemical, and physical world and the ways in which the planet and its environments have changed and operated over the past 4.6 billion years. Designed for those with no prior geologic background. Lecture and laboratory. Credit cannot be earned for both this course and Geology 142. *Four credit hours.* **N,Lb** KOSLOSKI, NELSON

**GE151j Introduction to Volcanoes and Volcanology** Volcanoes have been critical in the formation of the Earth, our atmosphere, and oceans and remain integral factors in the lives of billions around the globe. Students learn (1) how Earth processes operate, how volcanic processes shaped local, regional, and global environments, and how they affected human history and will affect humankind in the future; (2) methods scientists use to understand these processes and impacts; and (3) that despite potential destruction of human infrastructure, volcanic eruptions produce benefits too. Students who have already received credit for GE141 cannot subsequently receive credit for GE151; students taking GE151 in January, however, are not barred from subsequently taking GE141 for credit. *Three credit hours.* **N** NELSON

**GE153j Meteorology** Using text and real-time data, students discover how the basic principles of meteorology are used to understand weather systems and learn how to forecast weather patterns using these principles. A field trip allows those enrolled to interact with working meteorologists and discuss how forecasts are made for the public and private sectors. Students present their own meteorological research efforts, demonstrating their understanding of the principles and practices presented during Jan Plan. Satisfies the non-lab science requirement. *Three credit hours.* **N** EPSTEIN

**GE198s Geology of Natural Hazards** "Civilization exists by geological consent, subject to change without notice." - Will Durant (1946). Students will (1) gain a geologic perspective on human civilization through an understanding of natural hazards (e.g., earthquakes, volcanoes, landslides, floods, asteroid impacts) and factors that control hazard risk and vulnerability (e.g., population density, climate change); (2) examine historic and recent natural disasters, analyze the causes and effects, and evaluate the likelihood of their recurrence; and (3) appreciate active Earth processes including plate tectonics, hydrologic cycle, ocean and atmosphere circulation and climate, and how these interact to create some of the most dramatic and devastating phenomena that humans experience. *Three credit hours.* **N** PATWARDHAN

**GE225s Mineralogy** Introduces students to the methods geologists use to identify minerals and the geologic environments in which they form. Students will gain experience using the petrographic microscope, powder X-ray diffractometer, and scanning electron microscope to identify major rock-forming minerals. Students will develop interpersonal, critical-thinking, and communication skills that enable them to discuss the chemical and physical processes controlling mineral formation. Concepts learned serve as the foundation for subsequent upper-level geology courses. *Prerequisite:* Geology 141, 142, or 146, and Chemistry 141 (may be taken concurrently). *Four credit hours.* PATWARDHAN

**GE231f Structural Geology** Structural geologists study the geometry of geologic structures such as faults and folds, how these structures form, their significance to the geologic history of an area, and their relationship to plate-tectonic motions. Enables students to (1) evaluate a suite of geologic structures to draw conclusions about their formation and significance, (2) apply basic structural-analysis techniques to solve problems in a variety of geoscience disciplines, and (3) develop the three-dimensional thinking skills needed to evaluate subsurface geology using two-dimensional, surficial data sets. Aims to improve students' graphical and written communication skills and data collection and recording skills. *Prerequisite:* Geology 141, 142, or 146. *Four credit hours.* SULLIVAN

**GE251f The Record of Life on Earth** Using original research as an educational platform, students learn how to acquire and assess scientific data, to reference and synthesize primary literature, and to justify their arguments and conclusions in both written and oral forms. Provides a greater understanding of the processes responsible for a fossil record, its classification, the use of these data in evolutionary theory, the dynamics of individuals and populations or organisms over space and time, and the application of paleontological data to understanding ecological response to climate change, perturbation, and extinction mechanisms. Lecture and laboratory. *Prerequisite:* Geology 141, 142, 146 or one year of biology. *Four credit hours.* KOSLOSKI

**GE254s Principles of Geomorphology** Geomorphology is the study of the Earth and all its surficial expression and the continuing evolution of the planet as climate-dictated surface processes seek to remold the underlying solid Earth. Students learn the processes at work in the breakdown of rocks into soils and how mountains, valleys, and all the other myriad landforms of the Earth originated, at a range of scales from millimeters to tens of kilometers. Through understanding of the processes at play in these origins, interpretations of the origin of extraterrestrial landforms becomes possible as well. *Prerequisite:* Geology 141, 142, or 146. *Four credit hours.* NELSON

**GE279j Geology of Bermuda** Students will learn how the island of Bermuda, subjected to a variety of geologic processes, has evolved over the past two million years. They will be exposed to the scientific method and how geologists study the Earth, its materials, and its processes. During field and laboratory observations, students will investigate how organisms, including humans, and sedimentary processes have shaped Bermuda; how sediment is formed, moved, consolidated, and lithified; and the interrelationships between geology and biology. They will gain an appreciation of the complexities of living on an island and the anthropogenic impacts on a fragile ecosystem. *Prerequisite:* Geology 131, 141, 142, or 146. *Three credit hours.* RUEGER

**[GE331] Plate Tectonics** Primary-literature-synthesis course that guides students through the topic of plate tectonics from the development of the theory to some modern-day theories on crustal growth and plate-boundary processes. Students will be able to (1) piece together a broad-scale interpretation of the evolution of a plate boundary using data and interpretations gleaned from the primary scientific literature and (2) use basic thermochronologic, geophysical, geological, and geospatial data sets to interpret plate boundaries. Improving students' verbal and written communication skills while providing an experience in accessing, reading, and assimilating scientific literature. *Prerequisite:* Geology 231. *Four credit hours.*

**[GE332] Igneous and Metamorphic Petrology** Teaches students to identify igneous and metamorphic rocks and to understand the physical and chemical processes responsible for their formation. Students learn how to use and evaluate a variety of data sets, and they develop skills using a petrographic microscope and the Scanning Electron Microscope (SEM). They also develop interpersonal, critical-thinking, and communication skills that enable them to discuss petrologic processes in the broader geologic context of tectonic setting. *Prerequisite:* Geology 225. *Four credit hours.*

**GE334s Mountain Belts** The anatomy and analysis of collisional mountain belts. Students will learn to (1) piece together a broad-scale interpretation of the evolution of a collisional mountain belt using data and interpretations gleaned from the primary scientific literature and (2) apply modern microstructural and macrostructural techniques used to understand the deformation history of mountain belts. Also aims to improve oral and written communication skills and provide experience in accessing, reading, and assimilating scientific literature. Previously offered as Geology 398. *Prerequisite:* Geology 231 *Four credit hours.* SULLIVAN

**GE354f Glacial and Quaternary Geology** An understanding of the causes of glaciation, mechanics of glacier formation, flow and transport, the resulting sedimentary facies and landforms (both erosional and depositional), and the history of glaciation on a North American and global scale. In the latter half of the course, students delve into the professional literature to come to understand the broad outline of what is known of the glacial history of Maine; multiple field trips are taken to key localities where students can experience and study sites and features covered in readings and classroom discussions. *Prerequisite:* Geology 254. *Four credit hours.* NELSON

**[GE356] Sedimentation and Stratigraphy** A workshop designed to teach students how to apply sedimentary rocks to

interpret Earth's stratigraphic record, and develop a fundamental understanding of sediments and resulting rock types found in Earth's sedimentary successions. Use of these classification schemes builds a knowledge of process-based models that reflect features found in common environments in which these sediment types occur. Models are applied to select examples in the stratigraphic record in which physical and remote-sensed (petrophysical) data are introduced and used to interpret past Earth conditions. Students will be able to evaluate the sedimentary rock record over space and time using presently accepted approaches and models. *Prerequisite:* Geology 225. *Four credit hours.*

**[GE361] Topics in Geochemistry** Uses lecture and primary literature to provide a quantitative skill set students can use to evaluate geologic processes on Earth, Moon, Mars, or asteroids. Radiogenic isotopes, stable isotopes, and trace elements are used to unravel salient problems in geology, such as the chemical evolution of the Earth through geologic time. Laboratory component emphasizes data analysis for multiple geochemical systems using computer-based programs. Students will learn to read, critique, and discuss primary literature as it applies to a variety of geochemical problems. Previously offered as Geology 397 (fall 2009). *Prerequisite:* Geology 225. *Four credit hours.*

**[GE372] Quaternary Paleocology** Directed research. Students will extract and learn how to identify pollen, plant macrofossils, and insect remains from a fresh research site. Students will gain an understanding of the usefulness of these organic remains in recent sediments to understand past environments and past climates, using what is known of modern ecological requirements of organisms to reconstruct the environment that existed at a site when a particular suite of sediments was deposited. Other groups of organisms may be covered if they are found and time allows. Techniques and skills developed are applicable in paleobiology, geology, and archeology. *Prerequisite:* Geology 142 and Chemistry 141; Geology 251 or Biology 271 is recommended. *Four credit hours.*

**GE391fs Geology Seminar** Paper discussions and presentations from invited guest lecturers on topics of current interest in all areas of the geosciences. Majors must complete three seminars during their course of study. Nongraded. *One credit hour.* NELSON, SULLIVAN

**GE397f Geologic Environments in the Marine Realm** An understanding of marine depositional environments in a variety of settings from shallow shelf to abyssal plain and from near shore to open ocean. Also, an analysis of sediment production by weathering and erosion, marine invertebrates, and seawater to interpret depositional environment. Includes an understanding of the formation of ocean basins and marine topographic features and of the oceanic and atmospheric circulation patterns on the transport of sediment in the marine realm. Anthropogenic impact on the ocean environment will also be considered. *Prerequisite:* Biology 163, Environmental Studies 118, Geology 141, 142, or 146. *Three credit hours.* N RUEGER

**GE398s Conservation Paleobiology** Modern conservation efforts are hampered by our lack of baseline data for pre-disturbance ecological conditions. We will explore how paleontological data and methodology can be applied to help set restoration targets and inform conservation practices. Students will become aware of the range of information that can be gathered from the geohistorical record, and the unique contributions of this record to increasing our ability to recognize conservation issues, interpret past environmental and ecological conditions, and study human impacts on organismal abundance and evolution. *Prerequisite:* Biology 131 or 164 or Geology 146. *Four credit hours.* N,Lb KOSLOSKI

**GE483f, 484s Senior Honors Project** A culminating, research-intensive experience in which students engage in an original project with the expectation that results will be of significantly high caliber to warrant publication after review by committee. The final written report will be in a selected journal format, and project results will be presented formally in a professional context. Students should consult with major advisors during their junior year to learn about on-campus and off-campus opportunities and experiences that can be used in preparation for undertaking an honors program. *Prerequisite:* Permission of the instructor. *Three or four credit hours.* FACULTY

**GE491f, 492s Independent Study** A culminating, independent research experience that involves the application of skills learned in both field- and laboratory-based course work prior to enrollment. Each student will undertake an original investigation into some aspect of a geosciences problem at various scales. A final written report (see requirements for Honors in Geology option) and formal presentation in a professional context result in the successful completion of this course. Students should consult with major advisors during their junior year to learn about on-campus and off-campus opportunities and experiences that can be used in preparation for independent study. *Prerequisite:* Permission of the instructor. *One to four credit hours.* FACULTY

## GERMAN

*In the Department of German and Russian.*

**Chair, Associate Professor Arne Koch (German)**

*Associate Professor Arne Koch; Assistant Professor Cyrus Shahan; Language Assistant Tala Frootan*

The German program emphasizes the acquisition of superior skills in the German language as the basis for the study of the literatures and cultures of the German-speaking world. Unless otherwise noted, all courses are taught in German as students continue to hone their skills in reading, writing, speaking, and listening. Upper-level courses provide training in close reading and

analysis of literary and cultural texts in order to further students' understanding of a culture different from their own. Students at all levels explore literature and film alongside culture and politics as well as history and contemporary affairs.

Majors in German studies are *encouraged* to study their entire junior year in a German-speaking country; majors and minors are *expected* to spend at least one semester abroad. Study-abroad options include approved programs in Berlin, Munich, Freiburg, Regensburg, Tübingen, and Vienna. The German faculty welcomes inquiries from students regarding the different programs and the one-semester and full-year options.

The major in German studies and the German minor provide excellent preparation for students who wish to pursue German-related grant opportunities, employment in international companies and organizations, or careers in government or academics.

### **Requirements for the Major in German Studies**

The major in German studies requires 10 semester courses: six courses taught in German numbered above 127 including a 200-, a 300-, and a 400-level course and four additional courses chosen from the German curriculum, taken abroad, or from courses with a substantial German component in departments such as Art, Government, History, Music and Philosophy. Once declared, all majors must take at least one course in the German program each semester they are on campus until graduation.

### **Requirements for the German Minor**

The minor in German requires five courses in the German program numbered above 126 including a 200- and a 300-level course. Students who enter the program at the intermediate or advanced level should consult with their advisor in German regarding course selection.

The following statements also apply:

- The point scale for retention of the major and the minor is based on all required and approved courses numbered above German 127 for the major and German 126 for the minor.
- No major requirement may be taken satisfactory/unsatisfactory.
- Transfer of credits for courses from other institutions, including study abroad, will be evaluated by the advisor in German on an individual basis.
- Teacher Certification: Students desiring certification for teaching German should consult the faculty in German and in the Education Program.

### **Courses Approved for the Major in German Studies**

#### *Art*

- 331 Art of the Renaissance in Northern Europe
- 351 European Art, 1780-1880

#### *Cinema Studies*

- 142 Introduction to Cinema Studies

#### *English*

- 271 Critical Theory

#### *Government*

- 259 European Politics
- 266 German Politics
- 344 Post-Communist Transformations
- 435 Seminar: Memory and Politics

#### *History*

- 111 The West from Antiquity to 1618
- 112 Survey of Modern Europe
- 224 Germany and Europe, 1871-1945
- 321 The First World War
- 421 Debating the Nazi Past

#### *Music*

- 121 *Entartete Musik*: Degenerate Music
- 242 Music History II
- 341 Music History III

#### *Philosophy*



- 240 Ethics on the Continent: From Kant to Levinas
- 314 Karl Marx and Marxist Philosophical Thought
- 355 Kant and German Idealism
- 359 19th-Century Philosophy

#### *Religious Studies*

- 182 Jews and Judaism in the Modern World

#### *Sociology*

- 215 Classical Sociological Theory

## Course Offerings

**GM120f Gaga and Kafka: Writing the Self** Why does Lady Gaga have a tattoo of a letter written by German modernist author Rainer Maria Rilke? Why is a letter that Franz Kafka wrote to his father published as a piece of literature? Through stories, pamphlets, music, and philosophical texts we investigate voices, forms, and content as the means through which authors make public their political, religious, or gendered identity. We uncover the continuities between writing the self today—via 140-character tweets or the choicest picture on Facebook—and the writings that have made literary stars or political martyrs of authors past. Conducted in English. *Four credit hours.* L,W1 SHAHAN

**GM125f Elementary German I** Introductory course for students with little or no previous knowledge of German. Development of all four skills: listening, speaking, reading, and writing. Communicative and interactive acquisition of grammar and vocabulary via study of contemporary life in the German-speaking countries. Audiovisual materials and integrated multimedia accompany textbook instruction. *Four credit hours.* A. KOCH

**GM126s Elementary German II** Continuation of Elementary German I to further develop the skills of listening, speaking, reading, and writing. Communicative and interactive acquisition of grammar and vocabulary via study of contemporary life in the German-speaking countries. Audiovisual materials accompany textbook instruction and integrated multimedia. *Prerequisite:* German 125 or appropriate score on the German placement exam. *Four credit hours.* SHAHAN

**GM127f Intermediate German I: Structures in Cultural Contexts** Grammar review at the intermediate level with continued practice of speaking and listening skills, readings and interactive communication based on topics from German culture and literature, emphasis on practical uses of the language. First introduction to extended readings and writings in German via cultural contexts. *Prerequisite:* German 126 or appropriate score on the German placement exam. *Four credit hours.* SHAHAN

**GM128s Intermediate German II: Readings in Cultural Contexts** Continuation of Intermediate German I. Practice and review of written and oral communication skills emphasizing formation of correct, idiomatic structures. Strives to build reading skills and to introduce a variety of cultural ideas and contexts through selection of literary and cultural readings/viewings in German. Preparation for transition to in-depth study in a variety of areas of German studies. *Prerequisite:* German 127 or appropriate score on the German placement exam. *Four credit hours.* A. KOCH

**GM129f Conversation Group** Review and practice for students at the intermediate level. A selection of written, visual, and audio German language and culture sources will provide the basis for discussion and conversation. Conducted in German. Does not count toward the language requirement or the German major and minor. May be repeated for credit. Nongraded. *Prerequisite:* German 126. *One credit hour.* FOROOTAN

**GM130s Conversation Group** Review and practice for students at the intermediate level. A selection of written, visual, and audio German language and culture sources will provide the basis for discussion and conversation. Conducted in German. Does not count toward the language requirement or the German major and minor. May be repeated for credit. *Prerequisite:* German 127 or, with permission, concurrent enrollment in German 126. Nongraded. *One credit hour.* FOROOTAN

**GM151j Dungeons and Dragons: The Middle Ages in German Literature (in English)** A selection of readings from the Middle Ages to the present. Particular focus on representations of medieval popular topics such as knightly adventures, magic, and voyaging, as well as changing cultural notions of class, gender, and love. Poetry and prose readings, alongside selections of popular operatic and filmic adaptations. Conducted in English. *Three credit hours.* L H. KOCH

**GM231f Introduction to German Studies** This first course beyond the language sequence continues the emphasis on composition and conversation, as well as on oral presentations of research. Introduction to German Studies through examination of social and historical developments from the age of Luther to Germany's unification in 1990 as reflected in literature, art, politics, and philosophy. Emphasis on analysis of aesthetic and intellectual accomplishments representative of major periods in German, Austrian, and Swiss history. *Prerequisite:* German 128. *Four credit hours.* A. KOCH

**[GM234] German Culture Through Film** An introduction and exploration of German culture through analysis of German-language cinema from its inception in the 1890s through the post-unified cinema of the present. Focus of popular and

avant-garde films and notions of mass culture, education, propaganda, entertainment, and identity formation. Conducted in German. *Prerequisite:* German 128. *Four credit hours.*

**[GM237] The German Fairy Tale in Popular Culture (in English)** Fairy tales permeate our culture on every level. Our fascination with *Cinderella* and *Snow White* are but two cases that help us understand how we think about ourselves and the world around us. Examines the role of the fairy tale (folktales, romantic variations, and Disney versions alike) in the construction of culture along with their adaptations in the media, comics, literature, art, and film. In analyzing the historical and social development of fairy tales as a genre, students are introduced to methods of literary analysis and cultural criticism. Counts toward the German major. Open to first-year students. Conducted in English. *Four credit hours.* L

**[GM252] Mission Impossible: Multicultural German Literature and Film (in English)** Introduction to German-speaking literature and film by writers and filmmakers of African (Ayim, Oguntoye), Japanese (Tawada), Jewish (Celan, Honigmann), Romanian (Müller, Wagner), Russian (Kaminer), and Turkish (Özdamar, Zaimoglu, Akin) backgrounds. Emphasis on contemporary literature, with background readings from the Enlightenment through the present. Examination of creative approaches to issues of migration, exile, and globalization, with focus on language politics, identity formation, gender, history and memory, and the multicultural city. Counts toward the German major or minor. Open to first-year students. Conducted in English. *Four credit hours.* L, I

**GM297f Business German** Introduces students to the language and practice of business German. Students study the economic geography of German-speaking Europe, advertising strategies, marketing, management, banking, personnel relations, trade, and other topics relevant to business in Germany. Emphasis on developing correspondence and communication skills in a business environment. Students will register for the WiDaF test administered at the end of the semester. Conducted in German. *Prerequisite:* German 128. *Three or four credit hours.* A. KOCH

**GM298s Comedy in Theory and Practice** What spawns laughter on German-speaking stages? The genre of comedy is explored through major dramatists from the 17th to 20th century, including Lessing, Tieck, Kleist, Zuckmayer, Brecht, and Jelinek. Students will study forms, techniques, and theories of comedy and drama and relate each play to its broader cultural and political contexts. Weekly response papers, short critical essays, and a semester research paper. A part of the students' final projects consists of a performance of a one-act play or of a scene from one of the plays. Conducted in German. *Prerequisite:* German 128. *Four credit hours.* A. KOCH

**GM329f Current Topics** An informal weekly meeting for students at the advanced level for conversation practice. Source materials include newspaper and magazine articles, contemporary German film, television broadcasts and podcasts, along with other media. Conducted in German. Does not count toward the language requirement or the German major or minor. May be repeated for credit. *Prerequisite:* German 128. Nongraded. *One credit hour.* FOROOTAN

**GM330s Current Topics** An informal weekly meeting for students at the advanced level for conversation practice. Source materials include newspaper and magazine articles, contemporary German film, television broadcasts and podcasts, along with other media. Conducted in German. Does not count toward the language requirement or the German major or minor. May be repeated for credit. *Prerequisite:* A 200-level German course. Nongraded. *One credit hour.* FOROOTAN

**[GM368] Sex, Madness, and Transgression** A selection of texts from the Age of Goethe through the present, each prominently featuring the representation of acts of transgression: social, mental, or sexual. One of our guiding questions will therefore be how and for what purpose literature deals with cultural, political, and sexual norms and deviations. Texts include Büchner's *Woyzeck*, Schnitzler's *Reigen*, Dürrenmatt's *Das Versprechen*, Böll's *Katharina Blum*, and Jelinek's *Die Klavierspielerin*, as well as a number of theoretical sources. Conducted in German. *Prerequisite:* A 200-level German course. *Four credit hours.* L

**GM397f Loose Canons** Introduces students to selections of representative authors and cultural texts from the Middle Ages to the 21st century; examines, at the same time, cultural implications and domination of literary canons. Focus on close and critical reading skills as well as examination of social and historical developments. A continuation of the practice of conversation and composition, as primary texts are read side by side with secondary and theoretical writings. Assignments include weekly response papers, short critical essays, student presentations, and a semester research paper. Conducted in German. *Prerequisite:* A 200-level German course. *Four credit hours.* A. KOCH

**GM491f, 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

**GM493s Seminar: Ideologies and Identities** Critically assesses ways German art and culture engage with ideologies and questions of personal, cultural, and political concepts of identity. Among key ideas, the persistent "German question," along with notions of *Heimat*, regional and transnational belonging, gender, language politics, class, race. Discussions based on representative readings (poetry, prose, and drama), forms of artistic expression (music, visual art, and film), theory and secondary literature from the Enlightenment through the present-day Berlin Republic. Students write weekly response papers and short critical essays, participate in a writing workshop, complete a final research paper in German, and present research findings in a public symposium. *Prerequisite:* A 300-level German course and senior standing. *Four credit hours.* SHAHAN

# GLOBAL STUDIES

**Director, Professor Jennifer Yoder**

**Advisory Committee:** Professors Patrice Franko (Economics and Global Studies), Paul Josephson (History), Bénédicte Mauguère (French), Mary Beth Mills (Anthropology), Kenneth Rodman (Government), Raffael Scheck (History), James Webb (History), and Jennifer Yoder (Government and Global Studies); Associate Professors Ben Fallaw (Latin American Studies), Andreas Waldkirch (Economics), and Hong Zhang (East Asian Studies); Assistant Professors Valérie Dionne (French), Maple Razsa (Global Studies), Cyrus Shahan (German), and Guillermo Vuletin (Economics); Faculty Fellow Elsa Fan

## Requirements for the Major in Global Studies

Up to 14 courses, including the five courses that constitute the core curriculum; three courses focusing on cultures and places; three courses related to themes in global studies; and one senior seminar or appropriate independent study (Global Studies 491 or 492). 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 anthropology, Chinese, East Asian studies, economics, environmental studies, French studies, German studies, government, history, Italian, Japanese, Latin American studies, Russian, or Spanish. 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 global 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 Cultures and Places Component

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

### Africa:

<i>Anthropology</i>	237 Ethnographies of Africa 341 Culture, Mobility, Identity: Encounters in the African Diaspora 398 Religion and Social Change in Contemporary America
<i>French</i>	238 Introduction to the Francophone World: Africa 361 Francophone Cultures and Literatures of the Indian Ocean 372 France and Africa
<i>History</i>	364 Environmental and Health History in Africa

### Asia:

<i>Anthropology</i>	239 Southeast Asian Cultures and Societies 339 Asian Pacific Modernities
<i>Art</i>	273 The Arts of China
<i>East Asian Studies</i>	152 Introduction to East Asia from the 18th Century to Modern Times 231 The Chinese Novel: Vignettes of Life in Imperial China 240 Japanese Animation: Sensitivity to Differences 251 Gender Politics in Chinese Drama and Film 252 Hell on Earth? Chinese Writers on Modern Chinese Society

	257 From Communism to Consumerism
	261 Japanese Language and Culture
	298A Politics of Satire and Humor in Modern China
	332 Masterpieces: Modern Japanese Novels
	353 Globalization and Human Rights in China
<i>Economics</i>	298 The Economic Rise and Future of China
<i>Government</i>	256 Conflict in East Asia
	355 Winners and Losers in Chinese Politics
	356 Winners and Losers in Japanese Politics
<i>History</i>	250 History of Modern China
	298B Introduction to Korean History and Culture
<i>Religious Studies</i>	117 Passage to India: India and the Western Imagination
	211 Religions of India
	212 Religions of China, Japan, and Tibet
	312 South Asian Women at the Crossroads: Tradition and Modernity
	317 Sikhism: Scripture, Sacred Music, and Art
	319 Bollywood and Beyond: South Asian Religions Through Film

## **Europe and Russia:**

<i>French</i>	232 Cultural History of France
	233 Contemporary France
	236 Introduction to the Francophone World: The Americas
	238 Introduction to the Francophone World: Africa
	252 Provocative Texts: Engaging the World
	332 Voices of Dissent in Early Modern France
	343 Decoding French and Francophone News
	351 Minority Issues and Social Change in Francophone North America
	354 Parisian Encounters: Great Loves, Grand Passions
	358 Passionate Discontent: The 19th-Century Epidemic
	372 France and Africa
	376 Shadows of the Past: Remembering Vichy France and the Holocaust
	378 French Revolution: Liberty, Equality, Fraternity, or Death
	398A French Cinema: The Classics
	493 Seminar (when appropriate)
<i>German</i>	231 Introduction to German Studies
	234 German Culture Through Film
	237 The German Fairy Tale in Popular Culture
	368 Sex, Madness, and Transgression
	397 Loose Canons
<i>Global Studies</i>	451 Ethnicity, Nationalism, and the State in Europe
<i>Government</i>	243 Politics of Subnational Culture and Identity in Europe
	259 European Politics
	266 German Politics
	354 The European Union
	359 Political Ideologies and Revolutionary Movements in Europe
<i>History</i>	112 A Survey of Modern Europe
	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
	321 The First World War
	322 Europe and the Second World War

	327 Daily Life Under Stalin
	421 Debating the Nazi Past
	445 Nuclear Madness
<i>Italian</i>	262 Outsiders, Losers, Rejects: Topics in Italian Cultural Studies
<i>Religious Studies</i>	258 Religion and Literature in Modern Ireland
<i>Russian</i>	231 Topics in 19th-Century Russian Literature
	232 Topics in 20th-Century Russian Literature
	237 Gamblers, Madmen, and Murderers
	346 20th-Century Russian Poetry
	425 20th-Century Short Works
	426 The 19th-Century Russian Novel
	427 Re-Imaging Russia: Cinema and Russian Society 1986-2009
	428 The 20th-Century Russian Novel
<i>Spanish</i>	266 Language of Spanish Cinema
	351 Ideology and Ethics in Spanish Golden Age Literature
	352 Don Quijote
	371 The Colonial Experience: European and Amerindian Responses
	397A Good Wife: Politics of Marriage in Early Modern Spanish
	397B The Diasporic Imagination: Cubans Beyond Cuba
	398 Censorship and Comedy in Spain

### **Latin America:**

<i>Anthropology</i>	231 Caribbean Cultures
	297B Latin American Ethnographies
<i>Economics</i>	214 Economic Policy and Performance in Contemporary Latin America
<i>French</i>	236 Introduction to the Francophone World: The Americas
<i>Government</i>	253 Latin American Politics
	297 Mexican Politics
	335 United States-Latin American Relations
<i>Latin American Studies</i>	173 History of Latin America
	174 Introduction to Latin American Studies
	274 Race, Religion, and Frontiers in Iberian-American Colonization
	275 Strongmen and Populism in Modern Spain and Latin America
	277 History of the Maya from 200 B.C.
	298 History of the Southern Cone
	473 Seminar: Historical Roots of Violence in Modern Latin America
<i>Spanish</i>	265 The Short Novel in Spanish America
	266 Language of Spanish Cinema
	273 Contemporary Spanish-American Short Story
	354 Detectives and Spies: Forms of Popular Culture in Spanish-American Fiction
	371 The Colonial Experience: European and Amerindian Responses

### **The Middle East:**

<i>Anthropology</i>	246 Engaging Muslim Worlds
	264 China in Transition: An Anthropological Account
<i>Government</i>	251 Israelis and Palestinians: Conflict and Accommodation
	252 Politics of the Middle East
	358 Comparative Arab Politics

<i>History</i>	184 History of the Modern Middle East 285 Foundation of Islam 381 Women and Gender in Islam 389 History of Iran
<i>Religious Studies</i>	182 Jews and Judaism in the Modern World

**Courses Approved to Fulfill the Theme Component**

Courses must be drawn from at least two different disciplines.

<i>Anthropology</i>	236 Illegal Drugs, Law, and the State 244 Anthropology of Religion 256 Land, Food, Culture, and Power 258 Anthropology, History, Memory 297B Language in Culture and Society 298A Anthropological Perspective on Science and Religion 373 The Anthropology of Gender and Sexuality 397B Global Humanitarianism
<i>Economics</i>	214 Economic Policy and Performance in Contemporary Latin America 231 Environmental and Natural Resource Economics 271 International Economic Integration 273 Economics of Globalization 335 Topics in Economic Development 373 Open-Economy Macroeconomics 378 International Trade 471 Multinational Corporations
<i>Environmental Studies</i>	234 International Environmental Policy 340 Conflict, Negotiation, and Environmental Justice 346 Global Food Policy 366 The Environment and Human Health
<i>Global Studies</i>	211 Human Rights and Social Struggles in Global Perspective 352 Internationalism: From Socialism to the World Social Forum 437 Media, Culture, and the Political Imagination 451 Ethnicity, Nationalism, and the State of Europe
<i>Government</i>	231 U.S. Foreign Policy: The Cold War 238 Politics of War Crime Tribunals 251 Israelis and Palestinians: Conflict and Accommodation 263 Democracy Assistance 331 Business and American Foreign Policy 332 International Organization 335 United States-Latin American Relations 344 Post-Communist Transformations 354 The European Union 357 Political Economy of Regionalism 359 Political Ideologies and Revolutionary Movements in Europe 432 U.S. Foreign Policy 435 Memory and Politics 451 Political Violence 454 Politics of Development: State, Society, and Markets
<i>History</i>	321 The First World War 322 Europe and the Second World War 347 America in Vietnam

	364 Environmental and Health History of Africa
	381 Women and Gender in Islam
	394 Ecological History
	446 Global Health History
	447 The Cold War
STS	358 Climbing the Oil Peak
<i>Women's, Gender, and Sexuality Studies</i>	298 Global Perspectives on Politicized Religion and Gender
	397B Gender and Human Rights

### **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 for concentrations.

<i>Anthropology</i>	462 Global Mobilities: Movements, Modernities, Citizenships
	474 Anthropology as Public Engagement
<i>Economics</i>	471 Multinational Corporations
	477 Currency, Banking, and Debt Crises
<i>Environmental Studies</i>	493 Environmental Policy Practicum (if topic is appropriate*)
<i>Global Studies</i>	437 Media, Culture, and the Political Imagination
	451 Ethnicity, Nationalism, and the State in Europe
<i>Government</i>	432 U.S. Foreign Policy
	435 Memory and Politics
	451 Political Violence
	454 Politics of Development: State, Society, and Markets
<i>History</i>	414 History of Fear in Europe
	421 Debating the Nazi Past
	445 Nuclear Madness
	446 Global Health History
	447 The Cold War
	461 History and Development of Islamic law
	472 Daily Life under Krushchev
<i>Latin American Studies</i>	473 Historical Roots of Violence in Modern Latin America
	497 Gender, Sexuality, and the Body in Latin American 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 also will be expected to enroll in Global Studies 491 or 492 (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 (Global Studies 491 or 492) to fulfill the senior requirement.

*Note:* Some courses are listed under two or three categories; with the exception of counting courses toward the concentration or a second major (if students have a relevant double major or minor [see above]), no single course can be used to satisfy more than one requirement. A minor must have four freestanding courses not required for the major. 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 in Global 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 Global Studies." To be eligible, a student must have a grade point average of 3.5 or better in the major at the time of graduation and should submit a statement of intent to the program director by May 1 of the junior year. Students will register for a semester-long workshop on writing honors proposals in the fall; the final deadline for submission of a completed honors thesis proposal is the first Friday in October. See the Global Studies Handbook (online) for further information about procedures, including midyear evaluation and deadline for completion of the thesis.

### **Requirements for Concentrations**

Majors are required to complete a concentration unless they have a double major or minor in anthropology, Chinese, East Asian studies, economics, environmental studies, French studies, German studies, government, history, Italian, Japanese, Latin American

studies, Russian, or Spanish. Students may propose an independent concentration. Concentrations should be declared by the spring of the sophomore year. Students may elect more than one concentration.

### **Concentrations Focusing on Cultures and Places**

A concentration focusing on cultures and places requires completion of the following:

- Four courses dealing with a specific region or cultural grouping such as Francophone Africa. Courses appropriate to each region are listed above under the cultures and places 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 cultural 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.

### **Thematic Concentrations**

Four tracks have been established for thematic concentrations:

- International Relations/Foreign Policy
- International Economic Policy
- Development Studies
- Human Rights/Social Justice

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 global 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) in addition to four of the courses listed below, two of which should be from the Government Department and one from the Economics Department. Introduction to American Government is strongly encouraged as an additional course.

<i>Economics</i>	273 Economics of Globalization
	335 Topics in Economic Development
	378 International Trade
<i>Government</i>	231 U.S. Foreign Policy: The Cold War
	238 Politics of War Crime Tribunals
	256 Conflict in East Asia
	263 Democracy Assistance
	332 International Organization
	335 United States-Latin American Relations
	354 The European Union
	357 Political Economy of Regionalism
	359 Political Ideologies and Revolutionary Movements in Europe
	432 U.S. Foreign Policy
	435 Memory and Politics
<i>History</i>	322 Europe and the Second World War
	347 America in Vietnam
	447 The Cold War
<i>Latin American Studies</i>	275 Strongmen and Populism in Modern Spain and Latin America

#### **International Economic Policy**

Students must take a relevant senior seminar (or senior paper) and take four of the courses listed below; one must be outside of economics and two must be in economics:

<i>Anthropology</i>	256 Land, Food, Culture, and Power
<i>Economics</i>	214 Economic Policy and Performance in Contemporary Latin America
	271 International Economic Integration
	273 Economics of Globalization
	335 Topics in Economic Development
	373 Open-Economy Macroeconomics
	378 International Trade



	471 Multinational Corporations
<i>Government</i>	332 International Organization
	354 The European Union
	357 Political Economy of Regionalism
<i>History</i>	364 Environmental and Health History in Africa

### 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, one from Economics 214, 292 or 294, and one outside of anthropology and economics:

<i>Anthropology</i>	256 Land, Food, Culture, and Power
	264 China in Transition: An Anthropological Account
<i>Economics</i>	214 Economic Policy and Performance in Contemporary Latin America
	298 The Economic Rise and Future of China
	335 Topics in Economic Development
	378 International Trade
	471 Multinational Corporations
<i>French</i>	372 France and Africa
<i>Global Studies</i>	297 Global Health and Human Rights
	352 Internationalism: From Socialism to the World Social
<i>Government</i>	252 Politics of the Middle East
	253 Latin American Politics
	263 Democracy Assistance
	451 Political Violence
	454 Politics of Development: State, Society, and Markets
<i>History</i>	364 Environmental and Health History in Africa
	394 Ecological History
<i>Sociology</i>	274 Social Inequality and Power

### Human Rights/Social Justice

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 236, Government 333, Global Studies 211, Sociology 274.

<i>Anthropology</i>	236 Illegal Drugs, Law, and the State
	256 Land, Food, Culture, and Power
	341 Culture, Mobility, Identity: Encounters in the African Diaspora
	397B Global Humanitarianism
<i>Environmental Studies</i>	366 The Environment and Human Health
<i>Global Studies</i>	211 Human Rights and Social Struggles in Global Perspective
	235 International Environmental Human Rights
	297 Global Health and Human Rights
	352 Internationalism: From Socialism to the World Social Forum
	437 Media, Culture, and the Political Imagination
<i>Government</i>	272* Modern Political Theory
	355 Winners and Losers in Chinese Politics
	356 Winners and Losers in Japanese Politics
	451 Political Violence
<i>Sociology</i>	252 Race, Ethnicity, and Society
	274* Social Inequality and Power
	298 Global Perspectives on Politicized Religion and Gender
<i>Women's, Gender, and Sexuality Studies</i>	311* Feminist Theory

## Course Offerings

**GS111f Human Rights in Global Perspective** Offered by Colby's Oak Human Rights Fellow, an examination of the struggle for peace and justice in South Africa with close attention to the violence that kills many young men and the patriarchy that subjugates young women. How did the Truth and Reconciliation work in South Africa, and more recently in Sierra Leone. How are communities coping with youth violence? What are they doing about "ukuthwala" (abductions for forced marriage)? Nongraded. Optional practicum for an additional credit. *Prerequisite:* Sophomore or higher standing. *One credit hour.* NHLENGETWA

**GS211j Human Rights and Social Struggles in Global Perspective** Human rights have become one of the primary frameworks for understanding justice and injustice in the world today. Anthropology, however, with its longstanding commitments to exploring diversity and highlighting social inequalities, has often been uneasy with the universalism of human rights advocacy. A critical examination of such issues as relativism, women's and indigenous rights, and genocide. Involves a significant service learning component centered on the Oak Human Rights Fellowship. Students research candidates, develop reports, compare candidates, and nominate finalists to the selection committee. Assignments include written and oral modes of analysis. Strong emphasis on discussion and collaborative debate. *Prerequisite:* Anthropology 112 and sophomore or higher standing. *Three credit hours.* FAN

**[GS214] Economic Policy and Performance in Contemporary Latin America** Listed as Economics 214. *Prerequisite:* Economics 133 and 134. *Four credit hours.* I

**[GS243] Politics of Subnational Culture and Identity in Europe** Listed as Government 243. *Three credit hours.* I

**GS273s Economics of Globalization** Listed as Economics 273. *Prerequisite:* Economics 133 and 134. *Four credit hours.* LEE

**GS297f Global Health and Human Rights** Explores how human rights discourse is mobilized in medical humanitarian interventions across different ethnographic contexts. Students will interrogate how this discourse is invoked, the intended and unintended outcomes emerging from such interventions, and the politics and ethics that undergird their deployment. We will examine how to understand health as a human right and how to reconcile intersecting discourses that call these rights into question. Focus will be on disentangling the ethics, politics, institutions, and practices that constitute medical humanitarianism, and the implications for claiming human rights. *Prerequisite:* Anthropology 112. *Four credit hours.* FAN

**[GS352] Internationalism: From Socialism to the World Social Forum** Since the founding of the International Workingmen's Association in 1864, social movements have established numerous transnational organizations. International solidarity has, nonetheless, often proven susceptible to national antagonisms, most famously in the trenches of World War I. Considers the historical genealogy of today's international movements and their complex relationships to the modern nation-state. Case studies may include labor, anarchist, anticolonial, and indigenous struggles, the World Social Forum, as well as transnational advocacy networks. Assignments include written and oral modes of analysis. Strong emphasis on discussion and collaborative debate. Previously listed as International Studies 397. *Prerequisite:* Anthropology 112. *Four credit hours.* S

**GS397f Global Humanitarianism** Listed as Anthropology 397. *Four credit hours.* HALVORSON

**GS435s Seminar: Memory and Politics** Listed as Government 435. *Four credit hours.* YODER

**[GS437] Media, Culture, and the Political Imagination** Due largely to a surge of work by political filmmakers—from Moore to Gore—documentary film has recently reentered theaters and the popular consciousness after decades of relative neglect. Drawing on literature from cinema studies, visual anthropology, political theory, and social history, we trace the political documentary tradition from its origins in the 1920s. We interrogate evolving notions of political community at different historical junctures and their relationship to formal, aesthetic, as well as collaborative innovation within the documentary tradition from colonialism to grassroots globalization. Assignments include written, oral, and visual modes of analysis; strong emphasis on discussion and collaborative debate. *Prerequisite:* Anthropology 112 and senior standing. *Four credit hours.*

**[GS451] Ethnicity, Nationalism, and the State in Europe** Though the modern nation-state was unknown prior to the 18th century, it is now difficult to imagine life outside its framework of social and political organization. Critically reviews social scientific theories of ethnicity, nationalism, and the state. Examines dynamics of state formation, ethnic conflict, and nationalist revival in Europe. While drawing extensively on ethnographies, emphasizes the interdisciplinary study of the recent transformation of European politics through globalization, migration, and integration. Assignments include written and oral modes of analysis; strong emphasis on discussion and collaborative debate. *Prerequisite:* Anthropology 112, one other course on Europe, senior standing, and permission of the instructor. *Four credit hours.*

**GS483f, 484s Honors in Global Studies** A year-long research project for senior majors, resulting in a written thesis to be publicly presented and defended. *Prerequisite:* A 3.40 grade point average and permission of the advisory committee. *Four credit hours.* FACULTY

**GS483J** Honors in Global Studies      *Noncredit.* YODER

**GS491f, 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

**GS498s** Non-Governmental Organizations in the Global Arena      The proliferation of non-governmental organizations around the world has inspired new ways of thinking about the relationship between the state, citizenry, associations, and globalization. The increasing presence of NGOs, especially in certain sectors (global health, humanitarianism, development) has enabled new linkages to be forged across multiple scales (individual, state, nation, development). We will turn our attention to exploring the specific practices that NGOs enact, how and in what contexts these acts are mobilized, and the power relations implicit in these interactions, focusing on deconstructing the people, practices, and values that constitute NGOs.      *Prerequisite:* A 200-level anthropology course.      *Four credit hours.* FAN

## GOVERNMENT

**Chair, Associate Professor Joseph Reisert**

*Professors Anthony Corrado, Guilain Denoëux, G. Calvin Mackenzie, L. Sandy Maisel, Kenneth Rodman, and Jennifer Yoder; Associate Professors Walter Hatch and Joseph Reisert; Visiting Instructor Saul Sandoval Perea*

The Department of Government is a community of teachers and students dedicated to the study of politics, defined as the contest for and exercise of power.

At the conclusion of their course of study, majors in government should know (a) the major theoretical arguments about the nature and purpose of political communities, (b) the salient features and the strengths and weaknesses of various political systems and the reasons for those strengths and weaknesses, and (c) the principal theoretical frameworks for understanding the causes of international cooperation and conflict.

Our graduates will demonstrate the ability (a) to think critically and creatively, (b) to conduct political science research systematically, identifying and evaluating different sources of information and evidence, and (c) to communicate effectively the results of that research.

### Requirements for the Major in Government

Fulfillment of the government major requires successful completion of 10 courses in government, including: Government 111, 131, 171; at least one "regional gateway" and one "thematic" course in comparative politics; and a 400-level senior seminar. The regional gateway courses include Government 251, 252, 253, 256, and 259; the thematic courses include Government 243, 263 (taught as 398C in 2010), 344 (taught as 398A in 2010), 354, 357, and 359. A writing project meeting the department's guidelines is also required.

Government majors should complete all of the required 100-level courses by the end of their sophomore year. Note that beginning with the Class of 2014 the only 100-level government courses that may be counted for the major are the required introductory courses. Students with a score of 5 on the Advanced Placement examination in U.S. Government and Politics may elect to substitute a 200- or 300-level course in American Politics for Government 111.

Among the courses counted toward the government major, all of the required, introductory 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 including independent studies) must be taken at Colby. Students with AP credit who place out of Government 111 must take at least four 200- or 300-level courses at Colby.

Courses transferred from other institutions 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.

To satisfy the departmental writing requirement, students must complete a major original research project of 20 pages or more or make a contribution to a group research project judged by the supervising faculty member to be equivalent to a conventional 20-page research paper. The writing project can be a major research paper assigned as part of a course or the product of a freestanding independent study.

No government major may take any government course satisfactory/unsatisfactory; only courses in which a grade of C- or better is received may be counted as part of the major. No requirement for the government major may be waived without written permission of the department chair.

### The Senior Thesis and Honors in Government

For those students who intend to pursue the study of government in more depth, the department offers a senior thesis program

that emphasizes substantial independent research under the close guidance of one or two members of the faculty. Students considering the thesis program are strongly encouraged to enroll in Government 281 during their sophomore or junior year. Students seeking admission to the senior thesis program are expected to seek approval of a sponsor and the department chair before the conclusion of their junior year. Students whose theses are judged worthy of honors by the department faculty will graduate "With Honors in Government." Further information is available from the department chair and on the department's website.

Introductory courses at the 100-level are normally limited to 50 students, 200- and 300-level courses to 25 students, and 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.

## Course Offerings

**GO111fs 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. Focus on the methodologies of political science as tools for expanding understanding of political phenomena and behavior. Credit cannot be earned for both Government 111 and 115. *Four credit hours.* **S, U** MACKENZIE, SHEA

**[GO113] Overview of the U.S. Legal System** A discussion-oriented study of constitutional, criminal, and civil law, through readings, legal research, outside speakers, attending court, and visiting a maximum-security prison. Some field trips last all day. The fourth meeting of the week may vary between Thursday and Friday, depending on speaker availability. *Three credit hours.*

**[GO115] Great Issues in Contemporary American Government** Controversial issues such as environmental policy or tax policy divide the American public and decision makers on a recurring basis. An introduction to the institutions of American government through the lens of these issues. Students will explore the linkages between citizens and government, the effectiveness of the electoral process as a means of resolving policy debates, and the checks and balances inherent in our system as each issue is examined. They will learn how to write about issues in a variety of formats, e.g., newspaper articles, speeches, and research papers, and how to make effective oral presentations. Credit cannot be earned for both Government 111 and 115. *Four credit hours.* **S,W1**

**GO116j News Literacy** An exploration of various news media—traditional newspapers, online news organizations, blogs, network television, cable outlets, and others—seeking to understand how news is gathered and how the media differ in terms of news gathering techniques, emphasis on fairness and reliability, and interpretation. *Three credit hours.* OFFER

**GO131fs Introduction to International Relations** An introduction to the basic concepts and theories of international relations, focusing primarily on the core issues of war and peace as they have evolved in the international system, as well as the prospects for cooperation through international institutions to address issues such as human rights, nuclear proliferation, the world economy, and the global environment. *Four credit hours.* **S** RODMAN

**GO171fs Introduction to Political Theory** What is the nature and purpose of a political community? What is freedom? What is justice? How do such ideals relate to the design and functioning of political institutions? Political theory is the subfield within political science that addresses these and related normative and methodologically foundational questions. Introduction to classic works of political theory by Aristotle, Hobbes, Locke, Rousseau, Marx, and Mill. Students will demonstrate their understanding of the primary texts and their ability to formulate original arguments in political theory by means of papers and exams; class sessions are conducted as a mixture of lecture and discussion. *Four credit hours.* **S, I** CORRADO, REISERT

**GO210s Interest-Group Politics** Examines the role and behavior of organized interest groups in American politics. Provides students with opportunities to develop their substantive knowledge of group behavior, to develop their writing skills through the completion of an independent research paper, and to develop their oral communication skills. *Four credit hours.* CORRADO

**GO211s The American Presidency** The organization, powers, and actions of the executive branch of the American government examined in historical and contemporary perspective. Students will use the tools and methodologies of political science to assess the modern presidency and its incumbents. *Prerequisite:* Government 111 or 115, and sophomore or higher standing. *Four credit hours.* **U** MACKENZIE

**[GO214] Parties and the Electoral Process** An exploration of the electoral process in the United States, emphasizing the historical development of American parties and elections, the legal and constitutional contexts in which they exist, the practical aspects of modern campaigns, and the democratic values inherent in our electoral system and those of other nations. *Prerequisite:* Government 111 and sophomore or higher standing. *Four credit hours.*

**[GO216] Political Rhetoric** An introduction to the theory and practice of political rhetoric through the study of historically significant political speeches and the composition and delivery of original addresses, including intensive practice in persuasive writing and public speaking. Topics include the moral status of rhetoric and the identification and use of rhetorical figures and modes of persuasion. Works studied include the funeral oration of Pericles, speeches from Shakespeare such as Antony's subversive "Friends, Romans, countrymen," Lincoln's Gettysburg Address, and King's "I Have a Dream." For the culminating

exercise, students will compose and deliver their own political speeches. *Three credit hours.*

**[GO231] U.S. 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.*

**GO238f Politics of War Crime Tribunals** Examines the politics of establishing tribunals to hold individuals criminally accountable for genocide and other atrocity crimes, from the Nuremberg and Tokyo trials after World War II through the International Criminal Court. Central questions involve the nature of post-conflict justice, the degree to which international legal bodies are insulated from or influenced by politics, and the impact of prosecution on transitions from war and dictatorship to peace and democracy. Academic and legal analysis combined with simulated court proceedings. Areas of application include South Africa's Truth and Reconciliation Commission, the Milosevic trial, the Pinochet extradition hearing, and issues surrounding Guantanamo and Abu Ghraib. *Four credit hours.* **S** RODMAN

**[GO243] Politics of Subnational Culture and Identity in Europe** Examines the varieties of regional identities, social movements, and political parties in Europe. Explores questions such as, "Where are regional identities the strongest and why?" Considers whether the rise of regional movements and the devolution of power in many countries challenge the primacy of the nation-state in Europe. To what extent is the European Union a "Europe of the regions," where subnational political actors can find new opportunities to shape the political agenda? *Three credit hours.* **I**

**GO251s Israelis and Palestinians: Conflict and Accommodation** An examination of the roots, evolution, and changing dynamics of the conflict between Israelis and Palestinians. Focuses on key historical junctures, from the British mandate over Palestine, through the "Oslo Process" and its collapse, to the new situation created by the events of the past few years including Hamas's victory in the parliamentary elections of January 2006, the Hezbollah-Israel war of July-August 2006, the growing divide between the West Bank and Gaza, and Israel's military assault on Gaza in December 2008-January 2009. Some attention is paid to media coverage of, and U.S. policy toward, the conflict. Fulfills the "regional gateway" requirement. *Prerequisite:* Sophomore or higher standing. *Four credit hours.* **S,I** DENOEUX

**GO252f Politics of the Middle East** An introduction to politics in the Middle East. Provides essential historical background, analyzes the socioeconomic and cultural context in which Middle Eastern politics takes place, examines the relationship between Islam and politics, and presents the most salient challenges faced by the region. Explores the roots and dynamics of authoritarianism in the region and delves into recent and ongoing efforts at political and economic reform in selected Arab countries. Topics selected for special attention include the resiliency and adaptability of authoritarian regimes in that part of the world, failed Arab democratization experiments and what can be learned from them, and key impediments to substantive democratization. Fulfills the "regional gateway" requirement. *Prerequisite:* Sophomore or higher standing. *Four credit hours.* **I** DENOEUX

**GO253f Latin American Politics** An introduction to the political development of Latin America. Discussion of key ideas about economic development, authoritarianism, revolution and, in particular, democracy. Includes a look at the work of some of the most important political analysts writing about Latin America today. Employs both multidisciplinary and disciplinary approaches to examine key political issues in Latin American politics. The main objective is to develop analytical and critical-thinking skills as well as the ability to think comparatively about political problems. Fulfills the "regional gateway" requirement. *Four credit hours.* **I** SANDOVAL PEREA

**[GO256] Conflict in East Asia** Introduces the domestic politics and foreign policies of nations/territories in East Asia, then pushes students to apply what they have learned to three specific cases of international conflict in Northeast Asia: the political status of Taiwan, competing memories of World War II, and the nuclear crisis on the Korean peninsula. A survey in which students learn about the countries of this region, about the volatile mix of fears and aspirations, and also how to think more deeply, communicate more effectively, and collaborate more successfully. Fulfills the "regional gateway" requirement. *Four credit hours.* **S,I**

**GO259s European Politics** Examines the development of European political systems and their institutional arrangements, specifically how particular political arrangements may affect policymaking and implementation. Also explores several important questions and debates in European politics. Exposes students to a variety of viewpoints and, through a range of class assignments, helps students sharpen their research, analysis, writing, and oral presentation skills. Fulfills the "regional gateway" requirement. *Four credit hours.* YODER

**GO263f Democracy Assistance** An introduction to the field of democracy assistance, taught from a practitioner's perspective. Students are exposed to key concepts, analytical frameworks, and techniques used by donors. Examines the main issues and debates in the field, the challenges and pitfalls specific to this craft, and what may be learned from both the successes and failures encountered by development professionals who have sought to support democratic forces abroad. Debates over the legitimacy, effectiveness, and evolving role of democracy promotion in U.S. foreign policy will be examined. Fulfills the "thematic" requirement. *Four credit hours.* **S,I** DENOEUX

**GO266j German Politics** Examination of the political system of the Federal Republic of Germany, culminating in a discussion of the September 2009 parliamentary elections. Explores the German political parties, leaders, and policy debates central to the election. Students participate in a simulation of the negotiations to form a coalition government. Allows students to compare the German and American electorates, election campaign processes, and electoral and party systems. *Three credit hours.* YODER

**GO271s Classical Political Theory** An introduction to the political thought of classical antiquity, including the works of Thucydides, Xenophon, Plato, Aristotle, and Cicero. Topics include the nature of justice, the merits of direct democracy and other institutional forms, and the attributes of the ideal leader. Students will demonstrate their understanding of the primary texts and their ability to formulate original arguments in political theory by means of papers and exams; class sessions are conducted as a mixture of lecture and discussion. *Prerequisite:* Government 171 or Philosophy 211. *Four credit hours.* REISERT

**[GO272] Modern Political Theory** A survey of major works by Machiavelli, Hobbes, Locke, Rousseau, Kant, Hegel, and Nietzsche. Modern understanding of the social contract, the individual, and the state; psychology; religion and politics; knowledge and political power; and the definition of freedom. *Prerequisite:* Government 171. *Four credit hours.* I

**GO273f American Political Thought** A survey of fundamental principles of American political thought as presented in the writings of such authors as Hamilton, Jefferson, Lincoln, and Roosevelt. General themes include the notion of republican government, concepts of liberty and equality, and the role of property in democratic society. Designed to provide students with an opportunity to develop critical-thinking and writing skills. *Four credit hours.* CORRADO

**GO274s Intellectual Roots of Modern Conservatism** Diverse intellectual sources of the contemporary conservative movement in America, Edmund Burke to present. What does it mean to be a conservative? How (if at all) do conservative conceptions of man and society differ from liberal or "radical" visions? What (if any) is the relationship between conservative ideas and religion? How do multiple strands of conservative thought relate to one another? Readings from Burke, Thomas Carlyle, Benjamin Disraeli, Herbert Spencer, Michael Oakeshott, Friedrich Hayek, Russell Kirk, others. Assignments include short analyses of readings, in-class presentations, two longer analytical papers, and an exam (or a long research paper). Previously offered as Government 298. *Prerequisite:* Government 171. *Four credit hours.* REISERT

**GO281s Concepts and Methods of Political Science Research** An introduction to a variety of approaches to the study of political phenomena, intended to prepare students to craft and complete more-sophisticated research projects in political science. After discussion of the nature and aims of scientific inquiry and the general features of effective research design, focus is on two broad methodological perspectives: explanation and interpretation. Within the former, topics covered include hypothesis testing and statistical analysis; within the latter, topics include the problem of historical truth, symbolic representation, and discourse analysis. Assignments will include response papers, problem sets, and exams. *Prerequisite:* Permission of the instructor. *Four credit hours.* Q SANDOVAL PEREA

**GO297f Mexican Politics** A survey of the formation of the Mexican political system from colonial times to the present. Topics include the impacts of colonialism on Mexico's political structures and Mexico's post-revolutionary politics. Contemporary issues include the most pressing concerns Mexico faces under the new democratic stage such as crime, inequality, the rule of law, and bilateral relations with the United States. Main goals are to critically assess the evolution and functioning of the Mexican political system and identify the most challenging domestic and international factors that may harm Mexico's prospects of democratic consolidation. *Four credit hours.* SANDOVAL PEREA

**GO297Jj Comparative Law: U.S. and Cuban Legal Systems** Students will develop an understanding of the strengths and weaknesses of legal and governmental systems which are based upon fundamentally different principles. Initially, in Maine, we will study the U.S. legal system through lectures, readings, observing court proceedings, and meetings with judges. The focus will then shift to the Cuban governmental and legal systems with a necessary introduction to Cuban geography, history, and culture. This study will continue as we travel to Miami for two nights and then to Havana and environs for 9 days. Students will then return to Maine and complete a written assignment. Cost: \$3,425. Deposit due October 5th. *Prerequisite:* Government 111, 113, Colby Latin American Studies courses, AP Government, AP History, or equivalent; and approval of the instructor. *Three credit hours.* LEE

**GO298s Media and Politics** A normative and descriptive exploration of the role played by the media in American politics. Among questions addressed: In what ways do the different news media and kinds of coverage influence the democratic process? Is concentrated media ownership a threat to democracy? Does the shape of the media affect the way citizens interact with government? How might the rise of "new media" alter the duties and responsibilities of democratic citizenship. Students will explore these issues through class-based active learning exercises and will articulate their findings in exams, papers, and presentations. *Prerequisite:* Government 111 or 115. *Four credit hours.* SHEA

**GO313f Federalism in American Constitutional Law** An examination of constitutional debates that have defined the structure and powers of the modern national government. Topics include constitutional interpretation; the operation and desirability (or not) of judicial review; the scope of the states' police powers in relation to congressional power; the conflict between economic rights and the modern regulatory state; and powers of the president, especially in times of terrorism, emergency, and war. Readings include U.S. Supreme Court decisions and related documents as well as secondary works in political science and law. Assignments include case briefs, class participation, papers, simulations (e.g., moot courts), and exams. *Prerequisite:* Government 111 or 115. *Four credit hours.* U REISERT

**[GO314] Civil Liberties in American Constitutional Law** An examination of legal, moral, and philosophical controversies involving rights and liberties arising under the Bill of Rights and the 14th Amendment. Topics include the nature of rights and theories of constitutional interpretation; the right to the free exercise of religion and the establishment clause; 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 include U.S. Supreme Court cases and related works of moral and political philosophy. *Prerequisite:* Government 111 or 115. *Four credit hours.* **U**

**[GO316] Presidential Electoral Politics** The procedural and electoral environment of presidential elections and the strategies employed in presidential campaigns by candidates, party organizations, and political committees. Topics include campaign communication strategies, media coverage of elections, and recent controversies associated with the voting process, with a focus on the current or most recent election. *Prerequisite:* Government 111 or 115. *Four credit hours.*

**GO317f The Policymaking Process** The policymaking 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 policymaking at the national level in the U.S. government. *Prerequisite:* Government 111 or 115. *Four credit hours.* **U** MACKENZIE

**[GO318] Money and Politics** The role of money in the political process and the policy debates on various campaign finance reform alternatives. Formerly offered as Government 419. *Prerequisite:* Government 111 or 115. *Four credit hours.*

**[GO320] 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 115. *Four credit hours.* **U**

**[GO331] Business and American Foreign Policy** Examination of competing theories about the relationship between business and the state in the conduct of foreign policy. The relevance of these theories will be tested vis-à-vis cases of Cold War interventionism, East-West trade, economic sanctions, trade policy, the role of international banking, the arms industry, and the oil companies. *Prerequisite:* Government 131. *Four credit hours.*

**GO332f 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.* RODMAN

**[GO335] U.S.-Latin American Relations** The evolving relationship between Latin America and the United States. Analysis will focus on the continuities and changes in U.S. policy toward Latin America as well as Latin American perceptions and policies toward the United States. Special attention to post-Cold War issues such as the war on drugs, democracy promotion, international migration, hemispheric trade, financial crises, crime, and terrorism. *Prerequisite:* Government 131 or 253. *Four credit hours.*

**GO344f Post-Communist Transformations** Examines the rise and fall of communism in Russia and Eastern Europe. Offers analysis of the post-communist political, economic, and social transformation processes. Fulfills the "thematic" requirement. *Prerequisite:* At least one government course. *Four credit hours.* YODER

**[GO354] The European Union** How should we understand the European Union? Is it a regional trade bloc, an international organization, or even a state—and, if so, what kind? Is it, as some have suggested, a superpower on par with the United States? If it is as significant as many attest, what are the implications for the primacy of nation-states and national sovereignty? A detailed and critical understanding of what the EU is and how it works. Through a variety of assignments, students analyze the design, construction, and operation of the new institutions of governance in Europe. Fulfills the "thematic" requirement. *Prerequisite:* Government 131. *Four credit hours.*

**[GO355] Winners and Losers in Chinese Politics** An exploration of contemporary Chinese politics, especially the political and social fallout from post-Mao economic reforms. *Four credit hours.*

**[GO356] Winners and Losers in Japanese Politics** An exploration of Japanese politics, with a focus on the evolving struggle between traditional insiders (such as government bureaucrats and corporate executives) and traditional outsiders (such as labor unions and housewives). *Four credit hours.*

**[GO357] Political Economy of Regionalism** Comparative analysis of economic and political integration in three regions: Europe (the EU), North America (NAFTA), and Asia. Why do states agree to give up some sovereignty by cooperating on regional projects? Why do these projects vary so much from region to region? Fulfills the "thematic" requirement. *Four credit hours.*

**GO358s Comparative Arab Politics** Builds on knowledge acquired in Government 252 to explore the political dynamics of selected Arab countries. Highlights both similarities and differences in political processes across countries, evaluates the political changes taking place in each of them, and delves into the nature of the challenges they confront. For each country, key political

actors are identified, and their resources, interests, and strategies are analyzed. Examines how these actors relate to one another according to both formal and informal "rules of the game" that confer a distinctive flavor on each country's political dynamics.

*Prerequisite:* Government 252 *Four credit hours.* DENOEUJ

**[GO359] Political Ideologies and Revolutionary Movements in Europe** An exploration of major ideological currents and movements in modern Europe. Focuses on various forms of radicalism on the right and left of the political spectrum against the background of important political developments in Europe in the last century, such as the Bolshevik revolution, the rise of fascism and Nazism, the emergence of domestic terrorism, the explosion of nationalisms and fundamentalisms, and the collapse of Soviet-style communism. Fulfills the "thematic" requirement. *Prerequisite:* Government 131 or 171. *Four credit hours.*

**[GO371] 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, the writings of Locke and Montesquieu, and selected Federalist and anti-Federalist essays. *Prerequisite:* Government 111 or 115. *Four credit hours.*

**GO397f The 2012 Presidential Election** Examines the context, processes, strategies, and electoral consequences of the 2012 presidential general election. Provides an opportunity to analyze and assess the presidential selection process and the political behavior that influences presidential campaigns. Incorporates academic research, participant observations, and other materials to promote real-time analysis of the race for the White House. Includes opportunities for students to conduct independent research and develop in-class presentations on topics relevant to the 2012 election. *Four credit hours.* CORRADO

**GO398s Democratization in Latin America** An examination of democratic experiences in the Latin American region. Topics include definitions of democracy, democratic transitions, and consolidation; debates about regime changes, preconditions for democratization, and factors leading to successful or unsuccessful transitions. These theoretical concepts will be applied to the study of some Latin American countries in order to more fully understand democratic trends in the region. Main goals are to critically assess democratic experiences in Latin America and identify those factors harming prospects of democratic consolidation. *Prerequisite:* One course in government or Latin American studies. *Four credit hours.* SANDOVAL PEREA

**GO413f 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 111. *Four credit hours.* MACKENZIE

**[GO414] 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 or 115 and permission of the instructor. *Four credit hours.* U

**[GO415] Seminar: Group Tutorial in American Government** Intensive, small-group study of a set of contemporary challenges to government in America. The focus is on the digital revolution; its impacts on social, economic, and political life; and the consequences for government. The group will assess the potential impacts of the digital revolution, relying in part on comparisons with transportation, communications, and other sweeping technological developments of the past. *Prerequisite:* Permission of the instructor. *Four credit hours.*

**GO421f Seminar: Prospects for Political Reform** Examines issues and various policy alternatives associated with reform of the electoral process. Topics vary but may include reform of candidate selection process and methods of voter participation. Designed to advance research, writing, and communication skills by requiring students to conduct an independent written research project and present the results to the seminar. *Prerequisite:* Senior standing as a government major. *Four credit hours.* CORRADO

**GO432s Seminar: U.S. Foreign Policy** Examines debates surrounding U.S. foreign policy and multilateral institutions with a principal focus on national security issues in the post-Cold War world. Central questions focus on when the United States should define its security in terms of acting within or strengthening international laws and institutions or whether it should maintain its freedom to engage in unilateral actions in a dangerous world. Areas of application include the use of force, counterterrorism, nuclear nonproliferation, and arms control. *Prerequisite:* Government 131 and senior standing. *Four credit hours.* RODMAN

**GO435s Seminar: Memory and Politics** An exploration of domestic and international attempts to answer difficult questions about justice, collective memory, and democratic transition, particularly as they relate to whether and how a society should address a difficult past. *Prerequisite:* Permission of the instructor. *Four credit hours.* YODER

**GO451f Seminar: Political Violence** A seminar exploring a variety of theoretical perspectives on political violence, with particular emphasis on terrorism and ethnic and religious violence. Introduces key relevant concepts and analytical frameworks and provides students with an opportunity to apply them to a case study of their choice. Students present the preliminary results of their research projects to the class. *Prerequisite:* Senior standing as a Government major. *Four credit hours.* DENOEUJ

**[GO454] Seminar: Politics of Development: State, Society, and Markets** An inquiry into why some developing nations have



managed to achieve industrialization and rising standards of living while others have not, with special attention to the relationship between state and society as one of the key factors in the development process. Cases include South Korea, Nigeria, Brazil, and India. *Prerequisite:* Senior standing as a Government or Global Studies major. *Four credit hours.* I

**GO483f, 484s Honors Workshop** Individual and group meetings of seniors and faculty members participating in the government honors program. *Prerequisite:* Admission to the honors program. *Four credit hours.* FACULTY

**GO483Jj Honors Workshop** *Noncredit.* YODER

**GO491f, 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."

## Course Offerings

**GK111f Introductory Greek** Western civilization and culture finds its basis in the ideas and thoughts of the ancient Greeks. Students acquire the basic principles of ancient Greek grammar, syntax, and vocabulary while learning to translate simple and some compound sentences from Greek to English and from English into Greek. The grammatical and syntactical aspects also bring an appreciation for and understanding of a radically different culture, separated from us by time and space. Other learning goals include developing reading comprehension skills, enhancement of critical and analytical faculties, and attention to detail. *Four credit hours.* H. ROISMAN

**GK112s Intermediate Greek** Students continue to acquire the basic principles of ancient Greek through grammar, syntax, and vocabulary, and thus come closer to the ideas and thoughts of the ancient Greeks. Students will acquire the elementary knowledge of tools necessary to read original Greek text. Various passages in the original Greek bring students an appreciation of ancient Greek literature. Learning goals include developing reading comprehension skills, enhancement of critical and analytical faculties, attention to detail. Satisfies the second semester of language requirement. *Prerequisite:* Greek 111. *Four credit hours.* H. ROISMAN

**GK131f Introduction to Greek Literature** Introduction to the reading of original ancient Greek text. The choice of text varies from year to year and consists of either poetry or prose. Focus on applying the concepts of syntax and grammar learned in previous semesters. It includes textual and literary analysis of the selected work. Learning goals include decoding of ancient text, further development of reading ancient Greek and comprehension skills, enhancement of critical and analytical faculties, improvement of oral argumentational structuring skills. *Prerequisite:* Greek 112. *Four credit hours.* L H. ROISMAN

**[GK232] Male Deception: Sophocles's *Philoctetes*** Sophocles's *Philoctetes* dramatizes the suffering and rage of a hero who was abandoned on a deserted island because of a putrefied and bad-smelling wound. Ten years later his comrades realize that without Philoctetes and his bow Troy cannot be captured, and they want him back. The play questions the values of betrayal, loyalty, and friendship. It debates the value of truth and deception as means for attaining goals and of the war itself. *Prerequisite:* Greek 131. *Four credit hours.* L

**GK235f The Defense of Socrates: Xenophon's and Plato's *Apology*** What was Socrates's defense against the charge of impiety? Why was he willing to die? Plato and Xenophon give two different accounts of Socrates's pleas. *Prerequisite:* Greek 131. *Four credit hours.* L H. ROISMAN

**[GK239] Revenge and Cowardice: Euripides's *Electra*** In the Euripidean version of the myth of Electra, the playwright asks his audience what happens when one parent murders the other. How does one reconcile the imperative to avenge a father's murder with matricide? *Prerequisite:* Greek 131. *Four credit hours.* L

**[GK251] Husbands and Wives: Euripides's *Alcestis*** Alcestis agrees to die instead of her husband, Admetus. Why? And why does Admetus let her? Is there a tragic character in the play? *Prerequisite:* Greek 131. *Four credit hours.* L

**[GK252] Euripides's *Hippolytus: The Stepmother and the Prince*** Phaedra lusts after her stepson Hippolytus, who expresses his devotion to the virgin goddess Artemis by choosing sexual chastity. His angry rejection of Phaedra's advances leads to suicide, false accusations of rape, and an ever-worsening family tragedy. We shall discuss and examine the interactions of this family through the prism of Greek tragedy's perspective on deception, truth, and emotional or devotional excess. *Four credit hours.*

**GK351s Homer's *Odyssey*** Odysseus arrives at Scheria and meets Nausicaa. Will he be safe? *Prerequisite:* Greek 131. *Four credit hours.* L H. ROISMAN

**[GK358] 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. *Prerequisite:* Greek 131. *Four credit hours.*

## HISTORY

**Chair, Professor Elizabeth Leonard**

*Professors Paul Josephson, Elizabeth Leonard, Raffael Scheck, Larissa Taylor, James Webb, and Robert Weisbrot; Associate Professor John Turner; Assistant Professors Elizabeth LaCouture and Daniel Tortora; Faculty Fellows Hwisang Cho and Urmi Engineer*

History provides the opportunity to understand the diversity of 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 expected to take courses in many areas of history in order to achieve a broad training in the discipline. A number of distinguished academic historians began their training at Colby; in addition, many majors find that history is excellent preparation for careers in secondary education, business, law, publishing, 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 (of at least three credits each), to include History 200 (Introduction to History); History 276 (Patterns and Processes in World History); a senior seminar; and at least two courses in each of three areas: Category I (Africa, Asia, and world history); Category II (Europe, Russia, and the USSR); and Category III (the Americas). In each of these three areas, at least one course must be at the 200 level or higher; additionally, one of the courses must be in early history and one must be in modern history, as designated by the department (a detailed list of the distribution of courses among the fields is available on the department website). Because of Category I's geographical scope, complexity, and extraordinary cultural and historical diversity, students are strongly encouraged, but are not required, to take a minimum of *three* courses in Category I.

Of the 12 courses for the major, at least two must be at the 300 level. (Note: for the Classes of 2013, 2014, and 2015, only one 300-level course is required.) Beginning with the Class of 2016, History 200 and 276 are prerequisites for all 300- and 400-level courses. All majors must take a designated senior research seminar taught by a departmental faculty member, which also may count toward fulfilling an area requirement, and in which they write a major research paper. Students who choose to do honors in history during their senior year are still required to complete the senior seminar requirement. Many of these students choose to do the senior seminar in their junior year.

Up to three semester courses in history may be taken from historians outside Colby's History Department, either at other colleges and universities in the United States and abroad or in other departments at Colby (such as Classics/Ancient History or Latin American Studies). Please consult with the department chair if you have questions about non-departmental courses that are approved for the major.

The point scale for retention of the major applies to all courses in history. No requirement for the major may be taken satisfactory/unsatisfactory. No course will count for the history major if the grade is lower than C-. Seniors with a GPA of 3.75 or higher in history courses will graduate "With Distinction" in the major.

### Honors in History

Admission to the year-long honors program requires at least a 3.5 grade point average in the history major and approval by the advisor and department chair. These projects signify a serious engagement with independent scholarship; interested students should plan to devote a large portion of their academic time to the project during their senior year. Students should begin planning for the honors project by the end of the spring semester of their junior year and, at the discretion of the history professor who agrees to act as honors advisor and following approval of a detailed research proposal by the department faculty as a whole, may be admitted in the first semester of the senior year to the honors program. A total of up to eight credits may be given for the year, including January Program credit. The honors thesis must receive at least an A- grade for the student to graduate "With Honors in History." For specifics on the procedures and expectations for Honors in History, as well as guidelines for writing the research proposal, please refer to the History Department's website.

*Note:* All three- or four-credit-hour courses offered by the History Department fulfill the all-College area requirement in historical studies (H).

## Course Offerings

**HI106f Greek History** Listed as Ancient History 158. *Three or four credit hours.* **H, I** J. ROISMAN

**HI111f The West from Antiquity to 1618** An interdisciplinary survey of European history from ancient Mesopotamia to the religious wars. Larger themes include the evolution of legal systems and the development of kingship; ancient and medieval notions of history; relations between church and state; the development of universities; the impact of the plague; discoveries in the New World; and the Renaissance, Reformation, and religious wars. Focus is on the interpretation and analysis of primary sources, class discussion, and development of writing skills. Throughout we will examine changing attitudes toward gender and sexuality; concepts of persecution, repression and tolerance; reactions to disease; and the results of economic disparity. *Four credit hours.* H, I TAYLOR

**HI112s A Survey of Modern Europe** An introduction to four centuries of an eventful and exciting history that has shaped not only Europe but the world of today. It includes an analysis of social structures, the role of the state, claims to political participation, intellectual currents, and a synthesis of everyday life and large-scale historical events changing at different paces. *Four credit hours.* H, I SCHECK

**HI131f Survey of U.S. History, to 1865** A general overview of key issues and events in U.S. history from the age of settlement through the Civil War. *Four credit hours.* H, U TORTORA

**HI132s Survey of U.S. History, 1865 to the Present** The rise of national power and its implications for American democratic values. *Four credit hours.* H, U WEISBROT

**[HI137] The Great Depression: America in the 1930s** The Great Depression of the 1930s is still the worst economic collapse of modern times. Why did it come about? How did it pose a crisis of faith in capitalism? How did Americans cope with the hard times, and how did the experience shape their values and behavior? In what ways did the federal government respond, to what ends, and with what consequences? Exploration of these historical problems hones critical-thinking and interpretive skills; helps students write clearly, concisely, and precisely; and fosters clear, logical, and informed exchanges of ideas. Part of the three-course Integrated Studies 137 cluster, "American Stories: Understanding the Great Depression." *Prerequisite:* Concurrent enrollment in American Studies 137 and English 137. (Elect IS137.) *Four credit hours.* H

**HI154s Roman History** Listed as Ancient History 154. *Three or four credit hours.* H, I J. ROISMAN

**HI173f History of Latin America** Listed as Latin American Studies 173. *Four credit hours.* H, I JONES

**HI183f History of the Premodern Middle East** The history of the Middle East from the rise of Muhammad to the rise of the Ottomans and Safavids. The spread of Islam, the development and application of religious and political authority, the Umayyad and Abbasid dynasties and their successors, the development of Islam in both its formal and more folk forms, the development of literature, art, science, and society. Gives a broad and deep understanding of the Middle East that will allow for more nuanced interpretations of current events grounded in an understanding of the long historical context. *Four credit hours.* H, I TURNER

**HI184s History of the Modern Middle East** The history of the Middle East from the post-Suleymanic Ottoman Empire to the present. Examines the fall of the Ottoman and Safavid empires, the rise of Western dominance, the struggle for independence, attempts at reform, the Arab-Israeli conflict, oil, the Iranian revolution, the Gulf War, the rise of Islamist movements, and ongoing repercussions. Particular focus on the interplay between religion and politics and the nature of power and authority. Designed to give the historical background necessary for understanding current events in the Middle East in their proper context. *Four credit hours.* H, I TURNER

**HI200fs Introduction to History** Required of all history majors and designed to help develop understanding of what it means to pursue authentic knowledge about the human past. Explores why historians do what they do and what it is they think they are doing. Develops some of the basic tools necessary to be a good historian, including research, writing, and methodological skills. Reveals the diversity and vitality of historical scholarship and helps students master its basic goals and techniques. *Four credit hours.* H LEONARD, WEBB

**[HI211] History of Ancient Civilizations: Mesopotamia to Ancient Greece** Study of ancient civilizations (from c. 3100 BCE to 350 BCE) beginning with the first urban developments and legal systems of Mesopotamia, in-depth study of ancient Egypt from the First Dynasty of the Old Kingdom through the New Kingdom, Bronze and Archaic Age Greece, and finally the classical age. Emphasis will be on the concept of civilization, construction of laws and kingship, gender and ethnic diversity, and how the cultures of ancient civilizations influenced political, cultural, and economic developments in the Western past. *Four credit hours.* H

**HI216s Church History and Theology in Medieval Europe** Introduces students to the history and theology of Christianity from ancient through medieval times, ending with the Lutheran Reformation. After an introduction to the Bible and the earliest missions, we trace developments in doctrine, heresy, persecution, popular beliefs, gender, organizational structures, and relationships with other religions, specifically Judaism and Islam. *Four credit hours.* H TAYLOR

**HI224f Germany and Europe, 1871-1945** What went wrong with Germany 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. Focus on critical reading and writing skills and on understanding historical processes including patterns of

exclusion and intolerance. *Four credit hours.* H, I SCHECK

**HI227f Russian History, 900-1905: Orthodoxy, Autocracy, and Nationality** 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, I JOSEPHSON

**HI228s 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 breakup of the Soviet empire. *Four credit hours.* H, I JOSEPHSON

**[HI230A] Religion in the U.S.A.** Listed as Religious Studies 217. *Four credit hours.* H

**HI230Cs In Search of a Strong Man: Greece in the Fourth Century** Listed as Classics 234. *Three credit hours.* H, I J. ROISMAN

**HI231f 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, U LEONARD

**HI232s 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, U LEONARD

**HI233f Native Americans to 1850** Through readings, discussions, and films, students will examine how native peoples actively sought to preserve their lands, cultures, and identities and will consider their social and cultural contributions to American life. Topics may include pre-contact Indian societies; contact and conflict with explorers, traders, missionaries, and settlers; warfare and society; the struggle against early American expansion; Indian removal in the East; and the Trail of Tears. *Four credit hours.* H, U TORTORA

**HI234s Native Americans since 1850** Through reading, discussion, and film, students will examine how native peoples actively sought to preserve their lands, cultures, and identities and will consider their social and cultural contributions to American life. Topics may include warfare and removal in the West, cultural repression, boarding schools, Indian soldiers and code talkers, urban migration, termination, Indian activism and revival in the 1960s and 70s, and the ongoing struggle for sovereignty, recognition, and prosperity. *Four credit hours.* H, U TORTORA

**HI239s 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, U LEONARD

**[HI242] Colonial North America** Through a continental perspective, explores the rich economic, social, and cultural diversity of the American colonies. We will consider the experiences, interactions, and conflicts of American Indians, Europeans, and Africans within the Spanish, French, Dutch, and English colonial empires in what is now the United States and Canada, from 1491 to the 1760s. *Four credit hours.* H, U

**HI245s Science, Race, and Gender** Historical analysis of the concepts of race and gender in four different ways: their institutional basis, their 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. Consideration of importance of historical issues for contemporary society. *Four credit hours.* H, U JOSEPHSON

**[HI246] Luddite Rantings: A Historical Critique of Big Technology** Adopting a technologically determinist argument, the instructor will subject to withering criticism the way in which Westerners, and in particular Americans, have embraced such technologies as automobiles, computers, reproductive devices, rockets, and reactors, with nary a thought about their ethical, moral, political, or environmental consequences. Students will be encouraged to argue. *Four credit hours.* H

**HI247f African-American History, from Slavery to Freedom** Explores the experience of blacks in American society from Colonial times through the present. Subjects focus on racism, slavery, the role of African Americans in shaping the nation's history, and the ongoing struggle for equality. In exploring these historical developments, the course aims to expose students to a range of primary and scholarly sources; to hone critical thinking and interpretive skills; to help students write clearly, concisely, and precisely; and to foster clear, logical, and informed exchanges of ideas. *Four credit hours.* H, U WEISBROT

**[HI250] History of Modern China** A survey of modern China from the late Qing Dynasty (18th century) to the present,

examining how the idea and reality of "China" and "Chinese-ness" changed over time through exploring the relationship between ideological change and everyday life. Topics include the decline of empire and the rise of the nation-state, changing relationships between state and society, the development of ethnic, national and gender identities, urban cosmopolitanism, and communism and capitalism with Chinese characteristics. Previously offered as History 297. *Four credit hours.* H, I

**[HI272] History of Law, Society, and Rebellion in Mexico** Listed as Latin American Studies 272. *Four credit hours.* H, I

**[HI274] Race, Religion, and Frontiers in Iberian-American Colonization** Listed as Latin American Studies 274. *Four credit hours.* H, I

**[HI275] Strongmen and Populism in Modern Spain and Latin America** Listed as Latin American Studies 275. *Three credit hours.* H, I

**HI276f Patterns and Processes in World History** An introduction to patterns and processes in world history. Themes include the evolution of trade and empire, global balances in military and political power, impacts of disease, the evolution of capitalism, slavery and its abolition, global migrations, industrialization, imperialism, and decolonization. Students read essays and study maps of historical patterns and processes and write essays to hone their critical-thinking and writing skills. *Four credit hours.* H, I ENGINEER

**[HI277] History of the Maya from 200 B.C.** Listed as Latin American Studies 277. *Four credit hours.* H, I

**[HI285] Foundations of Islam** A comprehensive introduction to the Islamic religious tradition focusing on the formative early period (seventh-11th centuries CE) and to contemporary interpretations and adaptations. Explores the nature of religion, religious knowledge, practice, identity, law, gender, and the nature of the divine. Analyzes the foundational beliefs, diversity, and social constructions within Islam by examining the early texts (the Qur'an, hadith/sunna), their interpretations, and their application through time. No prior knowledge expected. *Four credit hours.* H, I

**HI298As History of Ancient India** An introduction to the history and tradition of ancient India, from about 3,000 BCE to approximately 800 CE. Rather than seeking to set in stone a rigid construction of traditional culture or values, the aim is to introduce students to some prominent issues under contestation today and to provide insight into the significance (historical, social, ideological) of major canonical texts and doctrines. Students will study religious and literary sources as historical documents and will develop writing skills by writing response papers and longer essays. *Four credit hours.* H ENGINEER

**HI298Bs Introduction to Korean History and Culture** Examines major ideas, themes, and genres in Korean culture in historical contexts from ancient times to the modern era. We will read history and philosophy secondary materials by Korean and Western scholars and a diverse selection of primary sources (in translation). How do these texts define "civilization" and "culture"? What kinds of familial, social, economic, and political relations do these works envision? We will link the texts we analyze by their historical context, noting how representations of people, places, and ideas change over time. *Four credit hours.* H CHO

**[HI306] Alexander the Great** Listed as Classics 356. *Four credit hours.* H

**HI311f Sainthood and Popular Devotion in the Middle Ages** Exposes the religious beliefs and practices of the people of the ancient and medieval world, looking beyond what was prescribed by the institutional church. How did religious behaviors structure people's lives? Why did some go so far outside of the accepted norms that they were considered heretics? Examines the role of women and non-Christians in medieval religious life. After extensive reading and discussion of secondary sources, students work on their own research projects using primary sources and present their final product to the class. *Prerequisite:* Prior course in medieval history recommended. *Four credit hours.* H TAYLOR

**[HI312] Medieval England, 1066-1485** The history of England from the Norman Conquest until the end of the Plantagenet dynasty in 1485. Topics include the impact of the Norman Conquest, the Anarchy, the spread of the king's justice and the church/state controversy, Magna Carta and the rise of parliament, women and gender, the Hundred Years' War, religion and culture, and the mystery surrounding the last Yorkist king, Richard III. *Prerequisite:* Junior or senior standing or previous medieval history course. *Four credit hours.* H

**[HI313] 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 toward sexuality; *thequerelle des femmes*; male views of women; writings by women; church attitudes. *Four credit hours.* H, I

**[HI314] Italian Renaissance** An interdisciplinary seminar on the history and culture of the Renaissance in Italy, with special attention to Florence and Venice. Topics include culture (art, literature, music); civic life; gender, family and sexuality; humanism; religion and popular culture; politics. *Four credit hours.* H

**[HI315] Heresy, Humanism, and Reform** Why would someone be willing to kill or be killed for religious beliefs? The question is as relevant in the modern world as it was in the century of the Reformations. Using microhistories and *mentalités* as the basis for our study, this seminar will use discussion and extensive writing exercises to examine this issue as it related to the inquisition, anti-Jewish sentiment at the end of the Middle Ages, and the development of Lutheranism and the reformed religions. How did changes in belief restructure and challenge the very bases of European societies? What role did women play in religious change? We will also look at the beginnings of 'toleration' and the ambiguous meanings of the word. *Prerequisite:* Junior or senior standing or a prior course in medieval history or religion. *Four credit hours.* **H**

**HI317s 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 when 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, I** TAYLOR

**HI321f The First World War** Covers the origins of the war, its impact on European societies, the experience of soldiers and of civilians on the home front, and the war's long-term legacy in Europe and the wider world. Focus on the meaning of total war, patterns of intolerance and persecution, the crusading spirit, and the sheer scale of violence. Includes an individual research component. *Four credit hours.* **H, I** SCHECK

**[HI322] Europe and the Second World War** Seeks a deeper understanding of the origins of the war, its military, civilian, and diplomatic aspects, and its effects. Starts with an intensive look at the First World War and its aftermath, because the Second World War is hardly imaginable without the "Great War." Includes targeted debates on crucial aspects of the war and a strong research component. Focus is on Europe, but global dimensions receive ample consideration. Goal is to understand historical processes in their dramatic and unsettling openness—important, as the outcome was initially hard to predict, leading many Europeans to make decisions based on false expectations. *Four credit hours.* **H, I**

**[HI323] Yugoslavia: Emergence to Dissolution** An analysis of the complex Balkan region that constituted Yugoslavia from 1918 to 1991, beginning with the Ottoman and Habsburg influence in the 18th century and ending with the civil wars of the 1990s. Yugoslav history, with its unique cultural mixture, opens an unusual and instructive perspective on modern Europe. It has strongly affected larger trends in European history from the outbreak of World War I to genocide during World War II and a specific form of communism after 1945. Formerly offered as History 220. *Four credit hours.* **H, I**

**[HI327] Daily Life Under Stalin** Many workers and peasants, and of course political elites, supported the Stalinist system, overlooking, discounting, or even justifying the great human costs of collectivization, industrialization, and the Great Terror as needed to create a great socialist fortress. An examination of the nature of regime loyalty under Stalin, making extensive use of primary sources. *Prerequisite:* Sophomore or higher standing. *Four credit hours.* **H**

**[HI336] After Appomattox** An examination of America from the Confederacy's collapse in April 1865 to the Supreme Court's decision in Plessy v. Ferguson in 1896. What were the major issues facing the nation once the shooting war was over? What did Reconstruction accomplish? How much did emancipation change the lives of African Americans? Did women's activism on behalf of the war effort accelerate their expectations for equality in the postwar period? Where did all those soldiers go? We will address these and many other important questions. Enhances critical historical reading and thinking, excellence in research and writing, and competence in oral presentation. *Four credit hours.* **H, U**

**HI337s The Age of the American Revolution** The American revolutionary period (c. 1760-1820), blending political, social, intellectual, and cultural history, from 18th-century America as a society built on contradictions (liberty and slavery, property and equality, dependence and independence) through the rebellion against Britain to the democratic, slave-owning, egalitarian, libertarian, and hyper-commercial world of the early republic. *Four credit hours.* **H, U** TORTORA

**HI342s 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, U** WEISBROT

**[HI347] America in Vietnam** 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, U**

**[HI350] Women and Gender in East Asia** A seminar on the history of women and gender in China, Japan, and Korea from the 700s to the 1700s, examining changes in gender ideology and women's everyday lives. Investigates how women made history and how history made women by examining women's multiple roles in political, economic, legal, social, intellectual, and literary history. Topics include women and government, sexuality, marriage and family, law and economy, religion, Neo-Confucianism, education, writing and work. *Four credit hours.* **H, I**

**HI364s Environmental and Health History in Africa** A seminar on major issues in African environmental and health history. Topics include the impacts of the horticultural, agricultural, and livestock revolutions; the "Columbian Exchange" and the "Monsoon Exchange"; the rinderpest pandemic; colonial-era campaigns to control sleeping sickness, TB, and malaria; the

colonial-era transformations of African disease environments; African and Western conceptions of disease etiologies; the interface between allopathic, traditional, and religious healing; and postcolonial campaigns against HIV. *Four credit hours.* H, I WEBB

**HI381s Women and Gender in Islam** A comprehensive introduction to the construction of gender in the Islamic Middle East. Puts the lives of contemporary Muslim women and men into a deeper historical perspective, examining the issues that influence definitions of gender in the Islamic world. Through monographs, essays, novels, stories, and film, examines the changing status and images of women and men in the Qur'an, hadith/sunna, theology, philosophy, and literature. Traces changes and developments in those constructions of identity beginning with the rise of Islam and continuing through contemporary understandings. *Four credit hours.* H, I TURNER

**HI388j History of the Crusades** Exploration of the historical circumstances of the Crusades primarily from a Middle Eastern perspective. The goal is to foster a broader understanding of the sociopolitical, religious, and economic forces driving the Crusades and their effects on the Middle East. Focus primarily on the Crusades of the 11th-13th centuries, but consideration is also given to their legacy and long-term effects. The nature of "holy war" from both Christian and Islamic perspectives, the nature of Christian-Muslim conflict, armed conflict in a premodern context, and whether there was such a thing as an East vs. West conflict. *Three credit hours.* H, I TURNER

**[HI389] History of Iran** Focus on the cultural, social, and political development of Iran from the rise of the Safavid dynasty to the election of Muhammad Khatami in 1997. Particular points of focus: state formation, the influence of the West on 19th-century economic and intellectual development, 20th-century internal struggles between the religious and political elite, the effects of oil and great power intervention, the rise of activist Islam and the revolution, the war with Iraq, and life after Khomeini. *Four credit hours.* H, I

**HI394s Ecological History** A seminar on major issues in ecological history. Topics include the relationship between ecological science and environmental history; the early impact of the agricultural revolutions; the "collapse" of early civilizations; processes of deforestation and desertification; the rise of the conservation movement; ecological costs and benefits of technological efforts to engineer nature; biological innovations and chemical controls; the paradox of population growth; and the contemporary crisis of modern agriculture and diet. *Four credit hours.* H, I WEBB

**HI397f Written Culture of East Asia** In this seminar students will discuss the emergence and evolution of various ideas about writing and the subsequent creation of communicative space and formation of new types of communities in China, Korea, and Japan from the ancient era to the 19th century. While attempting to understand the social and cultural assumptions connecting the given contents with the specific textual modes, it also aims to train history and East Asian studies majors to nurture critical gazes about the sociopolitical interests and cultural assumptions imposed upon various textualities in dealing with written sources produced in different regions in different periods. *Four credit hours.* H CHO

**HI398s Slavery in World History** A seminar on the global history of enslavement, forced migrations, and emancipation. Examines the role of slavery in ancient, classical, and medieval societies as a basis for understanding the development of modern slavery in the Atlantic World. Draws attention to the voices of enslaved individuals whenever sources are available. Geographically, covers connections and patterns of slavery in Europe, Africa, Asia, and the Americas. Students will engage with these issues through conversation, intensive reading, and writing papers. *Four credit hours.* H, I ENGINEER

**[HI413] 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. *Prerequisite:* Permission of the instructor. *Four credit hours.* H, I

**HI414f Research Seminar: History of Fear in Europe, 1300-1900** An exploration of how fear and different forms of communication or rumor influenced the course of European history in the medieval and early modern period. Case studies involve instances of anti-Judaism and anti-Islam; reactions to leprosy and syphilis; misogyny and demonology; xenophobia; and fear of death in all its forms from 1321 to 1888. Explores how changing communications from oral to semiliterate to journalistic culture influenced and changed history, marginalizing those outside the religious, gendered, ethnic, medical, and socioeconomic norms of society at a given time and place. *Prerequisite:* A course in medieval or early modern history. *Four credit hours.* H, I TAYLOR

**HI421s Research Seminar: Debating the Nazi Past** Explores the political and social dynamics of the Third Reich, the charisma and importance of Hitler, the choices of ordinary Germans, the genesis and execution of the Holocaust, and the problems of postwar Germans in dealing with the Nazi past. Focus on critical research, reading, and writing skills and on understanding historical processes including patterns of exclusion and intolerance and charismatically underpinned violence. *Prerequisite:* Permission of the instructor. *Four credit hours.* H, I SCHECK

**HI432s Native Americans in New England** An exploration of the experiences of Native Americans in New England within the broader context of American and Native American history and culture. How have Native Americans confronted racism, ignorance, and indifference to preserve their cultures and identities? The literary, artistic, and social contributions of natives to New England and to American life are examined closely. *Prerequisite:* History 200 recommended, but not required. *Four credit hours.* H, U TORTORA

**[HI435] 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 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. *Four credit hours.* **H, U**

**HI445s Research Seminar: Nuclear Madness** An examination of the place of nuclear technologies in the modern world, using social, cultural, and institutional history and focusing on the USSR 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.* **H** JOSEPHSON

**[HI446] Research Seminar: Global Health History** An exploration of humankind's historical experience with disease. Topics include the nature of disease and health, the origins of disease, the distribution of disease over time and space, therapeutic and prevention strategies, epidemics of infectious disease, international health interventions, epidemiological transitions, and behavior and disease. Students learn to integrate natural science and social science perspectives, writing weekly intellectual journals, engaging in seminar discussion, undertaking a research project on the history of disease, and making a public presentation of their research. *Prerequisite:* History 276, 364, or 394. *Four credit hours.* **H**

**HI447f Research Seminar: The Cold War** Soon after World War II the Soviet Union and the United States began a struggle for military, diplomatic, economic, and ideological supremacy. Why did this confrontation develop? Why did it risk mutual nuclear annihilation and dominate global politics for more than 40 years? How did it shape and reflect the societies and governments that waged it? In exploring these issues, the seminar aims to expose students to diverse primary sources; to hone critical thinking and interpretive skills; to help students write and speak clearly, concisely, and precisely; and to foster independent research through a semester-long project. *Prerequisite:* Permission of the instructor. *Four credit hours.* **H** WEISBROT

**HI461f Research Seminar: The History and Development of Islamic Law** An examination of questions—how law comes to be, who has control over it, what makes it Islamic, how is it different from other systems—leading to a deeper understanding of the functions, diversity, and trajectories of Islamic law. We will explore the roots, historical paths of formation, and development of the major schools of Islamic legal thought and their arguments over and elucidation of *Shari'a*. This will shed light on current Islamist movements and their claims to that heritage and to the law. *Prerequisite:* Permission of the instructor. *Four credit hours.* **H** TURNER

**HI472f Research Seminar: Daily Life Under Khrushchev** Nikita Khrushchev was Soviet premier from 1954 until Communist Party conservatives deposed him in 1964. He presided over a series of reforms under the banner of de-Stalinization. These reforms led consumers, intellectuals, and other citizens to anticipate the construction of communism within their lifetimes. In this seminar we examine daily life under Khrushchev. Readings consist of primary sources (in translation). Students will learn research and writing skills and complete an original research paper. Major foci include urbanization, political reform, the arts, consumer society, and the nature of Soviet socialism. *Four credit hours.* **H** JOSEPHSON

**[HI473] Research Seminar: Historical Roots of Violence in Modern Latin America** Listed as Latin American Studies 473. *Four credit hours.* **H, I**

**HI483Jj History Honors Program** *Noncredit.* LEONARD, SCHECK

**HI483f, 484s History Honors Program** Majors should begin to plan late in their junior year for admission into the History Honors Program. A detailed research proposal must be completed by the third week of the fall semester of the senior year. Normally completed in spring semester, requires 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 3.5 grade point average in the history major at the end of the junior year, and permission of the instructor. Please see history department website for complete information and research proposal guidelines. *Four credit hours.* FACULTY

**HI491f, 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

## HUMAN DEVELOPMENT

*In the Department of Education.*

A minor in human development is described in the "Education" section of the catalogue. Students may also pursue an independent major in human development. For more information, please contact the chair of the Education Program.

## INTEGRATED STUDIES



Integrated Studies is an innovative academic program designed to introduce first-year students to methods of interdisciplinary analysis and interpretation and to encourage them to use those methods to explore important questions about varied aspects of human experience. Taken together, integrated studies courses provide a strong foundation in the liberal arts, on which students can build during their four years at Colby. The program is supported by grants from the Christian A. Johnson Endeavor Foundation of New York.

Each year the program organizes several clusters of three courses that focus on a relatively brief historical period, studying that era from the perspectives of different disciplines. Students must sign up for all three courses. Integrated studies clusters allow students to explore a subject in great depth, working closely with a team of three faculty members in small, seminar-style classes. Students learn how to gain mastery of an important topic in considerable depth and from varied points of view. At the same time, the clusters provide a coherent context in which students can explore vital questions about human experience, pursuing an understanding of moral, political, aesthetic, spiritual, and epistemological issues as they are relevant to the cluster topic.

This intensive experience enables students to develop important intellectual capacities, including training in both disciplinary and interdisciplinary critical thinking and problem solving, critical writing, and meaningful participation in small group discussions. Each cluster also fulfills several all-College area distribution requirements, so each provides a broad, interdisciplinary liberal arts foundation for students' subsequent work at Colby.

The courses within each cluster, which have no prerequisites, are described in the list of courses and are 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 to 20 students.

## Course Offerings

**IS126f The Green Cluster** A three-course cluster on environmental ethics, activism, and biological science. See Biology 131 (lab B is designated for this cluster), English 126, and Environmental Studies 126 for course descriptions. **Satisfies the First-Year Writing (W1), Literature (L), Natural Science with lab (N,Lb), and Social Science (S) requirements.** *Twelve credit hours.* **N,W1,Lb** BEVIER, CARLSON, STAFFIERE, STOKES

**[IS129] Islands in the Sun** A three-course cluster with a focus on islands as lands of special origin and biological richness—lands that, as settings, give their own special twist to literature and film as well. Special attention will be paid to the scientific importance of the Galapagos Islands of Ecuador. See Biology 129, English 129, and Geology 129 for course descriptions. **Satisfies the First-Year Writing (W1), and Natural Science (N and N,Lb) requirements.** *Twelve credit hours.* **N,W1,Lb**

**IS135f New York: Modern Global City** Focus on New York City as an enormously influential place. Study and analysis of a range of cultural "texts" produced in and about New York, from literature to visual culture to the built environment; situating those works in larger historical, political, and economic contexts. Why do so many move to New York. What do they do when they arrive? How does New York serve as an economic and cultural control center in a globalized world? What might our focus on this city and its people teach us about the powerful forces that shape our worlds? An all-expenses-paid October field trip to New York is central. See American Studies 135A and 135B and English 135 for course descriptions. **Satisfies the First-Year Writing (W1), Historical Studies (H), Literature (L), and Social Science (S) requirements.** *Twelve credit hours.* **H,W1** BURKE, LISLE, MCFADDEN

**IS136s America in the Postwar World: 1945-1970** The United States in the postwar era waged a Cold War with the Soviet Union that verged on full-scale nuclear war, and it experienced upheaval in race, gender, and ethnic relations, politics, and culture. Explores connections among these developments. How did music, literature, television, and film document and comment on the social and political rebellions that defined the era? How did changing opportunities of African Americans and women reshape cultural expression? And how did the development of a new consumer culture transform the nation? See American Studies 136A, American Studies 136B, and American Studies 136C for course descriptions. **Fulfills Arts (A), First-Year Writing (W1), and Historical Studies (H) requirements.** *Twelve credit hours.* **W1** CLARK, LISLE, MCFADDEN

**[IS137] America in the 1930s** The devastating crash of the U.S. economy in 1929 caused many Americans to question their faith in capitalism, and their values, ways of organizing family life, sense of community, and understanding of the social contract between citizens and their government. Americans used art, film, photography, literature, material culture, design, and other creative forms to represent their views and to reinvent and re-imagine a vibrant new America from the ruins of the old. We explore these cultural responses to economic and political crisis, paying special attention to the ways different groups contended to define the complexities of the Depression years and shape the national future. See American Studies 137A, American Studies 137B and Philosophy 137 for course descriptions. **Satisfies the Arts (A), First-Year Writing (W1), Historical Studies (H), and Social Science (S) requirements.** *Twelve credit hours.* **L,W1**

**[IS157] Creating the Digital Age of Theater and Music, 1983-2010** The year 1983 saw the release of the Yamaha DX-7, the first commercially successful all-digital synthesizer, as well the first feature film with completely digital special effects (*The Last Starfighter*). *Time* magazine's Jan. 3, 1983, cover featured the computer as "the machine of the year." This cluster gives

students opportunities to express their creativity, learn the fundamentals of design and abstraction, and take their first steps into the technical knowledge required to make their own contributions to the merging of digital technology with the creative arts. See Computer Science 157, Music 157, and Theater and Dance 157 for course descriptions. **Satisfies the Arts (A) and Quantitative Reasoning (Q) requirements.** *Twelve credit hours.* **A**

**[IS175] Ancient Greece: Nature and Culture in Classical Athens** An interdisciplinary introduction to the world of ancient Greece. A three-course cluster focusing on historical, philosophical, scientific, and literary texts to examine how the Greeks made sense of themselves and their social and natural worlds. See Anthropology 175; Philosophy 175; Science, Technology, and Society 175 for course descriptions. **Satisfies the Historical Studies (H), Literature (L), and Social Science (S) requirements.** *Twelve credit hours.* **L**

## INTERNSHIPS

**090 Internship** A carefully directed work experience in a field related to Colby's academic program, most frequently at an off-campus job site and monitored by an on-site work supervisor. An internship must have a sponsor who is a member of the Colby teaching faculty, and it requires an online application, with final approval granted by the internship coordinator in the Career Center. A successful internship will receive transcript notation and, at the discretion of the faculty sponsor and the internship coordinator, one academic credit per internship, up to a maximum of three credits toward the 128 credits required for graduation. Internships completed in January may also count toward the Jan Plan requirement. Complete internship policies and application deadlines are on the Career Center website.

## ITALIAN

*In the Department of French and Italian.*

**Chair, Professor Bénédicte Mauguère (French)**

*Assistant Professor James Kriesel; Visiting Assistant Professor Brendan Hennessey*

*All courses are conducted in Italian unless otherwise noted.*

Entrance Credit: If a student offers a foreign language for entrance credit and wishes to continue it at Colby, that student must either have taken the College Board SAT Subject Test or AP Exam in the language or take the placement test during orientation.

### Requirements for the Minor in Italian Studies

The minor in Italian studies seeks to acquaint students with the breadth of Italian language and civilization and to introduce them to the life and culture of Italy, from the Middle Ages to the modern and contemporary unified Italian state. Minors are strongly encouraged to spend at least one semester studying in Italy. The minor requires six courses: a minimum of four in the Italian program, on campus, beginning with Italian 127, and either two additional courses in Italian literature or culture or two courses, which may be taught in English, that deal centrally with one field of Italian cultural studies (for example, Italian art, literature, cinema, or music). All courses taken outside of the department must be approved by the department chair. Students should plan on taking 127 and 128 consecutively, preferably before going abroad. Students planning to take fifth-semester Italian while abroad should see the department chair.

## Course Offerings

**IT125f Italian I** Basic comprehensive course for students with little or no previous knowledge of Italian. Focus is on developing the reading, writing, speaking, and listening skills needed to gain fluency in Italian and on familiarizing students with basic aspects of Italian culture and geography. Learning in the classroom takes place entirely in Italian and is task based, involving group activities, interviews with fellow students, and role-playing exercises. *Four credit hours.* **KRIESEL**

**[IT125J] Italian I in Sicily** Basic comprehensive course for students with little or no previous knowledge of Italian. Focus is on developing the reading, writing, speaking, and listening skills needed to gain fluency in Italian and on familiarizing students with basic aspects of Italian culture and geography. Learning in the classroom takes place entirely in Italian and is task based, involving group activities, interviews with fellow students, and role-playing exercises. Conducted in Catania, Italy. Cost: \$3,550. *Three credit hours.*

**IT126s Italian II** Continued basic comprehensive course for students with elementary knowledge (Italian 125 or equivalent) of Italian. Focus is on continuing development of the reading, writing, speaking, and listening skills introduced in Italian I and on increasing students' familiarity with aspects of Italian culture and geography. Learning in the classroom takes place entirely in Italian and is task based, involving group activities, interviews with fellow students, and role-playing exercises. *Prerequisite:* Italian 125. *Four credit hours.* **HENNESSEY**

**IT127f 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 convey a sense and understanding

of contemporary Italian society. Prerequisite: Italian 126 or equivalent. *Prerequisite:* Italian 126 or equivalent. *Four credit hours.* KRIESEL

**IT128s Italian Through Film and Visual Culture** Through an in-depth study of film and visual media, students will improve their understanding of Italian language and culture as well as master increasingly complex grammatical structures. Study of different aspects of Italian society and history as depicted in film, television, and the visual arts. Oral and written work will allow students to improve linguistic skills and expand cultural knowledge creatively. *Prerequisite:* Italian 127 or equivalent. *Four credit hours.* KRIESEL

**IT131f Italian Conversation and Composition** Study of contemporary Italian novel, short stories, articles, and films to increase vocabulary, consolidate knowledge of advanced grammatical structures, learn to express and support opinions, and improve analytical skills and intercultural awareness. Prepares students to engage in topics of current interest such as Italian politics, the environment, immigration, fictional representation of women, and the south. Students will produce short samples of their own critical and creative writings. Oral presentations provide the opportunity to situate literary texts and films within a broader historical, cultural, and literary context. *Prerequisite:* Italian 128 or equivalent. *Four credit hours.* HENNESSEY

**[IT151] A Cinema of Social Conscience (in English)** Many films owe a debt to the radical sociopolitical and artistic mandates of Italian neorealism. A survey of Italian cinema since World War II, emphasizing the neorealist movement and its influence on subsequent filmmakers. Readings and discussions situate films within their social and historical contexts, from the partisan resistance movement of World War II and economic boom of the postwar years to the terrorism of the '70s and '80s and the corruption scandals that plague Italy today. The elements and strategies of film as a medium are also explored in weekly readings, discussions, and analyses. Taught in English. Films screened in Italian with English subtitles. *Four credit hours.* A, I

**IT153j Modern and Contemporary Italian Fiction in Translation in Verona** A close study of five authors whose work spans the 20th century, including Silvia Bonucci's *Voices from a Time*, Luigi Pirandello's *The Late Mattia Pascal*, Alberto Moravia's *The Conformist*, Giorgio Bassani's *The Garden of the Finzi Contini*, and Andrea Camilleri's *The Terra Cotta Dog*. Three guided lecture tours of Verona, with related readings, include Roman sites such as the Arena and recent excavations. Also includes field trips to nearby Italian cultural centers. Written work required: three essays of literary analysis. Cost: \$3,300. *Three credit hours.* L BRANCACCIO

**IT235fs 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) or prior study-abroad experience in Italy. *One credit hour.* ZIZZA

**IT254s Dante's Divine Comedy (in English)** Introduces Dante's *Divine Comedy* as an enduring work of poetry, a stunning portrait of medieval Europe, a foundational text of Western culture. Through close analysis we follow Dante's journey through the realms of the Christian afterlife, in which he voices the tension between God's perfect grace and man's free will but never gives up searching for truth and earthly justice. A committed citizen facing exile from his city of Florence, a man of faith criticizing contemporary church-state relations, a poet seeking fame, Dante chants the glories of his time but also exposes the dark side of his civilization, confronting issues still relevant. Conducted in English; no knowledge of Italian required. *Four credit hours.* L KRIESEL

**IT262s Outsiders, Losers, Rejects: Topics in Italian Cultural Studies** Italy's history is characterized by tensions: north/south, periphery/center, church/state, native/foreigner to name several. In a nation often viewed as divided, questions about identity, tradition, and the "other" are hotly debated. We will address these issues through topics in cultural studies: politics, law, gender, immigration, religion, etc. Study of short stories and film will hone skills in textual and film analysis and develop critical thinking. Authors/directors: Verga, Pirandello, Moravia, Primo Levi, Deledda, Rossellini, Ginzburg, Calvino, Maraini, Pasolini, Benni, Amelio. In Italian. *Prerequisite:* Italian 131 or equivalent. *Four credit hours.* L, I KRIESEL

**[IT361] Love, Sex, and Romance in Italy** In the Middle Ages and Renaissance, the concept of love played a fundamental role in every field of study: for example, cosmology, linguistics, literary theory, medicine, and theology. Students will study the manner in which premodern authors theorized love by analyzing literary texts of a variety of genres (e.g., lyric poetry, epic, short story), as well as other media (e.g., painting, music, architecture). Authors to be studied include Dante, Petrarca, Boccaccio, Lorenzo de' Medici, Ariosto, and Bembo. *Prerequisite:* Italian 237 or equivalent. *Four credit hours.* L

**IT375f Comedy, Italian Style: The Golden Age of Italian Film Comedy** Traces the evolution of the film comedy across three decades of Italian cinematic life through the lens of the *commedia all'italiana* (Italian-style comedy, 1950s-1970s). Beyond their ability to entertain, these popular comedies also served as a crucial means for exploring via humor the social and political upheaval unfolding throughout Italy during this historical period. Skills of critical analysis will be honed through readings on the history and theory of cinema and screenings of films by such celebrated directors as Fellini, De Sica, Monicelli, Germi, Wertmüller, and others. *Prerequisite:* Italian 237. *Four credit hours.* A HENNESSEY

**IT491f, 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

## JANUARY PROGRAM

January Program options include courses for credit, independent study, internships, noncredit courses, and faculty-led courses abroad.

Selected courses offered in January may be used to fulfill the January Program requirement, which is described in the Academic Policies section. A complete list of offerings is available through the Curriculum Search link on the registrar's website 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.

A more complete description of the January Program with material about previous Jan Plan activities is online. An online list of Jan Plans is updated each year during the fall semester.

Most courses to be offered in January are described under the sponsoring academic department or program in this catalogue along with the regular semester offerings (a "j" following the course number indicates a January Program course). Some courses, however, are independent of any specific department and can be found by searching for "JP" courses in "Curriculum Search" on the registrar's website.

Examples of such Jan Plans offered in recent years include Emergency Medical Technician Training, Furniture Making, Blacksmithing, and Premed Academy.

## Course Offerings

- AA226j** Sociology of Martin Luther King Jr. *Three credit hours.* **S, U** GILKES
- AD231j** Introduction to Financial Decision Making *Three credit hours.* LARGAY
- AM117j** Fundamentals of Screenwriting *Two credit hours.* WILSON
- AM215j** The Image of Women and Men in American Film *Prerequisite:* First-year standing. *Three credit hours.* EISEN
- AM297j** Short-form Digital Storytelling *Two credit hours.* MURPHY
- AM335j** American Independents: Their Art and Production *Prerequisite:* Permission of the instructor. *Three credit hours.* **A** MANNOCCHI
- AN145j** Between Revolution and Tradition: Julius Caesar and Augustus *Two credit hours.* J. ROISMAN
- AR114j** Pottery *Two credit hours.* N. MEADER
- AR134j** Creating Your Own Photographic Book *Two credit hours.* GREEN
- AR151j** Art of the Monotype: Methods for Painterly Printmaking *Two credit hours.* MITCHELL
- AY119j** The Anthropology of Utopias *Three credit hours.* **S** HRISKOS
- AY197Aj** World at Play *Three credit hours.* **S, I** MENAIR
- AY197Bj** Archaeology of Food and Drink *Three credit hours.* **S** SMITH
- AY212j** Human Rights and Social Struggles in Global Perspective *Three credit hours.* FAN
- BC176j** Exercise Physiology *Prerequisite:* Biology 163 or Chemistry 112, 118, or 141. *Three credit hours.* **N, Lb** BEVIER, KLINKERCH, MILLARD
- BC264j** Pills, Potions, and Poisons *Prerequisite:* Biology 163 or Chemistry 141. *Three credit hours.* **N** ANTONIELLO
- BI118j** Sustainable Agriculture and Food Systems *Three credit hours.* **N** MARSHALL
- BI176j** Exercise Physiology *Three credit hours.* **N, Lb** BEVIER, MILLARD
- BI197j** Human-Microbe Connection *Three credit hours.* **N** CHILDERS

- BI264j Pills, Potions, and Poisons**      *Three credit hours.*    **N** ANTONIELLO
- BI265j Introduction to Human Anatomy and Physiology**      *Prerequisite:* Biology 131 or 163 or equivalent.    *Three credit hours.*    **N** KLEPACH
- BI285j Reefs to Red Tides: Ocean Diversity, Function, and Management**      *Prerequisite:* Biology 131 or 163 or Environmental Studies 271.    *Three credit hours.*    **N** HEIL
- BI287j Oceans in a Changing Climate**      *Three credit hours.*    **N** SIERACKI
- BI358j Ecological Field Study**      *Three credit hours.*    MCCLLENACHAN
- BI474j Neuroscience Research**      *Prerequisite:* Biology 274 and permission of the instructor.    *Three credit hours.*    TILDEN
- CH197j Chemistry of Color and Art Materials**      *Prerequisite:* A strong background in high school chemistry and physics or an introductory college chemistry course (Chemistry 112, 118, or 141) is strongly recommended.    *Three credit hours.*    **N** CONRY
- CL145j Between Revolution and Tradition: Julius Caesar and Augustus**      *Two credit hours.*    J. ROISMAN
- CL197j Introduction to Greek and Roman Archaeology**      *Three credit hours.*    **H** WELLS
- CS269j Computer Game Design**      *Prerequisite:* Computer Science 151.    *Three credit hours.*    MAXWELL
- CS369j Computer Game Design**      *Prerequisite:* Computer Science 231.    *Three credit hours.*    MAXWELL
- CS483Jj Honors Research in Computer Science**      *Noncredit.*    MAXWELL
- EA483Jj Honors Project**      *Noncredit.*    WEITZ
- EC197j Global Financial Markets**      *Three credit hours.*    ATKINSON
- EC482j Senior Thesis**      *Prerequisite:* Economics 345, senior standing as an economics major, and permission of the sponsor.    *Four credit hours.*    FINDLAY, WALDKIRCH
- EC483Jj Senior Honors Thesis**      *Noncredit.*    VULETIN
- ED197Jj Multicultural Literacy**      *Prerequisite:* First-year standing.    *Three credit hours.*    **I, U** ATKINS, BRADLEY, PRESTON, TAPPAN
- ED221j Creating Media for Social Change**      *Three credit hours.*    PIERCE
- ED351Jj Practicum in Education**      *Prerequisite:* Permission of the instructor and at least one course in Education.    *Three credit hours.*    LINVILLE
- ED437j Student Teaching Practicum**      *Prerequisite:* Education 433.    *Three credit hours.*    KUSIAK
- EN115Jj English Composition**      *Three credit hours.*    **W1** MILLS, OSBORNE
- EN151Jj Reading and Writing About Literature**      *Three credit hours.*    **L,W1** N. HARRIS
- EN197j Creating Fiction from Life Stories**      *Three credit hours.*    **A** CONLEY
- EN231j Tolkien's Sources**      *Three credit hours.*    **L** PUKKILA
- EN237j Postcolonial Pastoral: Ecology, Travel, and Writing**      *Prerequisite:* English 115.    *Three credit hours.*    **L, I** ROY
- EN297Jj Art of Fly Fishing: Maine and Bishop, California**      *Prerequisite:* Permission of the instructor.    *Three credit hours.*    **L** SUCHOFF
- EN335j American Independents: Their Art and Production**      *Three credit hours.*    **A** MANNOCCHI
- ES197Aj Sustainable and Socially Responsible Business**      *Three credit hours.*    PENNEY

- ES197Cj Landscapes and Meaning: An Exploration of Environmental Writing** *Three credit hours.* L MACKENZIE
- ES214Jj Introduction to GIS and Spatial Analysis** *Prerequisite:* Not open to students who have completed Environmental Studies 212. *Three credit hours.* GIMOND
- ES265j Global Public Health** *Prerequisite:* Environmental Studies 118 or one course in the natural sciences. *Three credit hours.* I CARLSON
- ES279j Geology of Bermuda** *Three credit hours.* RUEGER
- ES285j Reefs to Red Tides: Ocean Diversity, Function, and Management** *Three credit hours.* N HEIL
- ES287j Oceans in a Changing Climate** *Prerequisite:* Biology 131 or 163 or Environmental Studies 271. *Three credit hours.* N SIERACKI
- ES358j Ecological Field Study** *Prerequisite:* Biology 131 or 164 or Environmental Studies 118, and permission of the instructor. *Three credit hours.* MCCLENACHAN
- FR127Jj French III (Paris)** *Prerequisite:* French 126 or equivalent. *Three credit hours.* DAVIES
- GE151j Introduction to Volcanoes and Volcanology** *Three credit hours.* N NELSON
- GE153j Meteorology** *Three credit hours.* N EPSTEIN
- GE279j Geology of Bermuda** *Prerequisite:* Geology 131, 141, 142, or 146. *Three credit hours.* RUEGER
- GM151j Dungeons and Dragons: The Middle Ages in German Literature (in English)** *Three credit hours.* L H. KOCH
- GO116j News Literacy** *Three credit hours.* OFFER
- GO266j German Politics** *Three credit hours.* YODER
- GO297Jj Comparative Law: U.S. and Cuban Legal Systems** *Prerequisite:* Government 111, 113, Colby Latin American Studies courses, AP Government, AP History, or equivalent; and approval of the instructor. *Three credit hours.* LEE
- GO483Jj Honors Workshop** *Noncredit.* YODER
- GS211j Human Rights and Social Struggles in Global Perspective** *Prerequisite:* Anthropology 112 and sophomore or higher standing. *Three credit hours.* FAN
- GS483Jj Honors in Global Studies** *Noncredit.* YODER
- HI388j History of the Crusades** *Three credit hours.* H, I TURNER
- HI483Jj History Honors Program** *Noncredit.* LEONARD, SCHECK
- IM483Jj Independent Major Honors Program** *Noncredit.* TURNER
- IT153j Modern and Contemporary Italian Fiction in Translation in Verona** *Three credit hours.* L BRANCACCIO
- JA125j Elementary Japanese I** *Five credit hours.* PRINDLE
- JP002j Emergency Medical Technician Training** Basic life support skills. An introduction to patient assessment skills including training in the maintenance of intravenous lines and use of automatic external defibrillation devices as required by the Maine Office of Emergency Medical Services for licensure at the basic EMT level. Meets National Standard Curriculum for EMT - Basic Education. Supplemental cost of \$689 covers materials, uniform shirt and a required CPR course, but not text and workbook. Students are required to wear the uniform shirt and dark blue chinos to class. In addition, there is a national registry fee of \$70. Students are required to find their own transportation to off-campus clinical sites in Waterville, including the emergency department. *Prerequisite:* Due to limited space, please submit a paragraph stating the reasons you want to take this class to Jennifer Riddle FNP, jgriddle@colby.edu. *Noncredit.* RIDDLE
- JP003j Premed Academy** Students will be paired with MaineGeneral-affiliated physicians in the Waterville area for intensive

job shadowing and clinical observation. They will also develop and complete a project of benefit to the practice of the supervising physician and spend time reflecting on their experiences through group discussions centered on relevant readings. Previously offered as JP097 (January 2011). *Prerequisite:* Biology 163 and 164, or Chemistry 141 and 142, or 145; sophomore or higher standing; and significant interest in medicine as demonstrated through previous volunteer work or job shadowing. *Noncredit.* BERKNER

**JP006j 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 *Woodworking Basics: Essentials of Craftsmanship*. \$100 lab fee. *Prerequisite:* Permission of the instructor. Contact Daniel Camann at [djcamann@colby.edu](mailto:djcamann@colby.edu) *Noncredit.* CAMANN

**JP007j Blacksmithing** An intensive introduction to the fundamental processes involved in forging and forming iron (steel). Primary focus will be the development of the skills and understanding necessary to complete assigned exercises using fire, hammer, and anvil. Students will also work individually with the instructor to design and execute a final project. Materials fee: \$100. *Prerequisite:* Prospective students should submit a brief essay outlining their interest in the course to the instructor, Steve Murdock, at [scurdock@uninets.net](mailto:scurdock@uninets.net). Final selection will be by personal interview. *Noncredit.* MURDOCK

**JP097j Integrating Mindfulness into Work, Health, Play, Relationship** Mindfulness is defined as the study and practice of paying attention to what is happening right here, right now, before judgment, and responding to the situation from the place of balance and center rather than reacting from old patterns. We will study the history and (neuroscience) research of mindfulness with emphasis on exploring techniques which can be brought into everyday life. With light-heartedness we will study the mind/body connection. Our study and practice comes from the work of Nancy Hathaway, founder of the Center for Studying Mindfulness, and Jon Kabat-Zinn, founder and director of the Mindfulness Program at the University of Massachusetts Medical Center, where Nancy trained and worked in the Prison Program. Nongraded. *Noncredit.* HATHAWAY

**JP197j Introduction to Behavioral Medicine** Covers the basic health psychology theory and principles applied to health care settings and the influence of stress on health and disease. Specific topics include an overview of the influence of behavior on health and health care consumer behavior, and the development and dissemination of evidence-based behavioral and cognitive interventions that improve health outcomes. Interventions range from prevention to end-of-life care. Students will complete a class presentation, readings, quizzes, class discussion, and a final paper. *Prerequisite:* Biology 163 or Psychology 111. *Two credit hours.* FERGUSON

**JS121j Entartete (Degenerate) Musik** *Three credit hours.* A, I SILVER

**JS221j Topics in Maine's Jewish History** *Three credit hours.* H, U FREIDENREICH

**JS297Jj Schtick and Sympathy: Jewish Humor from Bible to Present** *Three credit hours.* A ISAACS

**MA102j Calculus with Pre-calculus II** *Prerequisite:* Mathematics 101. *Three credit hours.* Q SUKIENNIK

**MU091j Lessons: Noncredit (or January Program)** *Noncredit.* FACULTY

**MU114j Jazz Improvisation** *Prerequisite:* Ability to sing or play major scales. *Three credit hours.* A THOMAS

**MU116j Introduction to Electronic Music** *Prerequisite:* Knowledge of basic musical concepts such as pitch, rhythm, and time signature is assumed. *Three credit hours.* A DE KLERK

**MU118j African Music** *Three credit hours.* A BENISSAN

**MU121j Entartete (Degenerate) Musik** *Three credit hours.* A, I SILVER

**MU297j From Hair to Nu Metal: A History of Heavy Metal in All Its Glory** *Two credit hours.* LEARY

**PH197j Introduction to Biophysics** *Prerequisite:* Physics 141 or 143 or equivalent advanced placement. *Three credit hours.* N SATO

**PH416j Physics and Astronomy Research** *Prerequisite:* Physics 415. *One or two credit hours.* FACULTY

**PH483Jj Independent Honors Project** *Noncredit.* CONOVER

**PS234j Theories of Learning** *Prerequisite:* Psychology 111. *Three credit hours.* YETERIAN

**PS483Jj Honors Research I** *Noncredit.* SHEETS

- RE121j Catholic Church and Hollywood**      *Three credit hours.*    **H, U**    CAMPBELL
- RE221j Topics in Maine's Jewish History**      *Three credit hours.*    **H, U**    FREIDENREICH
- RE226j Sociology of Martin Luther King Jr.**      *Three credit hours.*    **S, U**    GILKES
- RE483Jj Religious Studies Honors Program**      *Noncredit.*    SINGH
- RU113j The Literature and Art of St. Petersburg**      *Three credit hours.*    MONASTIREVA-ANSDELL
- RU114j Russia's Transition Economy**      *Three credit hours.*    MONASTIREVA-ANSDELL
- RU115j Russian Ethnography**      *Three credit hours.*    MONASTIREVA-ANSDELL
- RU125Jj Elementary Russian I**      *Three credit hours.*    MONASTIREVA-ANSDELL
- SO119j Self and Society in the Digital Age**      *Three credit hours.*    **S**    MAYER
- SO212Jj Introduction to GIS and Spatial Analysis**      *Three credit hours.*    GIMOND
- SO226j Sociology of Martin Luther King Jr.**      *Three credit hours.*    **S, U**    GILKES
- SO361j Special Topics in Health and Medicine: Substance Use and Abuse**      *Prerequisite: A lower-level social science course. Three credit hours.*    ARCHIBALD
- SO483Jj Honors Project**      *Noncredit.*    GILKES
- SP127Jj Intermediate Spanish I**      *Prerequisite: Spanish 126 with a grade of B+ or better and permission of the instructor. Three credit hours.*    SASAKI
- ST197j Science, Technology, and the Cultural Cold War**      *Three credit hours.*    MUIR-HARMONY
- ST361j Special Topics in Health and Medicine: Substance Use and Abuse**      *Three credit hours.*    ARCHIBALD
- TD197j Light of the Mind: Celebrating Colby's Bicentennial**      *Prerequisite: Auditions on Sunday, October 7 from 1 to 4 p.m. in Strider Theater. Sign up for an audition slot before October 7 on sheets on the call board outside Runnals 104A. Contact Professor Conner for more information. Three credit hours.*    CONNER
- WG483Jj Senior Honors Project**      *Noncredit.*    THOMAS

## JAPANESE

*In the Department of East Asian Studies.*

**Chair, Associate Professor Hong Zhang (Chinese)**

*Professor Tamae Prindle; Associate Professor Hideko Abe; Language Assistant Risa Fujiwara*

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). Students who start taking Japanese from an upper level are expected to take at least four language courses probably including 421, 422, and independent study 491 and 492.

*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

**JA125fj Elementary Japanese I**    Introduction to the spoken and written language to provide a solid grounding in all the



language skills: speaking, listening, reading, and writing. Students will have a comfortable command of hiragana, katakana, and basic sentence patterns and will become familiar with about 60 kanji and their combinations. *Five credit hours.* PRINDLE

**JA126s 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

**JA127f Intermediate Japanese I** A continuation of the methods and goals used in elementary Japanese. *Prerequisite:* Japanese 126. *Four credit hours.* ABE

**JA128s Intermediate Japanese II** Designed for students who have taken three semesters of Japanese. All four components of language skills—speaking, writing, reading, and listening—are simultaneously introduced and practiced in every class, and emphasis is placed on balancing accuracy, fluency, and complexity. Enables students to function in various social contexts using culturally appropriate linguistic skills and knowledge, including honorifics and speech levels. *Prerequisite:* Japanese 127. *Four credit hours.* ABE

**JA135fs Conversational Japanese I** In a small group setting, students practice speaking. Nongraded. *Prerequisite:* Concurrent enrollment in Japanese 125 or 126. *One credit hour.* FUJIWARA

**JA235fs Conversational Japanese II** In a small group setting, students practice speaking. Nongraded. *Prerequisite:* Concurrent enrollment in Japanese 127 or 128. *One credit hour.* FUJIWARA

**JA321f Third-Year Japanese** Advanced reading, audiovisual comprehension, writing essays in Japanese, speaking at a native speaker's level, and an introduction to Japanese culture. *Prerequisite:* Japanese 128. *Four credit hours.* ABE

**JA322s Third-Year Japanese** Advanced reading, audiovisual comprehension, and writing practice in Japanese. Designed primarily for those students who have had substantial experience in a Japanese-speaking setting. *Prerequisite:* Japanese 321. *Four credit hours.* ABE

**JA335fs Conversational Japanese III** In a small group setting, students practice speaking. Nongraded. *Prerequisite:* Concurrent enrollment in Japanese 321, 322, 421, or 422. *One credit hour.* FUJIWARA

**JA421f 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.* PRINDLE

**JA422s Fourth-Year Japanese** A continuation of Japanese 421 for students who have taken seven semesters of Japanese. Language practice includes reading short stories and newspaper articles, giving oral presentations on topics related to Japanese culture, learning another 150 Chinese characters, mastering the use of various types of dictionaries and online supports, and learning the structure of kanji radicals. All class activities are conducted only in Japanese. *Prerequisite:* Japanese 421. *Four credit hours.* PRINDLE

**JA491f, 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 Raffael Scheck

**Program Steering Committee and Faculty:** Professors Véronique Plesch (Art), Raffael Scheck (History), David Simon (Art), and Robert Weisbrot (History); Associate Professor John Turner (History); Assistant Professors Audrey Brunetaux (French) and David Freidenreich (Jewish Studies); Visiting Instructor Rachel Isaacs (Jewish Studies)

**Program Affiliated Faculty:** Professors Guilain Denoeux (Government) and David Suchoff (English); Visiting Assistant Professor Phillip Silver (Music)

The Jewish Studies Program, in the Division of Interdisciplinary Studies, is an academic program whose core mission is to educate students in the breadth and complexities of Jewish history, religion, politics, and culture and to situate this learning in the larger context of their liberal arts education. Jewish studies courses engage students of all backgrounds in diverse aspects of Jewish civilization and address themes as divergent as identity formation, prejudice, and intercultural relations. Through the minor in Jewish studies, the program offers students an opportunity to take courses in several disciplines of the humanities and social sciences, including history, religious studies, English, and government.

As the only program of its kind in Maine, Jewish studies seeks not only to educate Colby students but also to provide public programming to members of the Maine community through its curricular and cocurricular activities. Though a major in Jewish studies is not offered, interested students are encouraged to consult the director about an independent major.

## Requirements for the Minor in Jewish Studies

A minimum of six courses, including two core courses (Religious Studies 181 and 182) and four other courses in Jewish studies that are approved for the minor. Jewish Studies 125 and 126 do not count toward the minor.

Successful completion of the minor requires a 2.00 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

### *French*

- 376 Shadows of the Past: Remembering Vichy France and the Holocaust

### *Government*

- 251 Israelis and Palestinians: Conflict and Accommodation
- 252 Politics of the Middle East

### *History*

- 421 Research Seminar: Debating the Nazi Past

### *Music*

- 121 *Entartete (Degenerate) Musik*

### *Religious Studies*

- 143 Introduction to Hebrew Scriptures
- 181 Conceptions of Jews and Judaism
- 182 Jews, Judaism, and the Modern World
- 219 Texts of Terror: Violence and the Religions of the Book
- 221 Topics in Maine's Jewish History
- 322 Food and Religious Identity
- 382 Abraham in the Abrahamic Religions
- 384 Jewish Responses to Ethical Dilemmas
- 397 Reading and Researching in Biblical Hebrew I
- 398 Reading and Researching in Biblical Hebrew II

For updates to the list of courses approved for the Jewish studies minor and courses offered in the 2012-2013 academic year, refer to the Jewish Studies Program's website.

## Course Offerings

**[JS115J] English Composition: Holocaust Lessons** Listed as English 115J, Section C. *Three credit hours.*

**JS121j *Entartete (Degenerate) Musik*** Listed as Music 121. *Three credit hours.* **A, I** SILVER

**JS125f Hebrew I** The first of three consecutive courses designed to develop fluency and accuracy in Modern Hebrew. Through an interactive approach to language learning, students gain communicative proficiency and a greater understanding of Israeli society. Videos, audio, and Web materials introduce students to the nuanced and rich connections between Hebrew and Jewish culture in Israel and around the world. *Three credit hours.* ISAACS

**JS126s Hebrew II** The second of three consecutive courses designed to develop fluency and accuracy in Modern Hebrew. Students will deepen their knowledge of Hebrew grammar and further develop the facilities for written and oral communication in Hebrew. Delves more deeply into Israeli culture through media and literature. *Prerequisite:* Jewish Studies 125 or equivalent. *Three credit hours.* ISAACS

**JS127f Hebrew III** The third of three consecutive courses designed to develop fluency and accuracy in Modern Hebrew. Students will deepen their knowledge of Hebrew grammar and further develop the facilities for written and oral communication in Hebrew. Delves more deeply into Israeli culture through media and literature. *Prerequisite:* Jewish Studies 126 or equivalent. *Three credit hours.* ISAACS

**JS143f Introduction to the Hebrew Bible/Old Testament** Listed as Religious Studies 143. *Four credit hours.* **L** MANDOLFO

**JS181f Conceptions of Jews and Judaism** Listed as Religious Studies 181. *Four credit hours.* **H, I** FREIDENREICH

**JS182s Jews and Judaism in the Modern World** Listed as Religious Studies 182. *Four credit hours.* **H, I** FREIDENREICH

**JS221j Topics in Maine's Jewish History** Listed as Religious Studies 221. *Three credit hours.* **H, U** FREIDENREICH

**JS224s Jewish Theology** An introduction to the multiple Jewish answers to life's big questions. We will explore how to live the good life, the role of God in determining our fate, the meaning of suffering in our lives, and the relationship between politics and faith. We will interrogate ideas found in the Hebrew Bible, Jewish liturgy, rabbinic texts, and the works of modern thinkers such as Hermann Cohen, Mordecai Kaplan, Abraham Joshua Heschel, Martin Buber, Franz Rosenzweig, and Abraham Isaac Kook. *Three credit hours.* ISAACS

**JS251s Israelis and Palestinians: Conflict and Accommodation** Listed as Government 251. *Four credit hours.* **S, I** DENOEUX

**JS252f Politics of the Middle East** Listed as Government 252. *Four credit hours.* **I** DENOEUX

**JS297Jj Schtick and Sympathy: Jewish Humor from Bible to Present** A survey of the history of Jewish humor from the biblical era until the present. We will explore the cultural and historical factors that have shaped Jewish humor and how Jewish humor has contributed uniquely to the wider world of comedy. From the Book of Esther to *Curb Your Enthusiasm*, the ways that Jewish theology, linguistics, geography, ethnicity, trauma, and wit have been refracted through the lens of humor. Includes explorations of critical theory, classical texts, short stories, movie screenings, and performances. *Three credit hours.* **A** ISAACS

**JS322s Food and Religious Identity** Listed as Religious Studies 322. *Four credit hours.* **S** FREIDENREICH

**[JS376] Shadows of the Past: Remembering Vichy France and the Holocaust** Listed as French 376. *Four credit hours.* **L, I**

**JS384f Jewish Responses to Ethical Dilemmas** Listed as Religious Studies 384. *Four credit hours.* FREIDENREICH

**[JS386] Medieval Judaism, Real and Imagined** Listed as Religious Studies 386. *Four credit hours.* **H, I**

**JS397f Reading and Researching in Biblical Hebrew I** Listed as Religious Studies 397. *Four credit hours.* MANDOLFO

**JS398s Reading and Researching in Biblical Hebrew II** Listed as Religious Studies 398. *Four credit hours.* MANDOLFO

**JS421s Research Seminar: Debating the Nazi Past** Listed as History 421. *Four credit hours.* **H, I** SCHECK

**JS491f, 492s Independent Study** *One to four credit hours.* FACULTY

## LATIN

*In the Department of Classics.*

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

## Course Offerings

**LT111f Introductory Latin** Latin was the language of Virgil, Ovid, Cicero, and Tacitus, giants in the Western literary tradition, and, for centuries Latin remained the lingua franca of the educated. It also gave rise to the Romance languages and to a vast proportion of English vocabulary. Combines lucid explanations of grammar with cultural information and readings in simplified Latin of major classical texts. *Four credit hours.* BARRETT

**LT112s Intermediate Latin** The history, literature, and culture of the Western tradition can be traced through Rome, and many of the great ideas and texts of the ancient and premodern world were formulated in Latin. Builds on the foundations laid in Latin 111. Learning goals include continuing the assimilation of Latin grammar and syntax, equipping students with the tools to read Rome's greatest authors in their original tongue, and fostering greater familiarity with broader Roman culture. *Prerequisite:* Latin 111. *Four credit hours.* BARRETT

**LT131f Introduction to Latin Literature** Having mastered Latin grammar and syntax, students now take on the challenges and rewards of reading an unsimplified Latin text. They will learn to translate most Latin texts with the aid of a dictionary, to accomplish a literary, historical, and cultural analysis of any complex text, and to satisfy the rigorous requirements of a demanding work schedule. *Prerequisite:* Latin 112, or appropriate score on the College Board Latin SAT Subject Test, AP Latin exam, or placement test administered during new student orientation. *Four credit hours.* **L** O'NEILL

**[LT232] Catullus and Tibullus** In works ranging from brief epigrams to epyllia, from impassioned love poems to scurrilous abuse, Catullus demonstrates his mastery of meter, mythology, and language. His poems about the beautiful Lesbia provided a model for the elegiac poets to follow, while his long poems demonstrate the learning of this scholar-poet. Whether bitterly assailing a false friend or tearfully bidding farewell at his brother's graveside, Catullus exhibits a mastery of poetic language. Tibullus is a poet of deceptive complexity who writes exclusively in the elegiac meter but shares many themes with Catullus: love, death, and passion in between. *Prerequisite:* Latin 131. *Four credit hours.* L

**LT233f Apuleius: Africa's Naughty Genius** Apuleius's life is as fascinating as his writing. His origins in Africa and his post-classical dates have left him on the margins of the classical canon, but his ribald wit, his narrative flair, and his inventive genius make him well worth reading. We shall read his account of the Festival of Laughter from *The Golden Ass*, paying special attention to his debt to Satire and Aristophanic Comedy. *Prerequisite:* Latin 131. *Four credit hours.* L O'NEILL

**[LT271] 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. Selections from *The Epodes*, a book of often scurrilous abuse in poetic form, focusing in particular on his poems about civil strife, political and physical impotence, and witchcraft. *Prerequisite:* Latin 131. *Four credit hours.* L

**[LT341] 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. *Prerequisite:* Latin 131. *Four credit hours.* L

**[LT354] Seneca's Medea** This Roman version of Medea's terrible revenge on the guilty and innocent alike warns us that injustice begets injustice and asks how divine power can permit evil to triumph. The play draws on contemporary dilemmas of imperial Rome but explores them in the safe context of a Greek tragedy. Learning goals include enhanced analytical skills, improved translation abilities, and improved written, oral, and visual communication skills. *Prerequisite:* Latin 131 or higher-level course. *Four credit hours.* L

**LT362s 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. *Prerequisite:* Latin 131 or higher-level course. *Four credit hours.* L O'NEILL

## LATIN AMERICAN STUDIES

Director, Professor Luis Millones

**Appointments in Latin American Studies:** Associate Professor Ben Fallaw; Faculty Fellow Ryan Jones

**Affiliated Faculty:** Professors Patrice Franko (Economics and Global Studies), Luis Millones (Spanish), and Jorge Olivares (Spanish); Associate Professor Betty Sasaki (Spanish); Assistant Professors Winifred Tate (Anthropology) and Emma Garcia (Spanish); Visiting Instructors Livia Hinegardner (Anthropology) and Saul Sandoval Perea (Government)

### Requirements for the Major in Latin American Studies

A total of 11 courses, including Latin American Studies 173, 174, Spanish 135 and 231, two Latin American literature courses at the 200 level or above, three courses on Latin America at the 200 level or above in at least two disciplines in the social sciences, and either a fourth course in the social sciences of Latin America at the 200 level or above (no more than two in the same discipline total) or a Latino/a literature course at the 200 level or above, 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. Students may count up to four semester courses of foreign study credit toward the major if they study abroad for an entire year, but only up to two semester courses if they study abroad for just one semester. Students with transfer credits should be advised that four semester courses, combining study abroad and credits from other institutions, is the maximum total permitted to count toward the Latin American studies major. A minimum grade point average of 2.70 is required for permission to study abroad. Prerequisites for study abroad include the completion of Spanish 135 and Spanish 231 (may be taken concurrently) with a grade of C or better.

*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 3.7 major average or better and 3.3 overall at the end of their fifth semester

(including course work done abroad) may apply for admission to the honors program by May 30 of their junior year. Permission of the program director and faculty sponsor 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."

## Courses Approved for the Major in Latin American Studies

### *Anthropology*

- 231 Caribbean Cultures (paper must be on Latin America)
- 235 Ethnographies of Latin America: Violence and Democracy in the Andes
- 236 Illegal Drugs, Law, and the State (paper must be on Latin America)

### *Economics*

- 214 Economic Policy and Performance in Contemporary Latin America

### *Government*

- 253 Latin American Politics
- 297A Politics of the U.S.-Mexican Border
- 335 United States-Latin American Relations

### *Latin American Studies*

- 173 History of Latin America
- 174 Introduction to Latin American Studies
- 272 History of Law, Society, and Rebellion in Mexico
- 274 Race, Religion, and Frontiers in Iberian-American Colonization
- 275 Strongmen and Populism in Modern Spain and Latin America
- 277 History of the Maya from 200 B.C.
- 473 Seminar: Historical Roots of Violence in Modern Latin America

### *Spanish*

- 231 Advanced Spanish
- 264 U.S. Latina/o Literature: "New" American Identities
- 265 The Short Novel in Spanish America
- 267 Transcultural Journeys: U.S. Latina/o Literature of Resilience
- 268 Latina/o Cultural Expressions in Literature and Film
- 273 Contemporary Spanish-American Short Story
- 276 U.S. Latina/Chicana Women Writers
- 354 Detectives and Spies: Popular Culture in Spanish-American Fiction
- 371 The Colonial Experience: European and Amerindian Responses
- 397B The Diasporic Imagination: Cubans Beyond Cuba
- 493B Seminar: The Latina Body

## Course Offerings

**LA173f History of Latin America** To understand the historical roots of Latin America's enduring tensions and conflicts, students discuss and analyze sources (especially primary ones), write several short historical essays, and research and present a historical drama. Themes include the first American civilizations, the construction of colonial hierarchies, frustrated modernizations (religious, socioeconomic, political), liberalism and conservatism, nationalism, neocolonialism, and social revolutions. *Four credit hours.* **H, I** JONES

**LA174s Introduction to Latin American Studies** Cross-disciplinary, historically-grounded introduction to modern Latin America, including developing the capability to analyze and articulate the underlying forces behind the region's historical problems and its common geographical and environmental features (i.e. frontiers, regionalism), polities, cultural features, and recurring socioeconomic structures (i.e. plantations, favelas). Historical themes include the Gilded Age of export-oriented liberal modernization, the construction of supposedly timeless national cultures during the "critical decades" of the 1920s and 1930s, urban populism and economic nationalism, the Cuban Revolution, and Cold War dictatorships. *Four credit hours.* **H, I** JONES

**[LA214] Economic Policy and Performance in Contemporary Latin America** Listed as Economics 214. *Four credit hours.* **I**

**[LA235] Ethnographies of Latin America: Violence and Democracy in the Andes** Listed as Anthropology 235. *Four credit hours.*

**[LA236] Illegal Drugs, Law, and the State** Listed as Anthropology 236. *Four credit hours.*

**[LA242] Anthropology of Latin America: City Life** Listed as Anthropology 242. *Four credit hours.*

- LA253f Latin American Politics** Listed as Government 253. *Four credit hours.* I SANDOVAL PEREA
- LA265s The Short Novel in Spanish America** Listed as Spanish 265. *Four credit hours.* L OLIVARES
- LA268s Latino/a Cultural Expressions in Literature and Film** Listed as Spanish 268. *Four credit hours.* L, U GARCIA
- [LA272] History of Law, Society, and Rebellion in Mexico** We look beyond the clichéd image of the Mexican bandit to consider 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, we trace the outlines of the history of Mexico and consider how notions of legality vary across time and cultures. *Four credit hours.* H, I
- [LA274] Race, Religion, and Frontiers in Iberian-American Colonization** Topics include the medieval roots of Iberian expansion and the importance of religion and race in the Conquest; the institutional and social construction of colonial society, including Iberians' cultural baggage—notions of racial purity and piety and related ideas such as honor and hierarchy; decolonization, focusing on the struggle over abolition; and the persistence of Iberian notions of race and colonization in the Americas. *Four credit hours.* H, I
- [LA275] Strongmen and Populism in Modern Spain and Latin America** A cross-disciplinary study of the historical factors behind the creation of Trujillo's dictatorship in the Dominican Republic, the rise of Getulio Vargas's *Estado Novo* in Brazil, the role of Zapata as an agrarian warlord in the Mexican Revolution, the failure of the Spanish Republic and the emergence of Franco's regime, and the crises that have brought populist regimes and *caudillos*, or charismatic strong leaders to power. *Three credit hours.* H, I
- [LA277] 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, I
- LA297f Latin American Ethnographies** Listed as Anthropology 297B. *Four credit hours.* I STONE
- LA297Bf Mexican Politics** Listed as Government 297. *Four credit hours.* SANDOVAL PEREA
- LA298s History of the Southern Cone (Argentina, Chile, and Uruguay)** Provides students with a survey of the histories of Argentina, Chile, and Uruguay, from colonization to the present, including comparisons with the historical processes in other regions of Latin America, particularly Brazil. Key topics include colonization/neocolonialism, race, populism, immigration, gender roles, "civilization and barbarism," nationalism, state violence, military dictatorship, cultural forms (tango, soccer, carnival), and politics. An emphasis on cultural and social histories, testimonial literature, film, and documentaries will offer students a richer perspective on the histories and experiences of the region. *Four credit hours.* H, I JONES
- LA397f The Diasporic Imagination: Cubans Beyond Cuba** Listed as Spanish 397B. *Four credit hours.* OLIVARES
- LA398s Democratization in Latin America** Listed as Government 398. *Four credit hours.* I SANDOVAL PEREA
- [LA473] Historical Roots of Violence in Modern Latin America** Why have Latin American nations experienced persistent violence? We examine historical roots of the violence from an interdisciplinary perspective. How do social, political, and cultural historians, as well as anthropologists, sociologists, political scientists, and psychologists, explain social and ethnic conflicts, domestic violence, torture, insurgencies, and counterinsurgencies, and dirty wars? Objectives include a response paper, in-class presentations, a critical book review, and a substantial (c.30 page) research paper, the first draft of which will be presented and critiqued in class. *Prerequisite:* A previous course on Latin America and permission of the instructor. *Four credit hours.* H, I
- LA483f, 484s Senior Honors Thesis** A year-long research project for senior majors resulting in a written thesis to be publicly presented and defended. Students may register either for two credits in the fall, January, and spring terms or for three credits in the fall and spring terms. *Prerequisite:* a 3.3 or higher major average at the end of the junior year and permission of the Latin American studies advisory committee. *One to four credit hours.* FACULTY
- LA491f, 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
- LA493s Seminar: Andean Colonial World** Listed as Spanish 493. *Four credit hours.* L, U MILLONES
- LA497f Gender, Sexuality, and the Body in Latin American History** This seminar provides advanced students with a theoretical and methodological overview of gender and sexuality theory and practice as it relates to Latin American history and an opportunity to put those theories and methods to use in their own work. A historically grounded view from 1500 to present that incorporates valuable perspectives from the social sciences. Goals include broadening students' understandings of women's

histories, sex/gender norms, queer sexualities, racial categories, labor movements, expressive cultures, medicine, criminology, the body as a historical site, and the family. *Four credit hours.* H, I JONES

## **MATHEMATICS AND STATISTICS**

**Chair, Professor Fernando Gouvêa**

*Professors Fernando Gouvêa, Jan Holly, Leo Livshits, and Benjamin Mathes; Associate Professors Liam O'Brien and George Welch; Assistant Professors Otto Bretscher, Andreas Malmendier, James Scott, and Scott Taylor; Visiting Assistant Professors Scott Lambert and Justin Sukiennik*

The Department of Mathematics and Statistics offers courses for students who: (1) plan a career in an area of pure or applied mathematics, including statistics; (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. The major in mathematical sciences is also offered with a concentration in statistics. Majors in mathematics and mathematical sciences can be taken with honors. In addition, there is an interdepartmental joint major in economics-mathematics.

Colby mathematics majors in recent years have entered graduate school to do advanced work in mathematics, statistics, biostatistics, engineering, economics, computer science, biomathematics, and the sciences. They also have used the major as a solid foundation for careers in teaching, law, medicine, banking, insurance, management, the computer industry, and other areas.

All incoming students who intend to enroll in mathematics courses in the fall semester are required to complete the mathematics placement questionnaire prior to registration.

### **Requirements for the Major in Mathematics**

Completion of each of the following with a grade of C- or higher\*: One year of calculus, Mathematics 253, 274, 333, 338, either 434 or 439, plus four additional courses selected from Mathematics 262 and any three- or four-credit mathematics courses numbered 300 or above (excluding 484). In exceptional cases, with the permission of the department, another 400-level course may be substituted for 434 or 439.

Although Mathematics 262 and 352 are not specifically required, the department strongly recommends that mathematics majors complete both courses.

### **Requirements for the Major in Mathematical Sciences**

Completion of each of the following with a grade of C- or higher\*: 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, 332, 372, 381, Computer Science 231; four additional three- or four-credit courses selected from mathematics courses numbered 200 or above (excluding Mathematics 484). With written permission of the advisor, one (or, in exceptional cases, two) of these courses may be replaced by a course with significant mathematical content from another department.

### **Requirements for the Major in Mathematical Sciences with a Concentration in Statistics**

Completion of each of the following with a grade of C- or higher\*: One year of calculus, Mathematics 212 or 231, 253, 262, 274, 381, 382, Computer Science 151; one course selected from Mathematics 306, 321, and 374; one additional three- or four-credit course selected from mathematics courses numbered 300 or above (excluding Mathematics 484). Students interested in pursuing a graduate degree in statistics are advised to take Mathematics 338.

### **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, preapproved 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.

*\*Note: The requirement of a grade of C- or above for each course begins with the Class of 2015.*

## **Course Offerings**

**MA101f Calculus with Pre-calculus I** Designed for students who enter Colby with insufficient algebra and pre-calculus 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 does not qualify a student to take Mathematics 122 nor does it satisfy the quantitative reasoning requirement. First-year students must complete the mathematics placement questionnaire prior to registration. *Three credit hours.* SUKIENNIK

**MA102j Calculus with Pre-calculus 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 SUKIENNIK

**[MA110] Statistical Thinking** Statistics is the science of learning from data; it provides tools for understanding data and arguments based on data in many diverse fields. Students will learn to describe data in basic terms and to verbalize interpretations of it. Topics include graphical and numerical methods for summarizing data, methods of data collection, basic study design, introductory probability, confidence intervals, and statistical inference. Does not count toward any major or minor. Credit may be received for only one of Mathematics 110, 212, or 231. *Three credit hours.* Q

**[MA111] Mathematics as a Liberal Art** Mathematics is one of humanity's longest-running conversations. Its crucial role in the thought-world of medieval Europe can be seen in the fact that four of the original seven liberal arts were inherently mathematical. Today, mathematics is just as important, permeating our culture. Students will develop awareness of the historical and contemporary roles of mathematics so that they will better understand the nature of mathematics, will know what kinds of things mathematics does well, and will know when to ask for a mathematician's help with their intellectual work. Specific topics discussed will vary. *Four credit hours.* Q

**MA121fs Single-Variable Calculus** Calculus is the result of centuries of intellectual effort to understand and quantify change, such as the position of a moving object or the shape of a curve. Competent users of calculus understand its intellectual structure sufficiently to apply its ideas to a variety of intellectual pursuits. Topics include 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. First-year students must complete the mathematics placement questionnaire prior to registration. *Four credit hours.* Q FACULTY

**MA122fs Series and Multi-Variable Calculus** A continuation of Mathematics 121. Students will learn how to use infinite series, both to represent and to approximate functions, and will extend all of their skills from single-variable calculus to the multivariable setting. Topics: infinite series; vectors and analytic geometry in two and three dimensions; partial derivatives, differentials and the gradient; integration in two and three variables. *Prerequisite:* A course in single-variable calculus. First-year students must complete the mathematics placement questionnaire prior to registration. *Four credit hours.* Q FACULTY

**MA161f Honors Calculus I** The first in a two-course sequence that treats the material of Mathematics 121 and 122 with a focus on the intellectual structure behind the methods. Students will acquire a deep understanding of the theory and foundational facts of calculus, will be able to use the techniques in an intelligent manner, will understand and be able to explain the arguments that undergird those techniques, and will be able to construct original arguments of their own. Topics are presented as a deductive mathematical theory, with emphasis on concepts, theorems, and their proofs. May not be taken for credit if the student has earned credit for Mathematics 122. *Prerequisite:* One year of calculus in high school. First-year students must complete the mathematics placement questionnaire prior to registration. *Four credit hours.* Q MATHES

**MA162s Honors Calculus II** A continuation of Mathematics 161. Topics are essentially the same as for Mathematics 122, but they are presented as a deductive mathematical theory, with emphasis on concepts, theorems, and their proofs. May not be taken for credit if the student has earned credit for Mathematics 122. *Prerequisite:* Mathematics 161. *Four credit hours.* MATHES

**MA194s Mathematics Seminar** An opportunity to read and discuss audience-appropriate mathematical material in an informal setting with members of the mathematics faculty, away from problem sets and exams. Successful students will show improvement in reading comprehension of mathematical articles, will increase their knowledge and understanding of the scientific community and the specific ways of mathematicians and statisticians, and will become familiar with mathematical issues of the past and present not normally covered in other courses. May be repeated for additional credit. *Prerequisite:* Mathematics 102, 121, 122, or 161. *One credit hour.* MALMENDIER, SCOTT

**MA212fs Introduction to Statistical Methods** An exploration of statistical methods relevant to a broad array of scientific disciplines. Students will learn to properly collect data through sound experimental design and to present and interpret data in a meaningful way, making use of statistical computing packages. Topics include descriptive statistics, design of experiments, randomization, contingency tables, measures of association for categorical variables, confidence intervals, one- and two-sample tests of hypotheses for means and proportions, analysis of variance, correlation/regression, and nonparametrics. To learn about multiple linear regression techniques students should take Mathematics 231. Credit can be received for only one of Mathematics 110, 212, or 231. *Four credit hours.* Q SCOTT



**MA231fs Applied Statistics and Regression Analysis** Regression modeling provides a way to interpret data and to gain insight about the processes and populations behind them. Extracting useful information requires careful consideration of context, critical thinking, and a sound understanding of fundamental statistical concepts. Students will explore tools, including statistical software, that help them make sense of data and will analyze it with quantitative outcomes. Topics include descriptive statistics, sampling theory, confidence intervals, one- and two-sample tests of hypotheses, correlation, simple linear regression, and multiple linear regression. Credit may be received for only one of Mathematics 110, 212, or 231. *Prerequisite:* Mathematics 102, 121, or 161. *Four credit hours.* Q O'BRIEN, SCOTT

**MA253fs Linear Algebra** Linear algebra is a crossroads where many important areas of mathematics meet, and it is the tool used to analyze the first approximation of complex systems. Students will learn to understand and use the language and theorems in both abstract and applied situations, gain insight into the nature of mathematical inquiry, and learn how to reason carefully and precisely about formally described situations. Topics include vectors and subspaces in  $\mathbf{R}^n$ , linear transformations, and matrices; systems of linear equations; abstract vector spaces and the theory of single linear transformation: change of basis, determinants, eigenvalues and eigenvectors, and diagonalization. *Prerequisite:* Mathematics 102, 121, 122, or 161. *Four credit hours.* BRETSCHER, LIVSHITS, MATHES, SUKIENNIK

**MA262s Vector Calculus** Develops ideas first seen in Mathematics 122 by applying the notions of derivative and integral to multi-variable vector-valued functions. The goal is to understand the high-dimensional versions of the fundamental theorem of calculus and to apply these theorems to specific scientific applications. Topics include parameterized curves and surfaces; gradient, divergence, and curl; change of variables and the Jacobian; line and surface integrals; conservative vector fields; Green's, Stokes's, and Gauss's theorems; applications. Previously offered as Mathematics 302. *Prerequisite:* Mathematics 122 or 162. *Four credit hours.* HOLLY

**MA274fs Introduction to Abstract Mathematical Thought** An introduction to fundamental mathematical techniques used in all upper-level mathematics courses: proofs, logical reasoning, and the axiomatic method. Topics include principles of mathematical logic and standard methods of direct and indirect proof, including mathematical induction; set-theoretic approach to functions and relations; the theory of infinite sets; elementary algebraic structures; and techniques from discrete mathematics. Credit can be received for only one of Mathematics 274 and 275. *Prerequisite:* Mathematics 102, 121, 122, or 161. Two semesters of calculus is recommended. *Four credit hours.* LAMBERT, MATHES

**MA275fs Introduction to Topics in Abstract Mathematics** Some students are sufficiently proficient with proofs and logic that they do not need to take Mathematics 274; this offers an alternative that focuses less on proof techniques and more on the set theory and related topics. The goal is to equip students to continue their study of mathematics. Topics include set-theoretic approach to functions and relations, the theory of infinite sets, elementary algebraic structures, and techniques from discrete mathematics. Credit can be received for only one of Mathematics 274 and 275. *Prerequisite:* Mathematics 161 and 162 and permission of the department. *Two credit hours.* MATHES

**MA306s Topics in Epidemiology** The purposes of epidemiological research are to discover the causes of disease, to advance and evaluate methods of disease prevention, and to aid in planning and evaluating the effectiveness of public health programs. Students will learn about the historical development of epidemiology, a cornerstone of public health practice. Through the use of statistical methods and software, they will explore the analytic methods commonly used to investigate the occurrence of disease. Topics include descriptive and analytic epidemiology; measures of disease occurrence and association; observational and experimental study designs; and interaction, confounding, and bias. Previously offered as Mathematics 398 (spring, 2010). *Prerequisite:* Mathematics 212, 231, or 382. *Four credit hours.* SCOTT

**MA311fs Ordinary Differential Equations** Differential equations allow us to deduce the long-term behavior of quantities from information about their short-term rates of change; for that reason they are the language of classical science. Students will learn to analyze concrete situations modeled by differential equations and to draw conclusions using equations, graphical techniques, and numerical methods. Topics include 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, and applications. *Prerequisite:* Mathematics 122 or 162, and 253. *Four credit hours.* HOLLY, MALMENDIER

**MA313s Differential Geometry** The study of curves and surfaces in three-dimensional space, with the primary focus being on the nature of "curvature" and the distinction between intrinsic and extrinsic geometry. Students will improve their spatial intuition and learn to move easily between general theorems and specific examples. Topics include curves: tangent, normal, and binormal vectors; curvature and torsion; the moving frame; surfaces: the first and second fundamental forms, sectional and Gaussian curvature, the *Theorema Egregium*, geodesics, parallel transport; and selected additional topics. *Prerequisite:* Mathematics 122 or 162, and 253, and 274 or 275. *Four credit hours.* MALMENDIER

**[MA321] Applied Regression Modeling** The influence of statistics has grown to affect all aspects of our lives, from health to business to public policy. Students will expand on their inferential statistical background and explore methods of modeling data through linear and nonlinear regression analysis. Through the use of statistical software, they will learn how to identify possible models based on data visualization techniques, to validate assumptions required by such models, and to describe their limitations. Topics include multiple linear regression, multicollinearity, logistic regression, models for analyzing temporal data, model-building strategies, transformations, model validation. *Prerequisite:* Mathematics 212, 231, or 382. *Four credit hours.*

**MA331f Topology** Begins as the abstract mathematical study of the notions of proximity and continuity and then deploys these methods to understand interesting objects and spaces. Students will develop their ability to construct precise arguments and to explore concrete examples as instances of a general theory. Topics are selected at the discretion of the instructor from the areas of point-set, differential, and algebraic topology. *Prerequisite:* Mathematics 274 or 275. *Four credit hours.* MATHES

**MA332f Numerical Analysis** In practice, a solution to a problem might be impossible to obtain by classical methods of manipulating equations. Nonetheless, solutions can often be obtained by numerical methods, usually with the aid of a computer. Numerical analysis is the study of those numerical algorithms. Students will acquire the ability to use standard methods and mathematical software for solving the most common types of numerical problems and to analyze the speed and accuracy of the solutions. Topics include 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.* HOLLY

**MA333f Abstract Algebra** Simply called "algebra" by mathematicians, it is the study of abstract sets with operations and is fundamental in expressing and working in theoretical mathematics. An introduction to that language, to the motivating examples, and to some of the fundamental theorems. Students will develop their ability to discover and write formal arguments, explore the relationship between general theory and specific examples, and learn to recognize algebraic structures where they occur. Topics include groups, rings, and fields: definition, basic theorems, and important examples. *Prerequisite:* Mathematics 253, and 274 or 275. *Four credit hours.* GOUVEA

**MA336s Mathematical Economics** Listed as Economics 336. *Prerequisite:* Economics 224, Mathematics 253, and either Mathematics 122 or 162. *Four credit hours.* VULETIN

**MA338s Real Analysis** An exploration of the theory behind calculus, as well as its extension to more general settings. Students will learn to think carefully and clearly about limiting processes such as differentiation, integration, and summation of series and to interpret their knowledge in terms of the topology of metric spaces. They will develop the ability to read and to produce formal mathematical arguments, with particular attention to handling exceptional cases and delicate issues of convergence. Special focus on foundational issues: topology of metric spaces, continuity, differentiation, integration, infinite series. *Prerequisite:* Mathematics 122 or 162, and 274 or 275. *Four credit hours.* LIVSHITS

**[MA352] 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 or 275. *Four credit hours.*

**[MA357] Elementary Number Theory** Number theory deals with questions about numbers, especially those related to prime numbers and factorization. It offers a wide array of problems that are easily stated and understood but that can be difficult to solve. Students will gain an understanding of the beauty that such problems offer as well as the persistence that is often necessary in tackling them, and they will strengthen their problem-solving and proof-writing skills. Topics include prime numbers and unique factorization; congruences, Fermat's Little Theorem, the Chinese Remainder Theorem, and RSA cryptography; quadratic residues, reciprocity, quadratic forms, and the Pell Equation. *Prerequisite:* Mathematics 102, 121, 131, or 161. Two semesters of calculus or Mathematics 253 is recommended. *Four credit hours.*

**[MA372] Mathematical Modeling** Applicable mathematics becomes applied mathematics when we construct a mathematical theory that models the world in a useful way. Students learn to do this using many different types of mathematical tools. Students will continue to develop their problem-solving skills and their ability to present mathematical models to others. Topics include application of mathematics to problems in a variety of areas; interpretation of existing mathematical models, analysis, and computer simulation; formulation and development of new mathematical models. *Prerequisite:* Mathematics 122 or 162, and 253. *Four credit hours.*

**MA374f Design and Analysis of Experiments** Students will learn how to identify potential sources of variation and plan experiments accordingly, paying attention to the desired comparisons. Statistical computing software will be used to perform analysis of variance and post-estimation techniques in a variety of experimental designs. Emphasis on statistical thinking and applications as well as the underlying mathematical structures and theory. Topics include completely randomized factorial designs, randomized block designs, Latin squares, factorial designs, and fractional factorial designs. Formerly offered as Mathematics 398A. *Prerequisite:* Mathematics 212, 231, or 382. *Four credit hours.* O'BRIEN

**MA376s History of Mathematics** The history of mathematics with emphasis on the interaction between mathematics, culture, and society. Writing-intensive and involving careful reading of original historical documents. By studying the mathematics of different times and cultures, students will deepen their own understanding of mathematics and develop a clearer idea of how society and mathematics influence each other. A survey of the history of mathematics is followed by a more careful tracing of the development of one theme or topic. Specific topics vary from year to year but often include the mathematics of non-Western cultures. *Prerequisite:* Mathematics 274 or 275. *Four credit hours.* H GOUVEA

**[MA378] Introduction to the Theory of Computation** Listed as Computer Science 378. *Prerequisite:* Computer Science 231 and either Mathematics 274 or 275. *Four credit hours.*

**MA381f Mathematical Statistics I: Probability** A mathematical introduction to probability theory, the foundation for commonly used inferential statistical techniques (covered in Mathematics 382). Students will learn the basic theorems of probability and computational techniques for finding probabilities associated with stochastic processes. Topics include axiomatic foundations, combinatorics, random variables, discrete and continuous probability distributions, special probability distributions, independence, conditional and marginal probability distributions, properties of expectations, moment generating functions, sampling distributions, weak and strong laws of large numbers, and the central limit theorem. *Prerequisite:* Mathematics 122 or 162. *Four credit hours.* O'BRIEN

**MA382s Mathematical Statistics II: Inference** Building on their background in probability theory, students explore inferential methods in statistics and learn how to evaluate different estimation techniques and hypothesis-testing methods. Students learn techniques for modeling the response of a continuous random variable using information from several variables using regression modeling. Topics include method of moments and maximum likelihood estimation, sample properties of estimators including sufficiency, consistency, and relative efficiency, Rao-Blackwell theorem, tests of hypotheses, confidence intervals, linear models, and analysis of variance. Although applications are discussed, the emphasis is on theory. *Prerequisite:* Mathematics 381. *Four credit hours.* O'BRIEN

**[MA391] Problem-Solving Seminar** Mathematicians solve problems. This seminar on problem solving is designed for students of all levels. The focus is on mathematical puzzles and curiosity-driven mathematics. The goal is to explore systematic ways in which nonstandard problems can be approached. Facts and strategies presented will be of value to both pure and applied pursuits. Topics will vary. May be repeated for credit. *One credit hour.*

**[MA411] Partial Differential Equations** Applying the methods of differential equations to a multi-variable setting involving both time and space generates a whole new theory, which is at the core of much scientific computation, mathematical physics, and several other areas of applied mathematics. An introduction to the main ideas of that theory, preparing students for further work in applied mathematics. Topics include linear and nonlinear partial differential equations, systems; initial value problems, boundary value problems; analytic and numerical methods of solution; applications. *Prerequisite:* Mathematics 253 and 311. *Four credit hours.*

**MA434s Topics in Abstract Algebra** One semester's exposure to algebra is not sufficient for further work in mathematics, so this is a continuation of Mathematics 333. Students will further develop their ability to speak the language of and use the methods of algebra through the study of one particular algebraic theory. Improving one's written and oral communication of mathematics is an integral part of the course. Topics will vary from year to year. May be repeated for credit with permission of instructor. *Prerequisite:* Mathematics 333. *Four credit hours.* LIVSHITS

**MA439f Topics in Real Analysis** A sequel to Mathematics 338. Students will deepen their understanding of analysis through the exploration of more-advanced topics and will sharpen their ability to read, analyze, construct, and present proofs. Improving one's written and oral communication of mathematics is an integral part of the course. Topics will vary from year to year. May be repeated for credit with permission of instructor. *Prerequisite:* Mathematics 338. *Four credit hours.* GOUVEA

**MA484s Honors Independent Study** The independent study component of the honors program in mathematics. Cannot be counted toward the major or minor. *Prerequisite:* Permission of the instructor and admission to the honors program. *Three or four credit hours.* FACULTY

**MA491f, 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

**Co-chairs,** Associate Professor Steven Nuss and Adjunct Assistant Professor Lily Funahashi  
Professor Steven Saunders; Associate Professors Todd Borgerding, Jonathan Hallstrom, and Steven Nuss; Assistant Professor Natasha Zelensky; Adjunct Assistant Professor Lily Funahashi; Visiting Faculty Fellow Paul Leary

### Requirements for the Major in Music

Music 111, 181, 182, 241, 242, 281, 282, 341, and 493 or 494; two electives in music at the 200 level or higher; two semesters of lessons (both of which must be taken on the same instrument) and two semesters of ensemble participation.

The point scale for retention of the major applies to all courses in music. 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; 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, refer to the statement

below.

## Honors in Music

An honors program is available to students majoring in music who have a 3.25 overall grade point average and a 3.50 average in the major. In addition to fulfilling the requirements for the music major, honors students must take one additional course in music, approved by the department, at the 300 level or above; they must also complete the honors sequence (Music 483, 484) in one of four areas (analysis, history, performance, or theory/composition). During the second semester of the junior year, students seeking admission to the honors program submit a formal proposal outlining their proposed research or creative project to the department for approval.

## 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 co-requisite 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. By electing any applied music, the student incurs a responsibility for the appropriate fee. 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.

Instruction in applied music is also available in January and may satisfy a January Program requirement; no academic credit for applied music may be earned in January. 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 provided they continue to make satisfactory progress in the major. Majors in good standing are also eligible for an additional four semesters of subsidized instruction on a second instrument; however, the College will not fund more than two instruments per semester.

## Course Offerings

**MU091fjs Lessons: Noncredit (or January Program)** 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- or 60-minute lesson weekly in fall and spring; two 45-minute lessons weekly in January. For an application (required) and additional information concerning fees and scheduling, see the Music Department secretary. *Noncredit.* FACULTY

**MU093fs Applied Music: Ensemble, Noncredit** Noncredit participation in musical ensembles sponsored by the Music Department. See description for Music 193. *Noncredit.* FACULTY

**MU111s Introduction to Music** An exploration and celebration of the art of listening. Develops techniques and vocabulary for critical listening, emphasizing student listening to a range of musical works in a variety of styles. Surveys the history of Western art music from the Middle Ages to the present, emphasizing the relationship between music as a historical and cultural artifact and as an object of aesthetic delight. Special attention to the structure of musical works, their place in Western culture and history, and the ways in which sounding music reflects the beliefs and values of those who made (and make) it. No previous musical experience is assumed. *Four credit hours.* **A** SAUNDERS

**MU114j Jazz Improvisation** Basic jazz theory and improvisation, including melody-, scalar-, modal-, and chord-based improvisation. Introduction to arranging for jazz groups and interactions between soloists and background musicians; jazz style and performance practices. Includes semiprivate instruction and performances in large groups and smaller combos. Listening assignments include jazz greats. Instrumentalists and vocalists welcome. *Prerequisite:* Ability to sing or play major scales. *Three credit hours.* **A** THOMAS

**MU116j Introduction to Electronic Music** Students will learn basic Musical Instrument Digital Interface (MIDI) and digital audio techniques primarily using the *Ableton Live* software program in the Colby electronic music studio. Topics include sequencing, synthesis, sampling, and audio processing. We will listen to classics of electronic music as well as current works. Each week students will create a piece of electronic music that will be played for the entire class. Final compositions will be played for an audience. *Prerequisite:* Knowledge of basic musical concepts such as pitch, rhythm, and time signature is assumed. *Three credit hours.* **A** DEKLERK

**MU118j 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. Culminates in a final performance by the class. *Three credit hours.* **A** BENISSAN

**MU120s Popular Music Criticism** This first-year writing course explores the styles and genres of current popular music. Students will develop listening skills and, through readings in current (pop) music criticism, learn to write effectively and persuasively about music. *Four credit hours.* **A,W1** BORGERDING

**MU121j Entartete (Degenerate) Musik** "Degenerate Music" was the term Nazis applied to any music influenced by jazz, the avant-garde, or written by composers of Jewish descent. This music was banned, its composers driven into exile and/or murdered in concentration camps, creating a lost generation that altered the direction of 20th-century musical development. Now there is a worldwide effort to find a historical place for these artists, and this course contributes to that effort. Topics include German anti-Semitism, anti-Semitic thought in works of Wagner, Nazi racial laws targeting Jewish musicians, official agencies and cultural policies, performers and composers as victims and survivors. *Three credit hours.* **A, I** SILVER

**MU153f 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 without extensive musical training; may be taken as preparation for Music 181. *Four credit hours.* **A** LEARY

**MU157s Music in the Digital Age** Examines trends and techniques in digital music composition from 1983 to the present with an emphasis on avant-garde works involving interactive multimedia. Students will learn to critically assess a wide range of music that integrates digital technology and to analyze it based on its structure as distinct from its representational meaning. Hands-on compositional exercises will introduce students to software tools for manipulating sounds and images, creating interactive multimedia performances. Culminates in a group project that will synthesize work in all three components of the cluster. *Four credit hours.* **A** LEARY

**MU181f 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. Assures that students are fluent in the elements and structure of music, including intervals, scales, triads, and seventh chords. Central attention to species counterpoint, all diatonic harmonies, and four-part writing. Introduction to composing in a variety of styles and to ear training and sight singing. Primarily for students with some prior musical training (see also Music 153). *Four credit hours.* **A** BORGERDING, SAUNDERS

**MU182s Music Theory II** A continuation of Music Theory I that further refines students' command of diatonic harmony and counterpoint and introduces modulation and other important aspects of chromatic harmony. Includes regular work in ear training, studies of musical form, composition, and keyboard harmony. Primarily for music majors and others with prior training in music. *Prerequisite:* Music 181. *Four credit hours.* NUSS

**MU191fs 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), selected brass and woodwind instruments, and African drums. 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

#### **MU193fs Applied Music: Ensemble for Credit**

Credit for participation in musical ensembles sponsored by the Music Department. In addition to the large ensembles listed below, the department frequently offers a contemporary music ensemble, a flute choir, a guitar ensemble, a trumpet choir, a string ensemble (master class), and small chamber music groups. 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. *One credit hour.*

**African Drumming.** Performance of music from various African cultures, with hands-on experience with various instruments, including drums, rattles, and bells, and exposure to several traditions of African singing and dancing. The group presents concerts on campus and throughout the state of Maine. BENISSAN

**Chorale.** Colby's 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. DOSMAN

**Collegium Musicum.** Early music ensembles, performing music from before 1750. Groups include the Collegium Chamber Singers (a small choir of about 16 performers) and the Collegium Chamber Players (an instrumental ensemble). Instrumentalists (strings and winds) should contact instructor; enrollment for singers is through auditions early in the fall semester. BORGERDING

**Jazz Band.** Presents a standard big band setup, 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. Noncompetitive auditions are held at the beginning of each semester. FACULTY

**Wind Ensemble.** Each semester the ensemble presents a concert of works drawn from standard literature, symphonic works,

movie music, marches, etc. Open to all interested brass, wind, and percussion players without audition. THOMAS  
*One credit hour.* FACULTY

**MU234fs From Rockabilly Kings to Lady Gaga: A History of Rock 'n' Roll** A survey of rock music, from its roots in country and blues to the postmodern eclecticism of Lady Gaga. Rock music will be considered in relation to race, sex, gender, drugs, technology, marketing, and politics to better understand its powerful position in constructing, challenging, and reinforcing various positions of identity. Students will learn to discuss the musical characteristics of a work, identify its genre and era of composition, and contextualize it within a broader framework of American culture and politics. *Four credit hours.* **A** ZELENSKY

**MU241f Music History I: Middle Ages to the Early Baroque Period** An exploration of Western art music from c. 800 to c. 1700, including principal genres from the Middle Ages (chant, organum, motet, chanson), Renaissance (mass, motet, madrigal), and the 17th century (opera, instrumental music). Focuses on compositional concepts and processes, historical music theories, institutional patronage, and the connections between music and such areas as theology, philosophy, and the visual arts. Students develop analytical and writing skills through listening, writing, and analysis. *Prerequisite:* Music 111 and 181. *Four credit hours.* BORGERDING

**MU242s Music History II: High Baroque to the Dawn of Romanticism** Focuses on music of the High Baroque, Classical, and early Romantic periods, including works of Bach, Handel, Haydn, Mozart, Beethoven, Schubert, Chopin, and Schumann. Students develop critical, analytical, and listening tools for dealing with these repertoires and hone their bibliographic, oral, and written skills. Theoretical issues include the relationship between musical structure and cultural context, music's relationship to literature and the visual arts, tonality, music and drama, and aesthetics. *Prerequisite:* Music 111 and 181. *Four credit hours.* SAUNDERS

**MU252f Introduction to World Music** While nearly every society in the world has music as an important part of life, its meaning varies widely. We will examine some of the ways music is integrated in different societies in the world, focusing on a variety of musical traditions in Asia, Africa, the Near East, and the Americas. Units cover religious ritual, art music, theater and poetry, and festival. Traditions covered include santeria, north Indian classical music, Russian folk music, gagaku, Brazilian capoeira, samba, Native American pow-wow, 'oud art music, and many more. *Four credit hours.* **A, I** ZELENSKY

**MU254f Music of Meditation** Study of music, ritual, and meditation in Rinzaï Zen Buddhism, monastic Roman Catholicism, and Hinduism. Attention to ways communication and apprehension of sacred texts are affected by unique musical and meditative practices and ritual forms. Units include (1) discussion of writings by Japanese, Indian, and Western philosophers, musicians, and theorists of language; (2) instruction in the three forms of ritual choreography and meditation techniques; (3) chant instruction and performance. Each unit concludes with a required public group performance scheduled outside regular class time. Willingness to engage in original research and participate in group chanting and meditation/contemplation exercises is essential. *Four credit hours.* **A** NUSS

**[MU255] Zen Theater: Acting, Dancing, Singing Japanese Noh** Noh, the quintessential Japanese performing art, is a combination of acting, music, and dance whose roots lie in the ritual and philosophy of Zen Buddhism. An examination of historical connections between Zen and Noh using group and individual instruction and careful study and analysis of recorded Noh plays to reach a basic level of performance ability in at least one aspect of Noh. Students will also compose a score for a class performance of an original version of *Aoi no Uei*, the Japanese classic tale of love, ghosts, and betrayal. *Four credit hours.* **A**

**[MU258] The Politics and Poetics of Music and Dance of Eastern Europe** A historical, cultural, and practical exploration of traditional music and dance of various regions of Eastern Europe, including Bulgaria, Serbia, Romania, Albania, Russia, Greece, and Georgia. Students will learn basic techniques of folk singing, dancing, and instrument playing of these regions and will examine the use of Eastern European folk music in Western art music and its role in broader political sociocultural realms, including gender relations, ethnic and religious identity, and Socialist/post-Socialist politics. *Four credit hours.* **A**

**MU262s Music in Life, Music as Culture: Introduction to Ethnomusicology** Provides students with a theoretical and methodological introduction to ethnomusicology, a discipline that is rooted in exploring music not merely as an aesthetic object, but as a cultural force that reflects and shapes our everyday lives. Topics include: music and war (focusing on musical responses to 9/11 and the use of music as weapon), medicine, migration, trance, sexuality, and marketing. Topics will be explored through a close reading of seminal texts and an examination of relevant theory. Students will also learn how to conduct ethnographic fieldwork, with several field trips, including one to Indian Island for a first-hand account of music-making practices among the Penobscot peoples today. *Four credit hours.* **A** ZELENSKY

**[MU267] Contact Zone** In her influential critical work *Imperial Eyes*, Mary Louise Pratt introduces the concept of "contact zone"—a site of interchange and tension among language, history, tradition, and authority that characterizes colonial and postcolonial cultures. This class examines the ways in which the Gandhi Ashram in Kalimpong, India paradoxically uses Western classical music and other elements from India's colonial legacy as the means to overturn long-held social and cultural prejudices that are an everyday part of the lives of their economically disadvantaged and low caste students. Colby students serve as general subject teachers at the ashram and use their experiences to reflect on the ethical, cultural, and political implications of the school's unique, music-centered educational approach as one unique Indian way of dealing with basic issues of human rights. Estimated cost: \$2,800. *Three credit hours.* **A, I**

**MU281f Music Theory III** Analytical studies of advanced chromatic harmony and modulatory techniques in major works of the 19th century using composition assignments "in the style of" representative composers of the middle and late Romantic periods, analytical essays, and keyboard harmony and ear training assignments. An introduction to neo-Riemannian theory (triadic post-tonality) with applications to selected works of Brahms, Liszt, and Wagner. Students will learn to illustrate the logic of complex chromatic passages, explain their analyses in clear, discipline-specific prose, translate analytical thinking to actual composition, demonstrate advanced chromatic techniques at the keyboard, and develop a solid aural grasp of chromatic idioms. *Prerequisite:* Music 182. *Four credit hours.* NUSS

**MU282s Music Theory IV** Post-tonal harmony and contemporary analytical techniques. Primarily for music majors. *Prerequisite:* Music 281. *Four credit hours.* NUSS

**MU297j From Hair to Nu Metal: A History of Heavy Metal in All Its Glory** A history of heavy metal music from its origins in 1960s blues and psychedelic rock to its most recent iteration as Nu metal. Heavy metal is a dynamic and diverse genre, including sub-genres such as thrash, speed, death, grunge, glam, math, and hair. Students will think, listen, and write critically about popular music, explore the musicological discourse on popular music/heavy metal, and investigate the sociological dynamics of subculture and its significance to the heavy metal scene. *Two credit hours.* LEARY

**MU298s Art of Songwriting: Experiencing and Writing Popular Music** Explores the art and history of Western popular music with an emphasis on writing and expanding our knowledge through critical analysis. Designed to give listeners and songwriters new directions for thinking and writing popular music. We will look at many styles of popular music from Stephen Foster to the Beatles, Metallica, Bob Dylan, Madonna, Linkin Park, Eminem, Skrillex, and more, as it relates to understanding popular forms and mediums and informs our own songwriting. While this course emphasizes music from 1990 to the present, we will look at examples of music spanning back into the 1960s. *Prerequisite:* Music 153 or 181. *Four credit hours.* A LEARY

**MU341f Music History III: Music of the 19th and 20th Centuries** An overview of 19th- and 20th-century music with a focus on the evolution of musical styles and the manner in which they have been impacted by concurrent artistic, cultural, and political events. Students will acquire a fundamental knowledge of those composers considered to have had a significant impact on music from the late 19th century to the present and their position within the larger sociocultural milieu. Achievement of learning goals will be assessed based on performance on a midterm examination, an oral presentation (for which current presentation technology and methodology must be used), and a final research paper. *Prerequisite:* Music 111 and 182. *Four credit hours.* LEARY

**[MU374] 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.*

**MU483f, 484s Honors Research I** Substantial original research or completion of a major creative project under faculty supervision, culminating in a written paper and/or a public presentation. *Prerequisite:* 3.25 overall grade point average, 3.5 major average at the end of the junior year, and permission of the department. *Three credit hours.* FACULTY

**MU491f, 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

**MU493f Seminar: Philosophy and Aesthetics of Music** An extended reflection on two deceptively simple questions: what is music and why is it significant? Philosophical, musicological, psychological, sociological, and critical approaches to questions on topics such as: expression (In what sense can music have meaning?); representation (Can music represent objects, emotions, or ideas in the material world?); ontology (What is a piece of music or a musical "work"? Can it exist apart from notation or performance?); and aesthetic value (What makes a work great or banal?). Examines traditional positions in aesthetics along with recent challenges to traditional views posed from feminist, post-structuralist, and other critical perspectives. *Prerequisite:* Music 282. *Four credit hours.* SAUNDERS

**[MU494] Seminar: Theories of Heinrich Schenker** An exploration of one of the most elegant and influential theories of tonal music, the ideas of the Austrian theorist Heinrich Schenker. Topics include Schenker's writings on harmony and counterpoint, his development of the controversial idea of the *Ursatz* or fundamental structure, analytical and graphing techniques, and recent extensions and critiques of Schenkerian theory. *Prerequisite:* Senior standing as a music major or minor. *Four credit hours.*

## NEUROSCIENCE

*In the Departments of Biology and Psychology.*

*Majors with concentrations in neuroscience are described in the "Biology" and "Psychology" sections of the catalogue.*

# PHILOSOPHY

**Chair, Associate Professor James Behuniak**

*Professors William Adams, Daniel Cohen, and Jill Gordon; Associate Professor James Behuniak; Assistant Professors Lydia Moland and Keith Peterson*

"Philosophy," as William James put it, "is an attempt to think without arbitrariness or dogmatism about the fundamental issues." Colby's philosophy program challenges students to understand what it means to live morally in an often unjust world, to deliberate rationally about knowledge, freedom, and meaning, and to appreciate deeply the natural and aesthetic dimensions of our lives. Our courses provide the historical depth, cosmopolitan breadth, and multiplicity of perspectives necessary for participating in the philosophical conversation that spans human history and reaches around the globe. The Philosophy Department cultivates skills in effective writing, close reading, clear reasoning, and creative thinking, enabling students to join this ongoing conversation. Philosophy prepares students for professional careers and a lifetime of intellectual engagement in a complex and changing world.

## Requirements for the Major in Philosophy

To complete the major in philosophy, a student must take a minimum of 10 courses. Those courses must include Philosophy 151, 231, and 232; one course in metaphysics and epistemology chosen from 239, 253, 274, 316, 317, 318, 338, 353, 373; one course in values chosen from 211, 215, 234, 238, 240, 311, 328; one course in diversity ("diversity" here includes non-Western and non-canonical philosophy) chosen from 213, 215, 217, 253, 265, 266, 311, 360; and four additional courses in philosophy, only one of which can be at the 100 level, not including 277, and only one of which can be from 483/484, 491/492. In addition to the 10 courses, students must enroll in two semesters of the philosophy colloquium series (201 and 202). Students should consult the department about special topics course offerings (297, 298, 397, 398) that may satisfy the area requirements in logic, values, diversity, and epistemology/metaphysics. No requirement for the major may be taken satisfactory/unsatisfactory.

## Honors in Philosophy

Students majoring in philosophy may apply during their junior year for admission to the honors program. Permission is required; guidelines are established by the department and posted at [www.colby.edu/philosophy](http://www.colby.edu/philosophy). Successful completion of the work of the honors program and of the major will enable the student to graduate "With Honors in Philosophy."

## Requirements for the Minor in Philosophy

To complete the minor in philosophy, a student must take a minimum of six courses in philosophy, at least one of which must be at or above the 300 level and no more than one of which may be at the 100 level. The six courses must include one course in the history of Western philosophy selected from Philosophy 231, 232, 352, 353, 355, 359, 373, 374, 378; one course in metaphysics and epistemology chosen from 239, 253, 274, 316, 317, 318, 338, 353; one course in values chosen from 211, 215, 234, 238, 240, 311, 328; and three additional courses. No requirement for the minor may be taken satisfactory/unsatisfactory.

## Course Offerings

**PL111s 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, and Malcolm X. *Four credit hours.* **S** GORDON

**[PL112] Central Philosophical Issues: 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.*

**PL113f Central Philosophical Issues: On Being Human** Combines readings of classic philosophical texts on the subject of human nature with current incarnations of these debates in the contemporary world. Possible topics include the extent to which human nature is natural as opposed to cultural, the question of what differentiates humans from animals, the ethics of genetic enhancement and our treatment of other animals, the role of race or gender in human identity, humor as a unique human characteristic, examinations of human nature in post-apocalyptic literature. Extensive and varied writing assignments will develop students' writing skills via engagement with these topics. *Four credit hours.* **S,W1** MOLAND

**PL114fs Central Philosophical Issues: Nature and God** An introduction to philosophy approached through issues in the philosophy of religion. Stress will be on epistemological questions (regarding how we can have knowledge) in connection with metaphysical questions (regarding the basic features of the universe). Designed to introduce students to the history of Western philosophy; to improve skills of critical reading, writing, and thinking; and to promote thinking on some big-picture issues, such as education, happiness, wisdom, God, spirituality, and knowledge. Readings include Plato, Aquinas, Bacon, Descartes, Hume, and James. *Four credit hours.* **L** BEHUNIAK



**PL126f Philosophy and the Environment** An introduction to philosophy approached through prominent questions and themes in environmental philosophy. Topics include the historical context and causes of environmental crisis, anthropocentrism, animal rights, intrinsic value, biocentrism, ecocentrism, and radical social theories, incorporating core philosophical issues in ethics, philosophical anthropology, and nature philosophy. These provide resources for clear and creative reasoning on the philosophical aspects of creating sustainable ecologies and societies, for reflection on value priorities, and for exploration of relationships between academic work and responsibility to contribute to the world. *Four credit hours.* L PETERSON

**PL151f Logic and Argumentation** Argumentation is a subject that covers the processes of reasoning, the communicative actions, and the dialectical exchanges that give form to our intellectual lives. Logic, the study of inferences, is a central component of good argumentation. Students develop the conceptual vocabulary and critical skills to argue effectively and to evaluate arguments intelligently. These include interpretive techniques, like diagramming and fallacy identification, as well as the formal, analytic tools of symbolic logic. *Four credit hours.* Q COHEN

**PL174s Philosophical Anthropology** What is human nature? What makes humans different from other animals? What is the significance of the divisions internal to human society, such as those of race, class, gender, and culture? What does it mean to be a self-interpreting, historical being? What is the place of human beings in the natural world, especially in the context of global environmental crisis? Philosophical anthropology is the study of past and current responses to these questions and includes an understanding practice of critique as a philosophical method. Exposure to responses from past and present provides opportunities to question fundamental beliefs about human nature. A writing-intensive course. *Four credit hours.* S,W1 PETERSON

**[PL175] Ancient Greek Thought** Western philosophy was not born in Greece, it was constructed there. Distinguishing itself from poetry, myth, and other rhetorical forms was one of the most important achievements of ancient Greek philosophy. An examination of Plato's philosophy especially as a response to the poets, sophists, and speech writers who preceded him. We will read several Platonic dialogues and some of the classical texts to which they are a response, exploring the manner in which Socrates attempts to distinguish philosophy from these other forms of discourse. Part of the three-course Integrated Studies 175 cluster, "Ancient Greece: Nature and Culture in Classical Athens." *Prerequisite:* Concurrent enrollment in Anthropology 175 and Science, Technology, and Society 175. (elect IS175.) *Four credit hours.* S

**[PL175B] Science in Ancient Greece** Listed as Science, Technology, and Society 175. *Four credit hours.* H

**PL201fs Philosophy Colloquium I** The first semester of a year-long 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.* *Prerequisite:* Philosophy major or minor. *Noncredit.* FACULTY

**PL202fs Philosophy Colloquium II** The second semester of a year-long 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.* *Prerequisite:* Philosophy 201 and philosophy major or minor. *One credit hour.* FACULTY

**PL211f Moral Philosophy** Should ethics be based on universal respect for human dignity, on an assessment of what would benefit society at large, or on what fosters desirable character traits in the individual? Our answers determine how we address difficult questions concerning life and death, the ethics of war, indigenous rights, and global poverty. We explore the historical basis of four major movements in current ethical theory: virtue ethics, deontology, moral psychology, and utilitarianism. In conjunction with each theory, we will consider a contemporary ethical issue. Students develop both written and verbal argumentative skills through essays and class presentations. *Four credit hours.* S MOLAND

**PL213s Philosophical Inquiries into Race** A philosophical treatment of several aspects of race and racism: ontological issues surrounding what race is; existential and phenomenological issues about embodiment as a visible racial minority; social and political issues regarding oppression, colonization, and discrimination; and ethical issues involving racial minorities in the American context. *Four credit hours.* S,U GORDON

**[PL215] 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,U

**PL217f Feminism and Science** An examination of new and challenging questions feminists and social theorists have raised about the content, practice, values, and traditional goals of science. Objectives include deepening the student's knowledge of feminist philosophy and familiarizing them with some of the diverse literature in the field of science studies. Topics include "standpoint" and social epistemologies; objectivity, value-neutrality, and universality claims of modern science; the social and historical character of science; how implicit assumptions about gender, class, ethnicity, epistemic, and social values affect research and reasoning; and how the language scientists use to explain phenomena conditions the production of knowledge. *Four credit hours.* S,U PETERSON

**PL231f History of Ancient Greek 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** GORDON

**PL232s History of Modern Philosophy** A survey of philosophy from the Early Modern Period (roughly from 1600 to 1800). While thinkers in this era (also known as the Enlightenment) dealt with a wide variety of subjects, focus will be primarily upon their contributions to epistemology and metaphysics. The goal is to understand better the work of important historical figures (like Descartes, Spinoza, Hume, and Kant) so that we can appreciate the ways in which they have shaped our current situation. *Four credit hours.* **H** MOLAND

**[PL234] Philosophy and Art** In 1964 philosopher Arthur Danto had a life-changing experience viewing contemporary art and concluded that we had reached the "end of art." What could this mean? We will explore this and other questions, including: Why do humans create art in the first place? Is the aesthetic experience primarily cognitive or emotive? Should art merely entertain us or ennoble and improve us? Do artistic genres such as comedy evolve, or do they (and does art in general) articulate something constant about human nature? Will engage students in artistic events on campus and the Colby Museum of Art. Through written exercises and presentations, students' written and verbal skills are developed. *Four credit hours.* **A**

**[PL238] Society, Business, and Ethics** An examination of the relation between our economic and social lives. Drawing on the philosophy of thinkers as diverse as Plato, Smith, and Marx, provides a strong background in the ethical theories pertinent to case studies in business ethics while also offering students the opportunity to research and present their own case study representing a pressing ethical issue in business. *Four credit hours.* **S**

**PL239f 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. *Four credit hours.* COHEN

**[PL240] Ethics on the Continent: From Kant to Levinas** An examination of prominent ethical theorizing and meta-ethical discourse on the Continent (primarily France and Germany), from Kant to the present. Topics include Kantian deontological moral theory, Nietzsche's critique of "slave morality," the phenomenological Value Ethics of Max Scheler and Nicolai Hartmann, the Existentialist ethics of Sartre and Simone de Beauvoir, the dialogical ethics of Martin Buber and Emmanuel Levinas, and the discourse ethics of Jürgen Habermas. Students will reflect on the ultimate structures of ethical relationships, the assumptions we make when we theorize about them, and on their own beliefs about the good, values, duty, rationality, freedom, and moral judgment. *Four credit hours.*

**[PL253] Skepticism East and West** For as long as there have been philosophers engaged in passionate pursuit of knowledge, there have been skeptics critical of the entire enterprise. Can we really know the Truth about anything? For that matter, how important is it for us to know the Truth? Skeptical thinkers have appeared in all times and cultures. We will engage with three venerable texts: the *Chuang Tzu* from ancient China, Nagarjuna's writings on the *Middle Way* from ancient India, and the *Outline of Skepticism* by Sextus Empiricus from ancient Greece. Our goal is to put these authors into dialogue and then join in that dialogue. *Prerequisite:* A prior course in philosophy. *Three credit hours.*

**PL258s Advanced Logic** Further investigations into symbolic logic and its extensions, with special attention of modal logic and some attention to metatheoretic results. *Prerequisite:* Philosophy 151. *Four credit hours.* COHEN

**[PL265] Chinese Philosophy** An introduction to major thoughts, texts, and thinkers in the "classical" period of Chinese philosophy, which covers roughly the sixth through the third centuries BCE (known as the Warring States period). We will cover Confucius (Kongzi), Mozi, Mencius (Mengzi), Zhuangzi, Laozi, Sunzi, Xunzi, Han Feizi, the *Yijing* or *Book of Changes*, and other important texts. An overview of philosophical questions that motivated thinkers in early China to provide an appreciation for how various answers to these questions have shaped East Asian civilizations and to take aim at the basic object of philosophical inquiry—"What is the Good Life?"—from the cultural perspective of the Chinese. *Four credit hours.* **L**

**PL266f Buddhist Philosophy** Examines the philosophical dimensions of the rise of Buddhism in India and its spread across East Asia. After an introduction to the historical Buddha and to Buddhist philosophies in India, we will examine the major schools of Buddhist philosophy in China and the dominant schools of Zen Buddhism in Japan, all in chronological order and with attention given to the development and transformation of key philosophical ideas. Questions pertaining to the nature of reality, time, causality, self, mind, truth, language, and the relation between theory and practice are explored. *Four credit hours.* **L** BEHUNIAK

**PL274s Philosophy of Religion** An examination of some principal philosophical issues in the area of religion, including the existence of God, divine attributes in relation to time, space, and the natural world, the origin and content of religious experience, issues regarding faith and its object, and the function of religious symbolism. Readings include both critics and defenders of the religious standpoint. *Prerequisite:* One course in philosophy. *Four credit hours.* **S** BEHUNIAK

**PL277s Reuman Reading Group** Faculty and students jointly select, read, discuss, and argue about a philosophical text in regular, intellectually rigorous, but free-wheeling and informal sessions that provide an opportunity to indulge our passion for philosophy. *Prerequisite:* Philosophy major or minor. *One credit hour.* COHEN

**PL311s Philosophical Approaches to Global Justice** Recent political theorizing as it relates to cultural and social differences and global poverty. Topics include John Rawls's conception of just institutions, Martha Nussbaum's capabilities approach, utilitarian arguments regarding global poverty, and contemporary writing on recognition for minority and indigenous cultures. We will also ask whether the nation-state as we know it can be morally justified in an age of globalization, and we will consider arguments regarding the ethical value of patriotism, nationalism, and cosmopolitanism. Includes a civic engagement component. *Prerequisite:* Two courses in philosophy. *Four credit hours.* I MOLAND

**[PL314] Karl Marx and Marxist Philosophical Thought** Beginning with Marx's and Engels's primary texts, the influence of Marxist philosophical thought on economic theory, revolutionary theory (Mao, Guevara, Castro, Luxembourg, Gramsci), cultural criticism (Marcuse, Adorno), feminism (Hartmann), and aesthetic theory (Jameson, Williams, Eagleton). *Four credit hours.* S

**[PL316] Metaphysics** What is the nature of space and time? How do things persist through change? What is the relationship between cause and effect? How are parts and wholes related? What is the ontological status of universals? How are things individuated? These and similar questions are treated in this general survey of metaphysics. *Prerequisite:* Two philosophy courses. *Four credit hours.*

**[PL317] 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 are approached historically by examining the rise and fall of the project known as logical empiricism (or logical positivism). *Four credit hours.*

**PL318f Philosophy of Nature** *Philosophy of Nature* included the study of physical existence, living nature, and cosmology, and reigned from Aristotle's time to the scientific revolution, when it was eclipsed by modern science. Students will encounter answers to the questions What is nature? What is characteristic of the dominant scientific understanding of nature? Are there more and less adequate ways of conceptualizing the natural world? Is the environmental crisis the result of defective ways of thinking about and relating to nature? How do the history and philosophy of ecology relate to the tradition of nature philosophy? Readings range from Aristotle to contemporary philosophy, history, and social studies of ecology. *Prerequisite:* One philosophy course. *Four credit hours.* PETERSON

**[PL328] Radical Ecologies** Radical ecologies interrogate our everyday, scientific, and metaphysical conceptions of nature, they emphasize that environmental problems in human-to-nature relations originate in human-to-human relations (e.g., gender, class, and race relations), and they call for comprehensive social and cultural changes through their critiques of existing social forms. They critically explore the historical, cultural, ethical, political, economic, and technological aspects of the place of the human in nature. Readings from anarchist social ecology, deep ecology, ecofeminism, and ecosocialism. *Prerequisite:* One philosophy course. *Four credit hours.*

**PL338f Philosophy of Language** Philosophy took 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 longstanding philosophical problems. The development of the philosophy of language and its success, with special attention to the role of metaphor. *Prerequisite:* Philosophy 151. *Four credit hours.* COHEN

**[PL352] American Philosophy** An introduction to classical American philosophy (roughly 1870-1945), with a focus on pragmatic naturalism as a response to European forms of empiricism and idealism. Begins with the transcendentalist thinker Ralph Waldo Emerson and concludes with contemporary neo-pragmatist Richard Rorty. Features close study of thinkers most representative of the "classical" period: Peirce, James, Dewey, Addams, Mead, and others. Students acquire a solid historical, cultural, and philosophical understanding of what is quintessentially "American" about American philosophy and how it relates to other philosophical traditions, and they are encouraged to relate classical American philosophy to contemporary issues and concerns. *Prerequisite:* One course in philosophy. *Four credit hours.* H

**[PL353] Contemporary Analytic Philosophy** At the turn of the 20th century, G. E. Moore and Bertrand Russell revolutionized the way we philosophize. Their new methods focused intensely on language, radically altering philosophy's agenda: old questions got new answers, new questions were raised, more attention was paid to the nature of philosophy itself. It culminated in Wittgenstein's extraordinary *Tractatus Logico-Philosophicus*—and a discipline in a crisis of self-identity. The first articulate responses in mid-century were Logical Positivism and Ordinary Language Philosophy, but the contours of contemporary philosophy and its main voices, such as Kripke's Realism or Rorty's Neo-Pragmatism, are still best understood against this historical backdrop. Provides context for entering contemporary philosophical debates. *Prerequisite:* Two philosophy courses. *Four credit hours.*

**[PL355] Kant and German Idealism** The years between the publication of Kant's *Critique of Pure Reason* (1781) and Hegel's *Phenomenology of Spirit* (1806) are among the richest in the history of philosophy. Inspired by the French Revolution, questions about Germany's political future, and attempts to respond to scientific advances, philosophers struggled to articulate a description of modern personhood, aesthetics, and politics. Focus is on several figures, including Kant, Fichte, Hvdlerlin, Novalis, Schlegel, Schelling, and Hegel. Through submitting detailed questions on the readings and writing essays that include secondary literature, students develop writing and critical-thinking skills. *Prerequisite:* Three courses in philosophy. *Four credit*

hours. H

**PL359f 19th-Century Philosophy** Philosophy in the 19th century began with the assertion by great systematic philosopher G.W.F. Hegel that what is rational is actual and what is actual is rational; it ended with Nietzsche's virulent attacks on the entire Western rationalist tradition. Between these benchmarks we find Karl Marx's claim that philosophy's job is not to understand the world but to change it; John Stuart Mill's articulation of utilitarianism; and Kierkegaard's philosophy of existential renunciation. A survey of these and other philosophers along with a study of the social upheaval and scientific advances to which they reacted. *Prerequisite:* Philosophy 232. *Four credit hours.* H MOLAND

**[PL360] African Philosophies, 1945 to the Present** A survey of philosophy on the African continent in the postcolonial period. Examines the ongoing critical conversation of just what "African philosophy" is; how it can or should be related to European academic philosophy; how and whether it is particular to a specific geographic region, political circumstances, or cultural beliefs and practices; and whether there are some universal philosophical concerns. *Four credit hours.* I

**[PL373] History of Medieval Philosophy** The evolution of philosophical debate in the Latin West from Augustine to Ockham, with particular focus on the problems of the reconciliation of faith and reason, of the metaphysics of universals, and of the sources and possibilities of human knowledge. *Prerequisite:* Philosophy 175 or 231. *Four credit hours.* H

**PL374f Existentialism** An examination of the individual, freedom, death, meaning, value, nihilism, authenticity, responsibility, and faith in the works of Nietzsche, Heidegger, Camus, Sartre, de Beauvoir, Buber, and black existential philosophers. *Prerequisite:* One course in philosophy. *Four credit hours.* GORDON

**PL378s Contemporary Continental Philosophy** An exploration of the most significant themes and thinkers in French and German thought from the early 20th century to the present. Movements and schools of thought covered may include phenomenology, hermeneutics, existentialism, French empiricism, psychoanalysis, critical theory, feminism, (post)structuralism, deconstruction, science studies, and recent speculative realism. Through close reading and practiced writing students will engage with the question "What is philosophy?" *Prerequisite:* Philosophy 232 or 359. *Four credit hours.* PETERSON

**[PL381] Philosophers in Focus: Plato** A concentrated study of a selection of Plato's dialogues and some scholarly articles, centered around a given theme. Students will gain deep understanding of the theme, as well as its connection to Plato's larger philosophical project. *Prerequisite:* Philosophy 231. *Four credit hours.*

**[PL382] Philosophers in Focus: Socrates** Socrates, who wrote nothing, has appeared as a conspicuous figure in other thinkers' work in a variety of ways: sophistic buffoon, beloved mentor, philosophical gadfly, dangerous political threat, inhuman monster, and archetypal teacher of disciples, to name a few. The figure of Socrates and what he represents in a variety of sources, from his contemporaries in classical Athens to the present. Readings from Aristophanes, Plato, Xenophon, Montaigne, Kierkegaard, Nietzsche, and some contemporary philosophers. *Prerequisite:* Philosophy 231. *Four credit hours.*

**PL383s Philosophers in Focus: Aristotle** A close examination of some text(s) of Aristotle's, along with relevant secondary literature. The topic will change from time to time, depending on which work(s) we read. Texts most likely to be the focus in any given semester include poetics, politics, ethics, and rhetoric. *Prerequisite:* Philosophy 231. *Four credit hours.* GORDON

**[PL384] Philosophers in Focus: John Dewey** During the first half of the 20th century, John Dewey (1859-1952) was referred to simply as "America's Philosopher." After a brief period of neglect, there has been a resurgence of interest in his work, and today Dewey studies are as vital as ever. Close reading of some of Dewey's central works. *Prerequisite:* Two philosophy courses. *Four credit hours.*

**[PL385] Philosophers in Focus: Nietzsche** A more or less chronological examination of major Nietzschean themes by way of reading substantial primary source excerpts and selections from scholars working in various traditions. Themes include Nietzsche's philosophy of art and music; the influence of Goethe, Schopenhauer, and Wagner; Nietzsche's critiques of morality and Christianity; his metaphysical and epistemological theories including anti-Platonism and perspectivism; the "affirmative" doctrines he advocates in his mature works—will to power, the Übermensch, eternal return, and *amor fati*. *Four credit hours.*

**[PL386] Philosophers in Focus: Immanuel Kant** Working knowledge of Kant's philosophy is indispensable for an understanding of virtually all contemporary philosophical schools. The aim is to develop an understanding of the systematic whole of Kant's critical philosophy. Select portions of all three critiques, *Critique of Pure Reason* (1781), *Critique of Practical Reason* (1788), and *Critique of Judgment* (1790), will be examined. We will also discuss the historical reception of Kant and Kantianism. Most of the term will be spent on the *Critique of Pure Reason*, addressing the other critiques directly in the last third of the course. *Four credit hours.*

**[PL387] Philosophers in Focus: William James** An examination of the thoughts and writings of one of America's greatest thinkers, William James. We will explore his most important and groundbreaking ideas, which include the stream of consciousness, habit, radical empiricism, pure experience, the will to believe, pragmatism, and humanism. Also, his career-long assault upon the idea of the "Absolute," an idea that James insisted should be replaced by a notion of "Pluralism." The objective is to develop an appreciation for James's philosophical vision, to understand its importance to philosophy, and to recognize its place in the larger context of the American experience. *Prerequisite:* Two courses in philosophy. *Four credit hours.*

**[PL388] Philosophers in Focus: Adam Smith** Most of us know Adam Smith (1723-1790) as the author of the *Wealth of Nations* (1776). Smith envisioned his groundbreaking work in political economy as part of a grand system rooted in the moral psychology and philosophy of his *Theory of Moral Sentiments* (1759), which has seen a recent boom in attention from philosophers. We begin by discussing some of Smith's most important influences, which include the moral psychologies and philosophies of Hutcheson (1694-1746) and Hume (1711-1776). Then we will read significant portions of Smith's *Theory of Moral Sentiments* as well as selections from the *Wealth of Nations*. *Four credit hours.*

**[PL389] Philosophers in Focus: Ludwig Wittgenstein** A close encounter with Wittgenstein, one of the great minds and central figures of 20th-century philosophy, with attention paid to both his rigorous early work, "Tractatus," and his enormously influential later work, "Philosophical Investigations," with its critiques of essentialism and foundationalism. *Prerequisite:* Two philosophy courses. *Four credit hours.*

**PL398s Philosophy of Humor** What makes something funny? Is there a logic to jokes? What unites puns, slapstick, and satire? Does saying, "*It's only a joke*" excuse offensive jokes? Is a sense of humor a virtue? Is humor a proper subject for philosophy? The answer to last one is, "Yes!" E. B. White said that analyzing humor is like dissecting a frog: few people are interested and the frog dies. We will examine philosophical accounts of laughter, humor, and comedy anyway. Historically important theories from Aristotle, Hobbes, Kant, Schopenhauer, Bergson, and Freud will lead us to contemporary debates about the logic, ethics, aesthetics, cognitive, and social aspects of humor. *Prerequisite:* Three philosophy courses. *Four credit hours.* COHEN, MOLAND

**PL483f, 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, a grade of A- or better on honors work, a public presentation, and final approval by the department are conditions of successful completion of this program. *Prerequisite:* Senior standing, a 3.25 major average at the end of the junior year, and permission of the department. The honors tutor must be a member of the philosophy faculty. *Four credit hours.* FACULTY

**PL491f, 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

## PHYSICS

*In the Department of Physics and Astronomy.*

*Chair, Professor Robert Bluhm*

*Professors Robert Bluhm, Charles Conover, and Duncan Tate; Assistant Professors Jonathan McCoy and Elizabeth McGrath; Faculty Fellow Yoshihiro Sato; Teaching Associate Lisa Lessard*

Physics studies nature and how things work on levels ranging from the smallest subatomic and atomic scales, through intermediate scales describing matter in its various forms, up to the largest astrophysical scales. Physics students acquire skills in mathematical calculation, experimental measurement and instrumentation, theoretical and numerical modeling, scientific writing, and oral presentation. Flexible major and minor programs are designed to fit within a liberal arts education and to provide preparation for careers or advanced training in science, teaching, business, medical professions, and engineering. The department welcomes students from all majors and with diverse backgrounds.

The introductory course sequence, Physics 141 (or 143) and 145, provides a solid basis for further work in physics as well as preparation for medical school and advanced study in other sciences. These courses also provide excellent preparation for students who plan to enter professions such as law, teaching, and business. The intermediate and advanced course offerings in the department provide a strong background for graduate study in physics, astronomy, engineering, and interdisciplinary fields such as biophysics, environmental science, medical physics, and bioengineering.

Emphasis is placed upon independent work and cooperative research with the faculty in atomic, molecular, and optical physics, condensed-matter physics, theoretical physics, and astronomy. All faculty members have active research programs that thrive on undergraduate contributions. Research projects make use of the department's well-equipped laboratories, computer workstations, and supporting machine, electronic, and technical shops.

Students seeking a career in engineering may consider applying to an exchange program in which both a bachelor of arts and a bachelor of engineering can be earned upon successful completion of three years at Colby and two years at Dartmouth College. Students should consult with the engineering advisor before selecting their first-semester courses.

Physics 141, 145, 241, and 242 form a full introduction to classical and 20th-century physics. 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

Physics majors 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. Not all upper-level elective courses are offered every year. Physics 415, taken in the fall of the senior year, involves completing an independent project, internship, or research in

physics or a related field. All students are invited to attend the colloquia presented by faculty, senior students, and visiting scientists; senior physics majors are required to participate by enrolling in Physics 401, 402. The point scale for retention of the major applies to all courses taken that can satisfy the requirements listed below. No requirements for the major may be taken satisfactory/unsatisfactory. Physics majors receive Distinction in the Major upon graduating if they have a grade point average of at least 3.5 in physics and mathematics.

**Required Physics Courses** (unless exempted by advanced placement)

*Physics*

- 141 Foundations of Mechanics (or 143 Honors Physics)
- 145 Foundations of Electromagnetism and Optics
- 241 Modern Physics I
- 242 Modern Physics II
- 401-402 Senior Physics and Astronomy Colloquium
- 415 Physics and Astronomy Research (Physics 483-484 for students completing the honors major)

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

*Computer Science*

- 151 Computational Thinking

*Mathematics*

- 121 Single-Variable Calculus (or 161 Honors Calculus I)
- 122 Series and Multi-Variable Calculus (or 162 Honors Calculus II)
- 253 Linear Algebra
- 262 Vector Calculus
- 311 Ordinary Differential Equations

**Elective Courses:** Choose at least three. At least two must be 300-level or higher physics courses, and at least one 300-level or higher physics course must be taken at Colby.

*Astronomy*

- 231 Introduction to Astrophysics

*Biology*

- 274 Neurobiology

*Chemistry*

- 255 Nuclear Magnetic Resonance
- 341 Physical Chemistry

*Mathematics*

- 332 Numerical Analysis

*Physics*

- 254 Essential Electronics
- 311 Classical Mechanics
- 312 Physics of Fluids
- 321 Electricity and Magnetism
- 332 Thermodynamics and Statistical Mechanics
- 334 Experimental Atomic Physics
- 335 General Relativity and Cosmology
- 336 Condensed Matter Physics
- 338 Nuclear and Particle Physics
- 431 Quantum Mechanics

**Honors in Physics**

In the junior year, physics majors may apply for admission to the honors program. A 3.25 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 (Astronomy 231, Physics 254, or 334). In their senior year, they must also take Physics 483-484 Independent Honors Project in the place of Physics 415. A written 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, 352, Physics 254, 311, 321, 332, and 431.

### Requirements for the Minor in Physics

Physics 141 (or 143), 145, 241, 242 (or a physics course numbered 300 or above), Mathematics 121 (or 161), 122 (or 162).

No requirements for the physics minor may be taken satisfactory/unsatisfactory.

## Course Offerings

**[PH115] The Shadow of the Bomb** More than 60 years ago, based on a radically new understanding of the laws of nature, nuclear weapons were constructed, tested, and used in war. Nuclear weapons and associated technology have shaped scientific and political worlds since. Discusses complex scientific, technological, and environmental issues arising from understanding and using nuclear science for weapons and energy. Explains the physics of atoms and nuclei and provides background for understanding the technology of nuclear weapons and power and events surrounding them. Discussion of radiation safety, waste, and weapons proliferation. Working knowledge of algebra required; no previous study of physics assumed. *Four credit hours.* **N**

**PH141f Foundations of Mechanics** A calculus-based survey of classical Newtonian mechanics, including kinematics, forces, work and energy, momentum, gravity, oscillations, and waves. These topics are developed further in discussions, labs, and problem-solving assignments. May not be taken for credit if the student has earned credit for Physics 143. *Prerequisite:* A working knowledge of high school or college calculus, or concurrent enrollment in Mathematics 121 or 161. *Four credit hours.* **N,Lb** TATE

**PH143f Honors Physics** An accelerated, calculus-based, introductory course on Newtonian mechanics supplemented with some coverage of additional special topics. Intended for students who have had substantial courses in physics and calculus in high school. Topics in Newtonian mechanics include kinematics, dynamics, conservation laws, oscillations, and waves. Additional topics include special relativity and nuclear physics. Students acquire knowledge in these areas and skills for solving mathematical problems and doing laboratory work. May not be taken for credit if the student has earned credit for Physics 141. *Four credit hours.* **N,Lb** BLUHM

**PH145s Foundations of Electromagnetism and Optics** Explores the classical foundations of electrical and magnetic forces, electromagnetic waves, and optics, emphasizing the pioneering 19th-century experimental and theoretical work culminated by Maxwell's equations. Students will learn how electrical and magnetic force fields are described mathematically, how they are interrelated, and how the interrelations lead to a wide variety of physical phenomena. These topics are developed further in discussions, labs, and problem-solving assignments. Formerly listed as Physics 142. *Prerequisite:* Physics 141 or 143. *Four credit hours.* **N,Lb** CONOVER

**PH197j Introduction to Biophysics** Biophysics is a rapidly growing subfield in physics that applies the tools and techniques used in physics to study biological systems. Emphasis on the ubiquitous role of physical laws in understanding how living organisms behave. Students apply concepts and skills learned in introductory physics (including force and energy) to study biological systems at the molecular and cellular levels. Additional physical quantities pertaining to biosystems, such as entropy, free energies, basic electrostatics, and statistical principles, are introduced as needed. Topics are highly interdisciplinary and include diffusion, random walks, entropic force, fluid flows, biopolymers, membranes, and self-assembly. *Prerequisite:* Physics 141 or 143 or equivalent advanced placement. *Three credit hours.* **N** SATO

**PH231f Introduction to Astrophysics** Listed as Astronomy 231. *Four credit hours.* **N,Lb** MCGRATH

**PH241f Modern Physics I** An introduction to the two central paradigms of non-Newtonian physics: Einstein's special theory of relativity and the quantum behavior of light and matter. The postulates of Einstein are presented and the consequences explored theoretically along with experimental evidence for relativity. The experimental evidence for quantum mechanics is considered from a historical perspective, beginning with Planck's quantum hypothesis for blackbody radiation through to the Bohr model of the hydrogen atom and the experimental evidence for the Schrodinger equation. Students will acquire skills in solving mathematical problems, advanced laboratory work, and scientific writing. Lecture, discussion, and laboratory. Students must be available for a self-scheduled lab outside of class time for approximately three hours every second week. *Prerequisite:* Physics 142 or 145 and Mathematics 122 or 162. *Four credit hours.* CONOVER

**PH242s Modern Physics II** An intermediate-level introduction to quantum mechanics and atomic physics. Topics include the Schrodinger equation, interpretation of the wave function, one-dimensional potentials, hydrogen atom, electron spin, exclusion principle, atomic structure, and atomic spectra. Lectures, discussions, and labs. Enrolled students must be available for a self-scheduled lab outside of class time for approximately three hours every second week. *Prerequisite:* Physics 241. *Four credit hours.* TATE

**[PH254] 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 or 145. *Four credit hours.*

**PH311s 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 or 145, and Mathematics 122 or 162. *Four credit hours.* SATO

**[PH312] Physics of Fluids** All living things, from the smallest cells to the largest communities, are soaking in or swimming through the fluid environment of liquids and gases that covers the planet. Our understanding of fluid motion helps us build better airplanes, debate climate change, and discover new design principles in biology. We will view this subject as an exciting, interdisciplinary opportunity to see the laws of physics in action. Emphasis will be on a core set of basic concepts and mathematical tools used to describe fluids and explore a range of applications drawn from biology, chemistry, geophysics, and engineering. Formerly offered as Physics 398. *Prerequisite:* Mathematics 302 and Physics 242. *Four credit hours.*

**PH321f 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 or 145 and Mathematics 302. *Four credit hours.* SATO

**[PH332] Thermodynamics and Statistical Mechanics** Examines the concepts of temperature, energy, heat, work, and entropy. Thermodynamic relations between these quantities are studied from both a microscopic and macroscopic point of view. The laws of thermodynamics are developed from an underlying statistical treatment. Topics such as heat flows, heat engines, phase transitions, chemical reactions, Bose-Einstein and Fermi-Dirac statistics, and blackbody radiation are discussed. Lecture and discussion. Normally offered every other year. *Prerequisite:* Mathematics 122 (or 162) and either Physics 242 (may be taken concurrently) or Chemistry 342 (may be taken concurrently). *Four credit hours.*

**PH334s Experimental Atomic Physics** Laboratory projects in modern atomic, molecular, and optical (AMO) physics. Experiments include observing the Zeeman effect in mercury using a grating spectrometer, Doppler-free diode laser spectroscopy, and magneto-optical trapping of rubidium atoms. Through these and other projects, students will learn cutting-edge techniques of modern AMO physics. In addition they will become familiar with, and be expected to engage in, communication of results both orally and in written form. Laboratory and tutorial. Some out-of-class participation required. *Prerequisite:* Physics 242. *Three credit hours.* TATE

**PH335s 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.* BLUHM

**[PH336] Condensed Matter Physics** An introduction to the properties of solid (condensed) matter. Topics may include bonding and crystal structure; diffraction of X-rays; thermal, optical, acoustical, electrical, and magnetic properties; energy band structure; and superconductivity. Students will research in more depth a chosen topic of current interest in condensed matter physics. *Prerequisite:* Physics 242. *Four credit hours.*

**[PH338] Nuclear and Particle Physics** Nuclear physics, including nuclear reactions and nuclear models, followed by elementary particle physics, including the quark model, leptons, and the strong and weak interactions. *Prerequisite:* Physics 242. *Four credit hours.*

**PH401f, 402s Senior Physics and Astronomy Colloquium** A colloquium series with presentations by visiting scientists, department faculty, and senior physics majors. Visitors and faculty present their current research. Seniors present formal oral presentations on their senior projects or honors theses. Nongraded. *One credit hour for the year.* BLUHM, MCGRATH

**PH415f, 416js Physics and Astronomy Research** 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 or as part of a team project. Physics 415 is required for all senior physics majors. *One or two credit hours.* FACULTY

**PH431f Quantum Mechanics** Study of the structure and interpretation of quantum mechanics at an advanced level. Quantum states and observables are described in terms of abstract state vectors and operators. Students learn about representations of state vectors and operators in terms of wave functions and differential operators or the tools of linear algebra: vectors and matrices. We will approach the abstract representation of quantum objects using the concrete example of spin-systems to provide insight into the fundamental principles of quantum mechanics. Issues concerning the nature of quantum reality are examined and discussed. Problems include short proofs involving operators, state vectors, and measurement theory. A core upper-level course that should be taken by students intending to go to graduate school in physics or a related area. *Prerequisite:* Physics 242 and Mathematics 253. *Four credit hours.* CONOVER

**PH483f, 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. *Two to four credit hours.* FACULTY



**PH491f, 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

## PSYCHOLOGY

**Chair, Professor Martha Arterberry**

*Professors Martha Arterberry, Thane Pittman, and Edward Yeterian; Associate Professor Tarja Raag; Assistant Professors Jennifer Coane, Melissa Glenn, Erin Sheets, and Christopher Soto; Visiting Assistant Professors Joseph Atkins and Joseph Hayes*

Students and faculty in the Psychology Department are engaged in the pursuit of new knowledge about the nature of cognition, emotion, motivation, and behavior. Our curriculum is designed to provide the information and skills needed to enable students to understand and join in on this quest for new knowledge. An extensive program of laboratory research provides the means for students and faculty to work together to explore interesting phenomena in cognition, culture, development, emotion, motivation, neuroscience, perception, personality, psychopathology, and social psychology. The concentration in neuroscience allows students to explore an interdisciplinary field combining the study of psychology and biology. More information on research in the various laboratories may be found on the department's website, [www.colby.edu/psychology](http://www.colby.edu/psychology).

Students who major in psychology will graduate knowing how to ask good questions and how to find and communicate the answers to those questions. These skills are useful in any field of endeavor, especially for graduate study in psychology or other professional programs such as law or medicine and as general preparation for entry into business, educational, nonprofit, or governmental work settings.

Because Psychology 214 and 215 impart skills that are crucial for the required advanced work in collaborative research, students must maintain minimum grades of C in these courses in order to continue in the major. Psychology 214 and 215 should be taken in the sophomore year and may not be repeated. All requirements for the major must be met in conventionally graded courses.

### Requirements for the Major in Psychology

Psychology 111, 214, 215, 420; at least two courses from 251, 253, 254, 255 or 256; at least two courses from 232, 233, 234, 236, 275; at least one seminar with an associated course in collaborative research; at least one other 300-level course.

One year of laboratory experience in the natural sciences is recommended for all majors.

### Requirements for the Major in Psychology: Neuroscience

Psychology 111, 214, 215, 233, 374 or 375, 420; at least two courses from 232, 234, 236, 254, 275; at least two courses from 251, 253, 255 or 256; at least one seminar with an associated course in collaborative research. In addition, Biology 163, 164, and 274; at least one biology course from 225, 232, 276, 279, 315, 332, 373, 374. A student may not double major in biology with a concentration in neuroscience and psychology: neuroscience.

### Honors in Psychology or Psychology: Neuroscience

Students who are invited by the department to participate in the honors program may submit a formal application near the end of the junior year. In addition to fulfilling the basic requirements for the psychology major, students must 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" or "With Honors in Psychology: Neuroscience."

## Course Offerings

**PS111fs Introduction to Psychology** An examination of classical and contemporary topics in psychology, including neuroscience, learning, memory, cognition, language, intelligence, development, personality, psychopathology, and social psychology. Students will begin developing skills that will enhance understanding of the discipline of psychology, including explaining behavior from multiple theoretical perspectives, conducting research and evaluating the results, applying research to real-world contexts, thinking about implications of research, and working collaboratively in a scientific context. *Four credit hours.* S FACULTY

**PS214f Research Methods and Statistics in Psychology I** Along with Psychology 215, provides students with knowledge of research design and statistical tools for working with data, which will allow them to engage in original empirical research. Topics include descriptive and inferential statistics, literature review, hypothesis formulation, and issues of control and ethics in research. Students practice a variety of statistical tests, work with SPSS, powerful statistical software, and prepare a written proposal for an experiment following the stylistic conventions of the American Psychological Association. Lecture and laboratory. *Prerequisite:* Psychology 111 and another 200-level psychology course (may be taken concurrently). *Four credit*

**PS215s Research Methods and Statistics in Psychology II** Continuation of Psychology 214. Topics include experimental design, analysis of variance (ANOVA), interpretation of complex factorial studies, and oral and written communication of findings following the conventions of the American Psychological Association. Collaborative laboratory activities center on design, data collection, analyses, and oral and written communication of an original empirical research project. Lecture and laboratory. *Prerequisite:* Psychology 214 and sophomore or junior standing. *Four credit hours.* ARTERBERRY

**[PS231] History of Brain and Behavior** Exploration of philosophical, historical, and scientific viewpoints on neural substrates of behavior, from prehistory through the 20th century. Emphasis on ways in which advances in understanding the nervous system are related to shifts in thinking about human nature and the bases of cognition, emotion, and action. Consideration of attempts to account for normal and abnormal behavior from neuroanatomical, neurophysiological, and neuropsychological perspectives. Includes critical reading and discussion of scientific articles, and related written assignments and oral presentation. *Prerequisite:* Psychology 111. *Three credit hours.*

**PS232s Cognitive Psychology** Study of human cognition: how the cognitive system encodes, processes, and uses information. Emphasis is on the areas of pattern recognition, attention, memory, and language. We will explore these areas by discussing classic and contemporary research and the theories proposed to explain the observed phenomena. We will integrate findings from behavioral studies, neuroscience, and special populations to gain understanding of the basic processes underlying normal cognitive operations which are pervasive in everyday life. *Prerequisite:* Psychology 111. *Four credit hours.* COANE

**PS233s Biological Basis of Behavior** Broad survey of behavioral neuroscience will include instruction on neural anatomy and function; modulation of these systems by hormones, drugs, and disease; and the neural basis of many behaviors of interest to psychologists, including sex, sleep, learning, and memory. Students will gain a comprehensive working knowledge of the mammalian central nervous system in the context of psychology to use as they learn the historical and modern framework of specific questions by reading and discussing research articles and completing assignments. Assignments will prepare students to write a research proposal on one topic they will learn about and critically analyze in more depth. *Prerequisite:* Psychology 111. *Four credit hours.* GLENN

**PS234j Theories of Learning** A comparative examination of the scientific study of learning from the perspectives of classical conditioning, instrumental learning, and operant conditioning theorists: Watson, Thorndike, Skinner, Hull, Pavlov, Guthrie, Estes, Tolman, and others. Consideration of philosophical and historical antecedents, current issues, and applications to animal and human behavior. Includes critical reading and discussion of classic and modern scientific and popular articles, and related written assignments and oral presentation. *Prerequisite:* Psychology 111. *Three credit hours.* YETERIAN

**PS236f Drugs, Brain, and Behavior** An examination of relationships among drugs, nervous system, conscious experience, and behavior. Historical and legal as well as psychopharmacological aspects of a wide variety of licit and illicit substances will be surveyed, including cocaine, amphetamines, nicotine, caffeine, alcohol, opiates, marijuana, hallucinogens, psychotherapeutic and other prescription medications, and over-the-counter drugs. Includes critical reading and discussion of information from scientific and popular media, related written assignments, and oral presentation. *Prerequisite:* Psychology 111. *Four credit hours.* YETERIAN

**PS251s Personality Psychology** An individual's personality is their characteristic pattern of thinking, feeling, and behaving, together with the psychological mechanisms that underlie this pattern. In this introduction to personality science, students will critically engage with a variety of theories, methodologies, and research findings that influence current thinking about personality. Issues considered include approaches to studying personality; biological, social, and cultural bases of personality; conscious and unconscious personality processes; and influences of personality on behavior and life outcomes. *Prerequisite:* Psychology 111. *Four credit hours.* HAYES

**PS253s 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 111. *Four credit hours.* PITTMAN

**PS254f Abnormal Psychology** An examination of major paradigms, research, and current issues in abnormal psychology. Includes diagnostic classification, etiology, and clinical intervention strategies as applied to the major categories of mental disorder. Special topics such as treatment outcome research methods, professional ethics in mental health settings, and the importance of comorbidity in the study of psychopathology are addressed. *Prerequisite:* Psychology 111. *Four credit hours.* SHEETS

**PS255f Child Development** Presentation of the psychological principles as they relate to development. Focus topics include in utero development, cognitive development, physical development, social/emotional development, attachment, parenting, peers/play, gender roles, importance of context/culture in development, resiliency, and developmental research methods. Applied work helps students explore how to bridge the gap between research/theory and use of research/theory in the real world. *Prerequisite:* Psychology 111. *Four credit hours.* RAAG

**PS256f Adolescent and Adult Development** Presentation of psychological principles as they relate to development with a focus on adolescence, emerging adulthood, adulthood, and aging. Topics include developmental responses to traumatic and positive life changes, death and dying, rites/rituals of passage, cultural influences on development, normative/non-normative development, and resiliency. An extensive unit on identity development highlights racial/ethnic, sexual, gender, class, religious, and career identities as well as the relationships of one's identity to one's social groups. Applied work helps students explore how to bridge the gap between research/theory and its use in the real world. *Prerequisite:* Psychology 111. *Four credit hours.* RAAG

**[PS272] Sensation and Perception** The major human senses (vision, audition, somesthesis, taste, smell) studied as physiological systems and as intermediaries between the physical and perceived environments. Lecture and integrated laboratory. *Prerequisite:* Psychology 111. *Four credit hours.*

**PS275f Human Neuropsychology** An examination of neural bases of normal and abnormal human cognition, emotion, and behavior, with integration of modern and classic data from experimental and clinical neuropsychology and neurology. Emphasis on functional neuroanatomy in sensory-perceptual, motor, and emotional-motivational function, in cognitive processes including learning, memory and language, in mental disorders, and in brain injury and disease. Includes critical reading and discussion of modern and classic scientific and popular articles and related written assignments and oral presentation. *Prerequisite:* Psychology 111. *Four credit hours.* YETERIAN

**[PS335] Developmental Psychology Seminar** Psychological principles as they relate to human development. After focusing on developmental theories, students select and address specific topics, such as bullying, domestic violence, development with disabilities, parenting stress, poverty, development during wartime, and systems of discrimination (sexism/racism/homophobia/classism). Research methods in development (which are unique and different from methods in other sub-areas of psychology) are also explored. Students are expected to participate in applied work and to reflect on how to bridge the gap between research/theory and its use in the real world. *Prerequisite:* Psychology 255 or 256, and permission of the instructor. *Four credit hours.*

**PS336fs Seminar in Experimental Social Psychology** 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. Formerly listed as Psychology 356. *Prerequisite:* Psychology 215 and 253, and concurrent enrollment in 337. *Four credit hours.* HAYES, PITTMAN

**PS337fs Collaborative Research in Social Psychology** Laboratory involving collaborative empirical research projects on topics discussed in Psychology 336. *Prerequisite:* Concurrent enrollment in Psychology 336. *One credit hour.* HAYES, PITTMAN

**[PS339] Seminar in Personality Psychology** With its companion, Psychology 340, trains students to be personality psychologists-informed consumers and producers of personality science. Students will critically engage with a variety of personality theories and research through reading, writing, and discussion. Issues considered include how specific habits of thinking, feeling, and behaving cohere into broader personality traits; how personality develops across the life span; and how personality influences behavior and life outcomes. *Prerequisite:* Psychology 215 and 251, and concurrent enrollment in Psychology 340. *Four credit hours.*

**[PS340] Collaborative Research in Personality Psychology** Each student will become an expert about a specific issue related to personality. Working collaboratively, they will then design, conduct, and present a research project that contributes new scientific knowledge about this issue. *Prerequisite:* Concurrent enrollment in Psychology 339. *One credit hour.*

**PS341f Seminar in Memory** In-depth study of one or more areas of memory. Questions and issues in the field of memory are explored through reading and discussion of theoretical reviews and empirical research. Topics may include memory errors, the relationship between attention and memory, and how to apply principles of basic memory to educational settings. Evaluation of theories and interpretation of data within the main theoretical contexts will be achieved through reading and discussing original research articles. In-class discussion, as well as presentations and written assignments will assess the achievement of these goals. *Prerequisite:* Psychology 215 and 232, and concurrent enrollment in Psychology 342. *Four credit hours.* COANE

**PS342f Collaborative Research in Memory** Collaborative empirical research projects on topics discussed in Psychology 341. Students will conduct original empirical work addressing an original research question on a specific topic in memory being addressed in the seminar component. Following the guidelines of the American Psychological Association, students' competence in research and communication will be assessed through written assignments and oral presentations, both collaborative and individual. *Prerequisite:* Concurrent enrollment in Psychology 341. *One credit hour.* COANE

**PS343s Seminar in Emotion Theory and Research** Critical examination of various areas of research in emotion, with an emphasis on current issues. Discussion topics may include models of emotion, emotion antecedents and appraisal, emotional response (facial expression, subjective report, physiological arousal), emotion regulation, and dysfunctional emotion in the context of psychopathology. *Prerequisite:* Psychology 215 and 254, and concurrent enrollment in Psychology 344. *Four credit hours.* SHEETS

**PS344s Collaborative Research in Emotion** Laboratory involving collaborative empirical research projects on topics discussed in Psychology 343. Students design, conduct, and present original research on emotion. *Prerequisite:* Concurrent enrollment in Psychology 343. *One credit hour.* SHEETS

**[PS345] Seminar in Perception and Action** Critical examination of various areas of research in human movement and coordination, with an emphasis on the role of action for understanding cognition, perception, and social interaction. Discussion topics may include classical explanations of human movement and motor control, perception and action, mimicry and imitation, affordances, dynamical systems theory, locomotion and postural control, intrapersonal and interpersonal coordination, social action, and the adaptive properties of movement variability and noise. *Prerequisite:* Psychology 215 and either 232 or 272, and concurrent enrollment in Psychology 346. *Four credit hours.*

**[PS346] Collaborative Research in Perception and Action** Course involving collaborative empirical research projects on topics discussed in Psychology 345. *Prerequisite:* Concurrent enrollment in Psychology 345. *One credit hour.*

**PS347f Seminar in Cognitive Development** Study of several areas of cognitive development focusing on preschool-aged children. Current theories and empirical research are explored with an emphasis on developmental processes. Discussion topics may include memory development, children's information processing, and problem solving. Reading and discussion of empirical research articles allow for development of skills for evaluating current empirical research, placing new data within a theoretical context, and explaining cognitive development from several theoretical perspectives. *Prerequisite:* Psychology 215, and either 232 or 255, and concurrent enrollment in 348. *Four credit hours.* ARTERBERRY

**PS348f Collaborative Research in Cognitive Development** Collaborative empirical research projects on topics discussed in Psychology 347. Empirical work addressing an original research question on a topic pertaining to preschool-age children's cognitive development. Collaborative and individual oral and written assignments, following the conventions of the American Psychological Association, evaluate students' research and communication competencies. Includes working with children in a local early-childhood program. *Prerequisite:* Concurrent enrollment in Psychology 347. *One credit hour.* ARTERBERRY

**PS349f Seminar in Neural Plasticity and Behavior** Several topics within the field of behavioral neuroscience will be examined in depth with an emphasis on rat models of cognition, emotion, and motivated behaviors. Current and historical contexts will be examined and discussion topics will focus on varieties of neural plasticity and their relevance to behavior, including adult hippocampal neurogenesis, neuron morphology, neurotransmitter function, protein expression and how these plastic features pertain to memory consolidation, anxious and exploratory behaviors, stress reactivity and consequences, reward mechanisms, and/or social interactions. Reading and discussion of empirical and review papers will develop skills to critically evaluate and integrate published and generated data. *Prerequisite:* Psychology 215 and 233, and concurrent enrollment in Psychology 350. *Four credit hours.* GLENN

**PS350f Collaborative Research in Neural Plasticity** Collaborative empirical research projects on topics discussed in Psychology 349. Empirical work addressing an original research question on a topic pertaining to a feature of brain plasticity and a corresponding behavioral construct will be conducted. Collaborative and individual oral and written assignments, following the conventions of the American Psychological Association, will be used to evaluate students' research and communication competencies. *Prerequisite:* Concurrent enrollment in Psychology 349. *One credit hour.* GLENN

**PS352f Sex and Gender Seminar** Psychological principles as they relate to sex/gender/sexuality. Focus topics including theoretical perspectives of how the dimensions of sex/gender/sexuality are formed will be addressed in the first half; specific topics related to sex/gender/sexuality in the second. Focus topics are selected by students and have included dating violence, gender bullying, homophobic/transphobic bullying, domestic violence, and links between systems of discrimination (sexism/racism/homophobia/classism). Students are expected to participate in applied work or activism and to reflect on how to bridge the gap between research/theory and using research/theory in the real world to solve social problems linked to sex/gender/sexuality. *Prerequisite:* Psychology 255 and permission of the instructor. *Four credit hours.* RAAG

**PS374s Seminar: Psychology and Neuroscience** Exploration of the vast intersection between the fields of psychology and neuroscience. Selected topics will be covered in depth to gain insight and understanding about how psychology has shaped and contributed to the field of neuroscience and how findings from neuroscience aid psychological research and theories. Topics may include developmental and degenerative neuropathology and the impact of environment, genetics, psychological factors, and sociocultural contexts over them. Students will read, critically evaluate, and discuss empirical and theoretical papers as they gain depth of knowledge on different topics. Students will be expected to present their ideas in oral and written form and will work on a collaborative writing project. *Prerequisite:* Psychology 233. *Four credit hours.* GLENN

**PS375s Human Neuropsychology Seminar** Exploration of current and classic issues in human brain-behavior relationships, normal and abnormal, through critical reading and discussion of scientific literature in experimental and clinical neuropsychology and neuroscience, behavioral neurology, and neuropsychiatry. Topics may include neural bases of sensory-perceptual, cognitive, emotional-motivational, and motor processes; mental and neurological disorders; brain injury and disease; and drugs and medications. Includes oral presentations and written critical research reviews. *Prerequisite:* Psychology 233 or 275. *Four credit hours.* YETERIAN

**PS416s Senior Empirical Research** A senior independent empirical project conducted in one semester that addresses a

question about human or animal behavior or mental processes. Students will be expected to carry out all phases of a research investigation, including a literature review, study design, data collection and analyses, and writing a final report. *Prerequisite:* Psychology 214, content area courses relevant to the research topic, and permission of the department. *Three credit hours.* COANE, GLENN

**PS420fs Senior Integrative Seminar** A culminating experience for students majoring in psychology, organized around the department's research colloquium series. Students will critically engage with a variety of current psychological research and will integrate theories, methodologies, and findings across areas of psychology. Specifically, students will attend research presentations by invited guest speakers, read companion papers selected by the speakers, meet in a seminar session to discuss each speaker's presentation, and write a final paper that integrates the theories, methodologies, or research findings of at least two colloquium speakers. *Prerequisite:* Senior standing in psychology and permission of the instructor. *Three credit hours.* YETERIAN

**PS483f, 484s Honors Research I** Under faculty supervision, students prepare a proposal and carry out an independent, empirical project culminating in the preparation of a paper of publishable quality and a formal presentation. A 3.50 major average at the end of the senior year is a condition of successful completion of this program. Application required during junior year. *Prerequisite:* A 3.50 major average at the end of the junior year and permission of the department. *Four credit hours.* FACULTY

**PS483Jj Honors Research I** *Noncredit.* SHEETS

**PS491f, 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 Debra Campbell and Nikky Singh; Associate Professor Carleen Mandolfo; Assistant Professor David Freidenreich*

The study of religion in a college curriculum involves the historical and comparative scrutiny of the religious traditions of 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 groups: Eastern religions (211, 212); Judaism and Islam (181, 182, or History 285); Christianity (121, 216, 217, 236, 255, 258, 259); and Bible (143, 144). The 10 required courses will include three religious studies courses at the 300 level or above; and a senior independent study project. The three required 300-level courses may not include courses from other departments or institutions. The senior independent study project may take one of three forms: a four-credit independent study (491 or 492) with a religious studies faculty sponsor, a two-semester project in the honors program (483, 484) described below, or a Senior Scholars project with one mentor from the religious studies faculty. As part of the culminating experience, all seniors are required to present their independent research as part of the Undergraduate Research Symposium.

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 may apply during their junior year for admission to the honors program. Students are expected to submit their proposal to the department chair by April 15. Admission is contingent upon GPA of 3.65 or higher in the major at the completion of their junior year. 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 six courses in religious studies, including at least one from each of the following groups: Eastern religions (211, 212); Judaism and Islam (181, 182, or History 285); Christianity (121, 216, 217, 236, 255, 258, 259); and Bible (143, 144). The six required courses will include two religious studies courses at the 300 level or above. The two required 300-level courses may not include courses from other departments or institutions.

### Courses From Other Departments That Can Serve as Electives in Religious Studies Major

#### *Art*

- 313 Art of the Early Middle Ages
- 314 Art of the High Middle Ages

### English

- 231 Tolkien's Sources
- 364 Buddhism in American Poetry

### Government

- 251 Israelis and Palestinians: Conflict and Accommodation
- 252 Politics of the Middle East

### History

- 285 Foundations of Islam
- 317 The Gothic Moment: Paris and the Isle-de-France, 1100-1250
- 413 Joan of Arc: History, Legend, and Film

### Music

- 254 Music of Meditation

### Philosophy

- 114 Central Philosophical Issues: Nature and God
- 274 Philosophy of Religion

## Course Offerings

**RE117s A Passage to India: India and the Western Imagination** Beginning with Walt Whitman's romantic journey toward the "soul" of the universe, Western attitudes towards India and India's encounter with Western culture will be studied. Literature and film include *A Passage to India*, *The Razor's Edge*, *The English Patient*, *Siddhartha*, *The Namesake*, *Gitanjali*, *My Son the Fanatic*, *Bend It Like Beckham*, and *Four Quartets*. Historical, political, religious, and visual context of the texts will be provided. A close reading of the texts for their aesthetic value, their existential disclosures, and as narratives on colonialism, racism, and orientalism. *Four credit hours.* L SINGH

**[RE119] Sanskrit: The Sacred Language of Krishna and Gandhi** The "divine" (*devanagari*) writing system of India, with an introduction to Sanskrit grammar and vocabulary. An exploration of some basic concepts of Hinduism and Buddhism with readings from the original texts of the *Upanishads* and the *Bhagavad-Gita*. *Three credit hours.*

**RE121j Catholic Church and Hollywood** Explores various ways in which the histories of the Catholic Church and Hollywood intersect: in the works of God/church-obsessed directors (e.g., Alfred Hitchcock and Clint Eastwood); in Hollywood's treatment of Catholic teachings and ritual and of pivotal moments in the Catholic community's history; and in the Catholic hierarchy's attempt to act as Hollywood's censor. Designed to increase students' understanding of Catholic history and culture; provide practice in the art of discussing controversial religious topics; refine students' writing through brief, focused essays on Catholic films; and prepare students to reach their own conclusions about Catholics and Hollywood. *Three credit hours.* H, U CAMPBELL

**RE143f Introduction to the Hebrew Bible/Old Testament** Explores the best-selling book of all time by focusing on the first part of the Bible called the Tanakh by Jews and often referred to as the Old Testament by Christians. We will examine the original context of the texts as well as how these texts have impacted history and contemporary society in the development of laws, customs, literature, film, art, and the theological beliefs of Jews and Christians. *Four credit hours.* L MANDOLFO

**RE144s Introduction to the New Testament** Continues the exploration of the Bible begun in Religious Studies 143, although that course is not a prerequisite. We will examine the varied writings that compose the New Testament from social, historical, literary, and theological perspectives. Students will become familiar with the lives and teachings of Jesus and Paul and discuss their impact on our modern world, including their influence on classical and popular culture. *Four credit hours.* L MANDOLFO

**RE181f Conceptions of Jews and Judaism** A survey of the history of the Jewish people and the religion called Judaism from the biblical era through the Middle Ages, tracing the development of ideas, texts, beliefs, and practices that continue to influence Jewish life and thought today. Examines Christian and Islamic ideas about Jews and Judaism and the historical impact of inequality, prejudice, and persecution on Jewish society and culture. Students will acquire basic knowledge of the subject matter and will develop skills in the analysis of religious texts both as historical sources and as windows into the ways religious communities make sense of the world. *Four credit hours.* H, I FREIDENREICH

**RE182s Jews and Judaism in the Modern World** A survey of the social, cultural, intellectual, and political history of the Jews of Europe, the United States, and Israel/Palestine from the 17th century to the present. Traces the emergence of contemporary Judaism in its various manifestations. In addition to developing basic familiarity with the subject matter, students will learn how to interpret specific ideas, movements, biographies, and works of cultural production within the framework of broader dynamics associated with Jewish life in modern times. *Four credit hours.* H, I FREIDENREICH

**RE211f Religions of India** A study of Hinduism, Buddhism, 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 myth, art, and ritual performance. How do these Indian religious traditions enrich our "patchwork heritage" in the United States? Readings, slides, sacred music, and film clips will be used to introduce the respective traditions. *Four credit hours.* **S** SINGH

**RE212s Religions of China, Japan, and Tibet** An examination of Confucianism, Taoism, Shinto, and Buddhism—the indigenous religions of China, Japan, and Tibet—tracing the entrance of Buddhism into China, Japan, and Tibet 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, the meditative experiences of Zen (haiku, swordsmanship, the tea ceremony, etc.), and the psychological and artistic practices of Tibet. *Four credit hours.* **S** SINGH

**RE216s Church History and Theology in Medieval Europe** Listed as History 216. *Four credit hours.* **H** TAYLOR

**[RE217] Religion in the U.S.A.** A historical approach to religion in the United States from the Colonial period to the present. Traces the evolution of the dominant Christian tradition and focuses upon pivotal moments in the development of American Judaism and selected indigenous traditions. Examines the diversity of contemporary American religion and the relationship between religion and popular culture. Intended to provide students with practice in the art of discussing and writing about the controversial topic of religion in America so that they can reach their own informed conclusions about American religion, now and throughout their lives. *Four credit hours.* **H**

**[RE219] Texts of Terror: Violence and the "Religions of The Book"** From the practice of human and animal sacrifice in the Hebrew Bible to the "sacrifice" of Jesus in the Christian Scriptures to the horror of 9/11, an examination of the intersection of violence and religion as portrayed primarily in the texts and traditions of the three Abrahamic religions—Judaism, Christianity, and Islam. Sacred texts, works of literature, and current events that illustrate and explore the theme of sacred violence will be the focus. Formerly offered as Religious Studies 297A. *Four credit hours.*

**RE221j Topics in Maine's Jewish History** Maine is home to a distinctive yet under-researched Jewish community with deep historical roots. Participants in this civic engagement course will advance scholarly and popular understanding of the experiences of Jews in Maine by producing original works of oral- and document-based historiography. In the process they will learn skills of critical ethnographic historianship and effective oral and Web-based communication. Students will also explore the nature and consequences of popular anti-Semitism and the ways in which American Jews have overcome this prejudice. Topic for January 2013: Jews at Colby. *Three credit hours.* **H, U** FREIDENREICH

**RE224s Jewish Theology** Listed as Jewish Studies 224. *Three credit hours.* ISAACS

**RE226j Sociology of Martin Luther King Jr.** Listed as Sociology 226. *Three credit hours.* **S, U** GILKES

**RE236f Christianity from the Reformation to the Present** Examines critical turning points in the relationship between Christianity and modernity, including the Protestant Reformation; the encounter between religion and reason; the emergence and development of evangelical Christianity; Christianity's complex relationships with movements to fight racial, ethnic, gender, and class-based oppression. Designed to increase students' understanding of the evolution and diversity of Christianity, provide practice in discussing controversial religious topics, refine writing skills, and prepare students to reach their own conclusions about Christianity and its history. *Four credit hours.* **H** CAMPBELL

**RE244f Anthropology of Religion** Listed as Anthropology 244. *Four credit hours.* **I** STROHL

**RE246s Engaging Muslim Worlds** Listed as Anthropology 246. *Four credit hours.* **I** STROHL

**[RE255] The Catholic Novel** An examination of the Catholic novel as an act of the Catholic imagination, a personal narrative, an exploration of the meaning of Catholic assimilation into non-Catholic cultures, and a plea for change in the church or society. Provides students with an opportunity to explore Catholic theology and spirituality in depth, both in writing and in class discussions. Prepares students to reach their own conclusions about Catholics and their church. *Four credit hours.* **L**

**[RE256] The African-American Religious Experience** A sociological analysis and historical overview of the diverse religious organizations, leaders, experiences, and practices of black people in the United States. Emphasis upon the predominant Afro-Christian experience, its relationship with the African background, contemporary African religions, other religions (e.g., Islam), political institutions, social change, urban problems, and the arts. Special attention to the role of black Christian women in church and society. Formerly offered as Religious Studies 356. *Four credit hours.* **U**

**RE258s Religion and Literature in Modern Ireland** Examines the complex interplay between Irish religion and culture from late 19th-century Anglo-Ireland through the postcolonial, multicultural, religiously diverse Irish state of the early 21st century: stories, poems, plays, and films. Designed to increase students' understanding of modern Irish literature and religious history through reading and discussing selected texts, to provide practice in discussing controversial religious topics, to refine writing

skills, and to prepare students to reach their own conclusions about religion in Ireland, past and present. *Four credit hours.* L, I CAMPBELL

**RE259f Catholics** An examination of the history and culture of the Catholic Church during the past century, with special emphasis on the recent past: Vatican II, Catholic social teachings, Catholic culture wars, and what makes Catholics different from other Christians. Intended to provide students with practice in the art of writing about and discussing controversial religious topics and help them to form their own opinions concerning Catholicism—past, present, and future. *Four credit hours.* CAMPBELL

**[RE275] Contemporary Wicca: Formalists, Feminists, and Free Spirits** History, historicity, and practice of contemporary Wicca. One of the fastest-growing religions in North America, Wicca, often erroneously confused with Satanism, is an Earth-based religion centered on Goddess (and God) imagery stressing the sacredness of individuals and all life. Readings, videos on thea/ology, rituals, practices, and political activism of Wiccans. Experiential components (discussions with Wiccans, ritual design, participation in an open circle, personal use of divination) and questions: How does feminine divine imagery affect the development, structures, practices? How has feminism shaped Wicca in North America? Why are many Wiccans activists? Why is there public resistance to, discrimination against Wiccans? *Three credit hours.*

**[RE277] Religious Responses to Harry Potter** Close reading of Harry Potter novels will uncover some of the religions and ethics that have contributed to the world of Hogwarts. Students will research the principal voices in the discussion, develop an understanding of both Christian and pagan religious expressions, and write their own evidence-based analysis of the question, what are the religious influences in the Harry Potter novels? *Three credit hours.*

**RE312f South Asian Women at the Crossroads: Tradition and Modernity** Study of South Asian women as they contest issues of gender, sexuality, race, class, globalization. Includes novelists, poets, philosophers, translators, artists, filmmakers, and comedians. How do modernity and tradition intersect in their texts? How do literary ideals, religious traditions, societal issues overlap? How do literary creations convey the harsh reality of honor killings, dowry deaths, female feticides, widowhood, arranged marriages, purdah? How do they express their dislocation and hybridity? What is the role of language in identity formation? Of gender-inclusive translations of scripture? Of unique tropes and metaphors from South Asia for our own thinking and being in the West? *Four credit hours.* L, I SINGH

**[RE317] Sikhism: Scripture, Sacred Music, and Art** How does the sacred text translate into the daily life, music, literature, and even the physical identity of the Sikhs? How can their text influence Sikh gender politics? With its focus on Scripture, the seminar explores not only the Hindu and Islamic parameters within which Sikhism originated but also its encounter with British colonialism and the influence of mass migration in the modern world. *Prerequisite:* Religious Studies 117, 211, or 212. *Four credit hours.* S, I

**RE319s Bollywood and Beyond: South Asian Religions Through Film** A study of South Asian religions through Bollywood and world art cinema. Focus will be on religious diversity, the partition of the Indian subcontinent, and topics of gender, sexuality, diaspora, and transnationalism. Films and assigned readings will provide historical, social, and aesthetic contexts. Goals are to expand students' knowledge of South Asia, to hone their verbal and writing skills, and to inspire awareness of and empathy for inequities and injustice. Attendance at a weekly evening film screening (to be arranged) is required. *Four credit hours.* L, I SINGH

**RE322s Food and Religious Identity** An examination of the ways in which religiously inspired food practices and food restrictions relate to the establishment and preservation of communal identity. Explores sources from diverse religious traditions and time periods with an eye both to commonalities and to elements found only within specific communities. Students will develop proficiency in the contextual analysis of primary sources and the critical evaluation of secondary literature. *Four credit hours.* S FREIDENREICH

**RE333s Death and Spirituality** An examination of selected examples of the rich and diverse literature about death and spirituality in the West, including historical and therapeutic studies, personal narratives, novels, and plays. Seeks to understand the experience of death and the challenges it poses for the terminally ill and their loved ones, medical practitioners, and caregivers. Designed to increase students' understanding of death and spirituality; provide practice discussing controversial topics related to death and spirituality; refine students' skills in oral and written communication through short reflections, daily discussions and a final project; and help students form their own opinions on death and spirituality. *Prerequisite:* Religious Studies 216, 217, 236, 258, or 259. *Four credit hours.* CAMPBELL

**[RE335] The Sixties and Beyond: A Religious Revolution** Examines selected texts and films from a variety of genres to explore what made the 1960s a revolutionary moment in the global history of religion. Designed to help students understand the religious legacy of the 1960s, provide practice in discussing controversial religious topics, refine writing skills, and prepare students to reach their own conclusions about the nature and long-term effects of the religious revolution of the 1960s. *Prerequisite:* Religious Studies 217, 236, or 258. *Four credit hours.*

**RE357f Jesus Christ Superstar: The Bible in Film** An examination of Hollywood's (and other filmmakers') obsession with retelling the stories of the Bible. Beginning with De Mille's classic *The Ten Commandments*, through Gibson's controversial *The Passion of the Christ*, including films that range in interpretative expression from literal to metaphorical—the former being an



attempt to recreate the story, the latter being an attempt to reinterpret the story. Students also will learn some basic film theory as well as techniques for interpreting film. *Four credit hours.* **A** MANDOLFO

**RE381s Women and Gender in Islam** Listed as History 381. *Four credit hours.* **H, I** TURNER

**[RE382] Abraham in the Abrahamic Religions** "Tales of ancestors are signposts for their descendants." For no figure is this Rabbinic aphorism more true than Abraham, revered by Jews, Christians, and Muslims. A critical examination of the evolution of tales about Abraham within these three traditions from biblical times to the present. What can we learn from these changing stories about the people who tell them? What does it mean to call a religion Abrahamic? *Four credit hours.* **L**

**RE384f Jewish Responses to Ethical Dilemmas** An exploration of Jewish responses to genuinely difficult ethical choices and the ways in which Jewish authorities justify their normative opinions. Examines classical and contemporary responses to dilemmas in such fields as business and labor ethics, environmental ethics, and biomedical ethics, enriching Jewish sources with literature from other religious traditions and works by secular ethicists. Students will develop skills in the analysis and critique of ethical argumentation and the ability to examine and defend their own values. *Four credit hours.* FREIDENREICH

**[RE386] Medieval Judaism, Real and Imagined** Ideas about Judaism—those of Jews and also those of Christians—influenced medieval Jewish life in profound and diverse ways. Through a series of case studies, we will explore the development of imagined Jewish identities and their impact on real Jews in Islamic and Christian societies. We will devote particular attention to the impact of prejudice, inequality, and oppression on Jewish society and culture. Students will learn how historians approach the study of medieval religion and will develop their own historiographic skills. *Four credit hours.* **H, I**

**RE397f Reading and Researching in Biblical Hebrew I** Knowledge of Biblical Hebrew is an exciting and necessary skill for advanced biblical interpretation. Students will acquire a rudimentary but working knowledge of Biblical Hebrew, as well the concomitant research skills that will allow for richer interpretation of these fascinating ancient texts. (Students should note that Biblical Hebrew and Modern Hebrew are not coequal.) *Four credit hours.* MANDOLFO

**RE398s Reading and Researching in Biblical Hebrew II** Knowledge of Biblical Hebrew is an exciting and necessary skill for advanced biblical interpretation. Students will acquire a rudimentary but working knowledge of Biblical Hebrew, as well the concomitant research skills that will allow for richer interpretation of these fascinating ancient texts. (Students should note that Biblical Hebrew and Modern Hebrew are not coequal.) *Prerequisite:* Religious Studies 397. *Four credit hours.* MANDOLFO

**RE483f, 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 3.65 average in the major at the end of the junior year and permission of the department. *Four credit hours.* FACULTY

**RE483Jj Religious Studies Honors Program** *Noncredit.* SINGH

**RE491f, 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

## RUSSIAN

*In the Department of German and Russian.*

**Chair, Associate Professor Arne Koch (German)**

**Professor Julie de Sherbinin; Assistant Professor Elena Monastireva-Ansdell; Language Assistant Anna Fateeva**

The major emphasizes Russian language, literature, and film in order that students develop a broad understanding of Russian culture in the past and the present. Students are encouraged to participate in extracurricular activities on the campus, including guest lectures, discussion group meetings, films, weekly Russian-table dinners or Russian teas, and an annual program of cultural events.

Students majoring in Russian language and culture are expected to study in Russia for at least one semester. Instructors advise beginning students carefully about January, summer, and semester programs. The Colby in St. Petersburg program offers students highly individualized study of Russian language, literature, and history, a full cultural program, and residence with Russian families.

### 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 Russian literature or film in English translation (chosen from 231, 232, 237, 242).
2. One course in pre-20th-century Russian history and one course in 20th-century Russian history (usually History 227 and 228).
3. A seminar in Russian literature, conducted entirely in Russian (Russian 426, 428).

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 culture in English translation: one course in 19th-century literature and one course in 20th-century literature or film (chosen from Russian 231, 232, 237, 242).
3. One course in Russian literature in the original (chosen from Russian 325, 326, 425, 426, 428).

*Note:* In special circumstances, course substitutions for major and minor requirements may be made after extensive consultation with Russian program staff.

Russian majors and minors who are unable to study in Russia for a semester are strongly encouraged to enroll in one or more of the Jan Plan courses in St. Petersburg.

Russian majors and minors should broaden their study through courses related to Russian in other departments, particularly courses in history and government.

## Course Offerings

**RU113j The Literature and Art of St. Petersburg** In St. Petersburg, Russia. Students read Pushkin, Dostoevsky, and other major St. Petersburg writers and learn about the city's art and architecture in classroom lectures and museum visits. Theater and concert performances are included; residence is with a Russian family. Conducted in English; no knowledge of Russian required. Nongraded. Cost in 2013: \$3,200. Required meetings on campus in November and December. Early registration required.  
*Three credit hours.* MONASTIREVA-ANSDELL

**RU114j Russia's Transition Economy** In St. Petersburg, Russia. Daily class lectures and planned site visits introduce students to the Soviet centralized economy and its evolution since the 1950s. Topics include militarization, industrialization, collectivization, budgets and taxation, inflation and currency reforms, banks, investment, the new Russian entrepreneur, stock markets, the oligarchs, and "natural" monopolies. Cultural program included; residence is with a Russian family. Conducted in English; no knowledge of Russian required. Nongraded. Cost in 2013: \$3,200. Required meetings on campus in November and December. Early registration required. *Three credit hours.* MONASTIREVA-ANSDELL

**RU115j Russian Ethnography** In St. Petersburg, Russia. Class lectures and discussions, field trips to the Museum of Anthropology and Ethnography and to the Russian Ethnographical Museum, and day excursions outside the city introduce students to many of the Russian Federation's minority ethnic groups, including the indigenous peoples of Siberia, Russia's northern peoples, Jews, Cossacks, and others. Lectures will contrast tsarist policy to Soviet ethnic policy of the 20th century. Cultural program included; residence is with a Russian family. Conducted in English; no knowledge of Russian required. Nongraded. Cost in 2013: \$3,200. Required meetings on campus in November and December. Early registration required.  
*Three credit hours.* MONASTIREVA-ANSDELL

**RU120f Re-Imaging Russia: Contemporary Russian Cinema** A writing-intensive examination of the mechanisms and dynamics of subverting, dismantling, and recycling Soviet mythical structures as a part of new national myth-building that accompanies the dramatic social, economic, ideological, and demographic changes in post-Communist Russia. Students will combine intellectual inquiry into changing representations of social structures, ethnic relations, and gender roles in Russia with the development of analytical skills and vocabulary necessary to think and write critically about film. *Four credit hours.* **W1** MONASTIREVA-ANSDELL

**RU125f Elementary Russian I** Introductory course enables students to acquire a high degree of competence in elementary Russian through communicative learning and interaction. Acquisition of grammar and vocabulary through substantial engagement in speaking repetition, memorization, role playing, and creative communication, which are reinforced by listening, readings, writing, and speaking assignments outside of the classroom. Students become familiar with cultural differences through the study of everyday activities and practices of Russians in urban settings. *Prerequisite:* Russian 125 is prerequisite for 126. *Four credit hours.* DE SHERBININ

**RU125Jj 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, multimedia materials aid in understanding both the language and culture of Russia. Offered in St. Petersburg. Cost in 2013: \$3,200. Required meetings on campus in November and December. Early registration required. *Three credit hours.* MONASTIREVA-ANSDELL

**RU126s Elementary Russian II** Introductory course enables students to acquire a high degree of competence in elementary Russian through communicative learning and interaction. Acquisition of grammar and vocabulary through substantial engagement in speaking repetition, memorization, role playing, and creative communication, which are reinforced by listening, readings, writing, and speaking assignments outside of the classroom. Students become familiar with cultural differences through the study of everyday activities and practices of Russians in urban settings. *Prerequisite:* Russian 125. *Four credit*

hours. MONASTIREVA-ANSDELL

**RU127f Intermediate Russian** The second-year language sequence in Russian builds on the communicative abilities mastered in elementary Russian by active classroom engagement in conversation and vocabulary-building. Students study Russian culture through reading brief biographies of writers, watching film and Internet clips, and reading short fiction and poetry. The final stages of Russian grammar are introduced, practiced, and tested. Biweekly essay assignments increase writing skills, and oral tests allow students to develop fluency in speaking. *Prerequisite:* Russian 126. *Four credit hours.* MONASTIREVA-ANSDELL

**RU128s Intermediate Russian** The second-year language sequence in Russian builds on the communicative abilities mastered in elementary Russian by active classroom engagement in conversation and vocabulary-building. Students study Russian culture through reading brief biographies of writers, watching film and Internet clips, and reading short fiction and poetry. The final stages of Russian grammar are introduced, practiced, and tested. Biweekly essay assignments increase writing skills, and oral tests allow students to develop fluency in speaking. *Prerequisite:* Russian 127. *Four credit hours.* DE SHERBININ

**RU135f Conversation Group** An informal, weekly, small-group meeting appropriate for second-year students concurrently enrolled in Russian 126, 127, or 128. Topics for discussion include autobiography, education, leisure-time activities, travel, stores, and films. Conducted entirely in Russian. May be repeated for credit. Nongraded. *One credit hour.* FATEEVA

**[RU174] Chekhov and the Short Story (in English)** 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 his mature works, essays on the short story, and selected stories by Raymond Carver, Bernard Malamud, Katherine Mansfield, Alice Munro, Joyce Carol Oates, Eudora Welty, Virginia Woolf, Richard Wright, and others. Conducted in English; no knowledge of Russian required. *Three credit hours.* L

**RU197f Comedy Across Cultures** Much humor is specific to language and culture. A subversive force, comedy relates to culturally specific configurations of authority. The history, customs, language, and gestures of a given culture—be it a national, ethnic, diasporic, or gendered identity—create rules of engagement for producing and understanding humor. Lectures and presentations by more than a dozen faculty members will lead students to a foundational understanding of various cultural comedic codes and may address the genres of theater, prose, film, stand-up comedy, print satire, graphic caricature/cartoons, and joke or anecdote. Nongraded. *One credit hour.* DE SHERBININ

**[RU231] Topics in 19th-Century Russian Literature (in English)** Varying topics highlight a literary period, author, or genre. Conducted in English; no knowledge of Russian required. *Four credit hours.* L

**[RU232] Topics in 20th-Century Russian Literature (in English)** Varying topics highlight a literary period, an author, or a genre. Conducted in English. *Four credit hours.* L

**RU237s Gamblers, Madmen, and Murderers (in English)** Selected stories and novels by world-renowned 19th-century Russian writers (Pushkin, Gogol, Lermontov, Dostoevsky, Tolstoy, and Chekhov) read with reference to critical theory on narrative, gender construction, authority and subversion, and madness. What is the relationship between protagonists and the Russian state? Emphasizes skills in symbolic reading and the development of cogent arguments in speaking and writing, including work with drafts of papers. First-year students are welcome. Conducted in English; no knowledge of Russian required. *Four credit hours.* L DE SHERBININ

**[RU242] Russian Cinema from Lenin to Putin (in English)** A survey of major periods, genres, and themes of Russia's "most important art," including Soviet Revolutionary montage cinema of the 1920s (Kuleshov, Vertov, Eisenstein, Dovzhenko), Stalinist "easterns" and propaganda musicals of the 1930s and '40s (Vasiliev brothers, Aleksandrov), the post-Stalinist cinematic revival of the 1950s and '60s (Kalatozov, Tarkovsky, Muratova, Askoldov), and the post-Soviet search for new aesthetics, themes, and heroes (Balabanov, Bodrov, Zviagintsev, Sokurov). Topics include issues of gender, class, and ethnicity; the theory and aesthetics of Soviet and Russian filmmakers; the development of the Russian and Soviet film industry; issues of censorship, production, and film distribution. Conducted in English. *Four credit hours.* A, I

**RU325f Conversation and Composition** Reading and analysis of literary and historical texts. Topics change each year. Fall 2012: The Peasantry in History, Art, and Music. Spring 2013: Soviet Culture. Grammar review and continued practice in oral and written expression. Internet (including YouTube) and films supplement the readings. Conducted in Russian. *Prerequisite:* Russian 128. *Four credit hours.* DE SHERBININ

**RU326s Conversation and Composition** Reading and analysis of literary and historical texts. Topics change each year. Spring 2013: Soviet Culture. Grammar review and continued practice in oral and written expression. Internet (including YouTube) and films supplement the readings. Conducted in Russian. *Prerequisite:* Russian 325 *Four credit hours.* DE SHERBININ

**RU335fs Conversation Group** An informal, weekly, small-group meeting for intermediate/advanced conversation practice in Russian. Topics include contemporary film, current social and political issues, and reflections on cultural differences between the United States and Russia. Conducted entirely in Russian. May be repeated for credit. Nongraded. *Prerequisite:* Russian 127 or equivalent. *One credit hour.* FATEEVA

**RU346s 20th-Century Russian Poetry** Weekly one-hour meetings focus on poems by one of the major 20th-century Russian poets, including Blok, Akhmatova, Tsvetaeva, Pasternak, Mandelstam, and Brodsky. Readings in Russian; discussion in English. May be repeated for credit. *Prerequisite:* Russian 127. *One or two credit hours.* DE SHERBININ

**RU425f 20th-Century Short Works: The Search for Russia** Explores the quest on the part of the Russian intelligentsia to discover and define what is meant by Russian culture. Reading and analysis of literary and historical texts, artistic works, and musical compositions. Grammar review and continued practice in oral and written expression. Internet, film, and audio materials supplement the readings. Conducted in Russian. *Prerequisite:* Russian 325. *Four credit hours.* L DE SHERBININ

**[RU426] The 19th-Century Russian Novel** A seminar that analyzes one major Russian novel of the 19th century, such as Tolstoy's *Anna Karenina*. Conducted entirely in Russian. *Prerequisite:* Russian 425 or 427. *Four credit hours.* L

**[RU427] Re-Imaging Russia: Cinema and Russian Society 1986-2009** Cinema's social and ideological functions in late-Soviet and post-Soviet Russia. Topics include defining Russia's position in regard to capitalism, the West, and Western values; making sense of organized crime and re-division of political and economic power; struggling for a positive vision of Russian national identity; reassessing the Stalinist past; renegotiating gender roles; evaluating Soviet imperial ambitions and their enduring legacy; and exploring the place of non-Russians within the Russian Federation. Extensive work in advanced conversation, grammar, and writing. Conducted entirely in Russian. *Prerequisite:* Russian 325. *Four credit hours.* L

**RU428s The 20th-Century Russian Novel: Doktor Zhivago** A seminar that analyzes one major Russian novel. In the spring of 2013: Boris Pasternak's *Doktor Zhivago* (1956), an epic novel that treats historical events from 1905 through the 1920s and addresses topics of literary and cultural interest. Conducted entirely in Russian. *Prerequisite:* Russian 425 or 427. *Four credit hours.* L MONASTIREVA-ANSDELL

**RU491f, 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,** Professor James Fleming

**Advisory Committee:** Professors Daniel Cohen (*Philosophy*), James Fleming (*Science, Technology, and Society*), Fernando Gouvêa (*Mathematics and Statistics*), Paul Josephson (*History*), Laurie Osborne (*English*), Leonard Reich (*Administrative Science and Science, Technology, and Society*), and Dale Skrien (*Computer Science*); Associate Professors Jonathan Hallstrom (*Music*), Laura Saltz (*American Studies*), Judy Stone (*Biology*), and Andrea Tilden (*Biology*); Assistant Professors Matthew Archibald (*Sociology*), Chandra Bhimull (*Anthropology and African-American Studies*), and Keith Peterson (*Philosophy*); Visiting Assistant Professor Britt Halvorson (*Anthropology*); Faculty Members without Rank Lauren Lessing (*Museum of Art*) and Elizabeth Finch (*Museum of Art*)

Science, Technology, and Society (STS) is an exciting interdisciplinary field of study grounded in the history, philosophy, anthropology, and sociology of science and technology. It examines deep cultural roots of our technoscientific society and addresses pressing public policy issues. It constitutes a fundamental aspect of a liberal arts education and is excellent preparation for graduate study or future employment opportunities.

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, both in America and globally.

Following an introductory core course, students in the STS Program choose from a variety of electives and complete a year-long senior research project. By doing so they gain an understanding of the historical and social dimensions of science and technology, become better-informed citizens of our high-tech society, and hone critical and valuable interdisciplinary skills involving writing, speaking, and creative thinking. Students pursuing a major or minor in STS require no special technical expertise.

### Requirements for the Major in Science, Technology, and Society

The STS major has a core curriculum based on the research and teaching interests of the faculty. All courses are either U.S. or internationally focused and either science or technology focused. Majors must take three required courses and choose a minimum of eight electives from the list of STS-approved courses below. Courses taken abroad or otherwise not on this list require the approval of the STS Program director.

- ST 112: Introduction to STS (required)
- ST 485: Technology Matters or ST 483 Honors (required)
- ST 486: Senior Project: The Craft of Research or ST 484 Honors (required)
- One 200-level or higher course in natural science or computer science beyond the all-college requirement
- One STS internationally-focused course (designated I)
- One STS U.S.-focused course (designated U)
- One STS science-focused course (designated S)

- One STS technology-focused course (designated T)
- Three approved STS electives

Electives are chosen from the list of STS approved courses to fulfill the I, U, S, and T foci, but a course that satisfies two or more foci may not be counted twice. In choosing the eight electives, students must take a minimum of three courses designated or cross-listed as ST. A student may not count more than two 100-level electives toward the major.

### Senior Projects

All senior STS majors will take ST 485, which will prepare them for research through seminar readings, literature reviews, and proposal writing. This is the first part of a yearlong capstone experience in which students design and complete a final integrative project in science, technology, and society. This is followed by ST 486, an intensive research and writing experience with final public presentations. Any member of the faculty may serve as an advisor for STS senior projects.

### Honors in Science, Technology, and Society

Students with a 3.5 GPA in the major (and at least 3.25 GPA overall) may request permission to undertake an honors thesis. They will enroll in ST 483 and meet with other STS seniors to prepare a literature review and proposal, which must be approved by a panel of faculty members. Students continuing in the honors program will enroll in ST 484 under the supervision of an advisor and second reader. Upon successful completion of the thesis and fulfillment of all requirements for the major, and, if a 3.5 GPA in the major is maintained, the student will be invited to deposit a copy of his or her thesis in Miller Library and will graduate "With Honors in Science, Technology, and Society."

### Requirements for the Minor in Science, Technology, and Society

Science, Technology, and Society 112, 485, 486, two other STS courses, and at least two courses from the list of STS approved courses.

### List of STS Approved Courses

\* Key: International = I; U.S. = U; Science = S; Technology = T

#### *Anthropology*

- 112 Cultural Anthropology I
- 256 Land, Food, Culture, and Power I
- 298B Anthropological Perspective on Science and Religion I
- 341 Culture, Mobility, Identity I

#### *Art*

- 285 History of Photography I, T

#### *Biochemistry*

- 362 Medical Biochemistry S

#### *Biology*

- 115 Biology of Women U, S
- 133 Microorganisms and Society U, S
- 164 Evolution and Diversity S
- 274 Neurobiology S
- 275 Mammalian Physiology S

#### *Chemistry*

- 112 Chemistry for Citizens U, S
- 217 Environmental Chemistry S

#### *Computer Science*

- 232 Computer Organization T

#### *Economics*

- 231 Environmental and Natural Resource Economics U
- 341 Natural Resource Economics U, S

#### *Environmental Studies*

- 118 Environment and Society U
- 234 International Environmental Policy I
- 265 Global Public Health I
- 271 Introduction to Ecology S
- 319 Conservation Biology S

- 366 Environment and Human Health I, T
- 494 Problems in Environmental Science S

#### *History*

- 245 Science, Race, and Gender S
- 246 Luddite Rantings U, I, T
- 364 Environmental and Health History in Africa I, S
- 394 Ecological History I, S
- 445 Nuclear Madness I, U, T
- 446 Global Health History I, S

#### *Mathematics*

- 376 History of Mathematics S

#### *Philosophy*

- 126 Philosophy and the Environment U, S
- 213 Philosophical Inquiries into Race I, S
- 217 Feminism and Science S
- 317 Philosophy of Science S
- 318 Philosophy of Nature S

#### *Psychology*

- 233 Biological Basis of Behavior S

#### *Science, Technology, and Society*

- 112 Science, Technology, and Society (required)
- 175 Science in Ancient Greece I, S
- 215 Weather, Climate, and Society I, U, S, T
- 253 Energy, Power, and the American Century, 1901-2001 U, T
- 271 History of Science in America U, S
- 297 Historical Frontiers of Science and Ethics U, S
- 358 Climbing the Oil Peak I, T
- 483 and 484 Honors in STS
- 485 Technology Matters (required)
- 486 Senior Project: The Craft of Research (required)
- 491/492 Independent Study

#### *Sociology*

- 256 Global Health I
- 258 Health and Medicine U
- 261 Sociology of Organizations U
- 361 Substance Use and Abuse U

## Course Offerings

**ST112f 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,W1** FLEMING

**[ST175] Science in Ancient Greece** Ancient Greek theories about the natural world began in wonder about its constituent elements. But as the Greeks acquired a philosophically sophisticated understanding of the nature of scientific explanations, their speculation soon gave way to the conceptual rigor of Aristotelian physics, the technical and encyclopedic accomplishments of Hippocratic medicine, and the mathematical exactitude of Ptolemaic astronomy. Fosters the skills needed for historical contextualization and textual interpretation, enabling us to trace the development of what became the foundations of Western scientific thinking. Part of the three-course Integrated Studies 175 cluster, "Ancient Greece: Nature and Culture in Classical Athens." *Prerequisite:* Concurrent enrollment in Anthropology 175 and Philosophy 175. (elect IS175.) *Four credit hours.* **H**

**ST197j Science, Technology, and the Cultural Cold War** An exploration of the role of science and technology in the political, cultural, and social landscapes of postwar America. Highlights ideas about how science and technology motivated foreign and domestic policy decisions, impacted education and military spending, and were appropriated in postwar consumer society, design, and popular culture. Students learn to discuss fundamental themes in Science, Technology, and Society using examples drawn from the nuclear age, the space program, the environmental movement, and modern medicine, and hone their analytic, writing, and speaking skills. *Three credit hours.* **MUIR-HARMONY**

**[ST215] Weather, Climate, and Society** A scientific introduction to the Earth's atmosphere and historical and social issues related to weather and climate. Topics include the atmosphere's composition, structure, and dynamics; air pollution, ozone depletion, natural disasters, and climate change. Includes lectures, an exam, quizzes, short essays, and a group project to be presented in a final poster session. *Four credit hours.* **N**

**ST217f Feminism and Science** Listed as Philosophy 217. *Four credit hours.* **S, U** PETERSON

**ST245s Science, Race, and Gender** Listed as History 245. *Four credit hours.* **H, U** JOSEPHSON

**[ST246] Luddite Rantings: A Historical Critique of Big Technology** Listed as History 246. *Four credit hours.* **H**

**[ST253] Energy, Power, and the American Century, 1901-2001** A study of the development and use of energy sources in the United States during the 20th century, from the discovery of oil in Texas to the attack of Sept. 11, 2001, with emphasis on economic, political, military, social, and environmental factors. Students will gain an understanding of how our nation's evolving energy systems have brought us extraordinary strength and abundance but also have led to entangling military commitments and environmental problems while making us dependent on forces beyond our control. *Prerequisite:* Sophomore or higher standing. *Four credit hours.*

**[ST256] Global Health** Listed as Sociology 256. *Four credit hours.*

**ST258f Health and Medicine** Listed as Sociology 258. *Four credit hours.* ARCHIBALD

**ST261s Sociology of Organizations** Listed as Sociology 261. *Four credit hours.* **S** ARCHIBALD

**ST271f History of Science in America** A seminar on the social, intellectual, and institutional development of science in America from native contact 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** FLEMING

**ST285f History of Photography** Listed as Art 285. *Four credit hours.* **A** CLARK

**[ST317] Philosophy of Science** Listed as Philosophy 317. *Four credit hours.*

**ST318f Philosophy of Nature** Listed as Philosophy 318. *Four credit hours.* PETERSON

**ST341f Culture, Mobility, Identity: Encounters in the African Diaspora** Listed as Anthropology 341. *Four credit hours.* **S, I** BHIMULL

**[ST358] Climbing the Oil Peak** Societies worldwide have been exploiting greater and greater quantities of petroleum for more than 100 years, which has helped make us tremendously wealthy and dramatically changed our expectations and values. Examines the history of petroleum development since the early 20th century and issues confronting us as we approach the worldwide peak in oil production. This task comprises science, technology, economics, sociology, agriculture, and government, as well as military, environmental, and human-rights issues. Includes an examination of society-wide ramifications of the coming peak in oil production and considers viable alternatives to oil in decades ahead. Credit cannot be earned for both this course and ST356. *Prerequisite:* Junior standing. *Four credit hours.* **S**

**ST361j Special Topics in Health and Medicine: Substance Use and Abuse** Listed as Sociology 361. *Three credit hours.* ARCHIBALD

**ST364s Environmental and Health History in Africa** Listed as History 364. *Four credit hours.* **H, I** WEBB

**[ST445] Nuclear Madness** Listed as History 445. *Four credit hours.* **H**

**[ST446] Research Seminar: Global Health History** Listed as History 446. *Four credit hours.* **H**

**ST484s Honors in Science, Technology, and Society** Majors may apply late in their junior year or early in their senior year for admission into the Science, Technology, and Society 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. *Prerequisite:* Senior standing, a 3.50 grade point average in the major, a 3.25 overall grade point average, and permission of the department. *Four credit hours.* FACULTY

**ST485f Technology Matters** Seminar emphasizing classical, enduring issues involving the social study of science and technology. A senior capstone in preparation for a career. Students design, propose, and initiate a year-long project through broad reading, seminar discussions, written think pieces, a book review, thorough literature search, and preparation of a

proposal and exploratory essay. Completion, typically in the spring but including a possible January internship, requires intensive research, writing, and presentation at a public seminar. Research funding may be available. Goal is to complete a project the student finds exciting and challenging and that will solidify her/his ability to conduct interdisciplinary research. *Prerequisite:* Senior standing. *Four credit hours.* FLEMING

**ST486s Senior Project: The Craft of Research** Written and oral communication of research. Students complete a final integrative project and present a public seminar. *Prerequisite:* Science, Technology, and Society 485. *Four credit hours.* FLEMING

**ST491f, 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

## SOCIOLOGY

**Chair, Professor Teresa Arendell**

*Professors Teresa Arendell, Cheryl Townsend Gilkes, and Thomas Morrione; Assistant Professors Matthew Archibald and Victoria Mayer*

Studying sociology at Colby provides students with the conceptual frameworks and analytic skills required to understand how social forces shape people's lives. Students acquire expertise in qualitative and quantitative research methods and familiarity with standards used to assess data and published research. They learn how sociological theory helps us to analyze institutions, the dynamics of social and cultural change, and persisting inequalities relating to race, class, and gender. Small course enrollments foster direct student-teacher relations, intensive discussions, and close supervision of required writing projects. Department courses, events, and supervised research opportunities, often part of community-based learning, foster the development of critical and self-reflexive thinking as well as analytical and communication skills. Students are prepared through sociology to participate actively in the private and public sectors, an increasingly diverse democracy, and an even more diverse global community. Sociology majors are prepared for employment and graduate or professional school. In addition to sociology, majors pursue such career paths as law, medicine, public health, urban planning, business, advertising, social work, and education.

### Requirements for the Major in Sociology

Sociology 131, 215, 271, 274, and 493, either 212 or 272, either 252 or 276, and four additional sociology courses, one of which must be a 300-level seminar. One course in another social science at the 200 level or above may be substituted for one 200-level elective. One elective may be taken in a study-abroad program. Sociology 215, 271, and 274 are to be completed before the senior year, typically during the second year.

### Honors in Sociology

Seniors majoring in sociology may apply for the honors program by securing a faculty sponsor in the Sociology Department, a secondary faculty reader, and approval of the department as a whole. The program involves independent research conducted under the auspices of Sociology 483. To apply, a student must have a 3.25 overall grade point average and a 3.6 grade point average in the major or special permission of the department. Students may apply for the program at the end of the term prior to the semester in which they would begin honors work and no later than the second week of the term during which honors work begins. A maximum of six credits may be received, none of which may count toward the required elective credits in the major. Enrollment options include spring semester; spring semester and Jan Plan; fall semester; fall semester and Jan Plan; fall, Jan Plan, and spring semesters. The final product will usually consist of a research paper of 50 or more pages of superior quality.

### Distinction in the Major

Distinction in the major upon graduation requires a 3.75 grade point average in the major and a 3.5 overall grade point average.

*Note:* Sociology 271 fulfills a quantitative reasoning requirement (**Q**). Sociology courses have limited enrollments.

### Study Abroad

Department policy is that students majoring in sociology complete Sociology 215, 271, 274 and at least one of the other required courses (except electives and Sociology 493) prior to study abroad. Generally, students will receive credit toward the major for one course per semester, if that course is approved in advance by the department. 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. Exceptions to the one-semester and core-course credit rules may be granted for students qualified to study abroad in the yearlong sociology program at the London School of Economics.

## Course Offerings

**[SO118J] Individuality and World Traveling** What does it mean to live in a world that many have characterized as



postmodern? What does postmodernity imply in terms of attitude toward selfhood, toward interpretation and knowledge gathering, toward crossing boundaries of cultural differences and, finally, toward envisioning social justice? A mixture of scholarly texts, fiction, and film will be employed to explore these questions. Emphasis on cultivating students' skills of critical thinking and expression. *Three credit hours.* **S**

**SO119j Self and Society in the Digital Age** Students will explore how digital technologies are changing how we work, play, and interact. They will use contemporary social theories to identify and assess opportunities and the challenges afforded by new communication technologies. Using sociological techniques they will investigate how these technologies are reshaping not only how we communicate but the content of information we share. Finally they will discuss implications of these changes for themselves as individuals and as citizens of a large democracy. *Three credit hours.* **S** MAYER

**SO131fs Introduction to 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. *Prerequisite:* First-year or sophomore standing. *Four credit hours.* **S, U** ARCHIBALD, BLAKE, MAYER, MORRIONE

**SO212f Introduction to GIS and Spatial Analysis** Listed as Environmental Studies 214. *Four credit hours.* GIMOND

**SO212Jj Introduction to GIS and Spatial Analysis** Listed as Environmental Studies 214J. *Three credit hours.* GIMOND

**[SO213] Schools and Society** Listed as Education 213. *Four credit hours.* **U**

**[SO214] African-American Elites and Middle Classes** Classical and contemporary sociological theories of stratification and race relations are used to explore the intersection of class and race-ethnicity in the social origins and historical roles of elites and middle classes in the African-American experience. Particular attention to the writings of Du Bois, Frazier, Cox, and Wilson. Biographical and autobiographical perspectives provide rich description of socialization, family contexts, work, politics, ideologies, and the impacts of racism and social change. Includes additional evening meetings for film showings and special events. *Three credit hours.* **S, U**

**SO215f 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. *Four credit hours.* MOODIE

**[SO218] Contemporary Sociological Theory** Introduces social theories that have had a significant impact on contemporary sociological scholarship. Students learn how to analyze and compare different theoretical paradigms, preparing them to use theory to better understand how social life is both patterned and dynamic. Students explore how these theories, like other cultural products, both reflect and affect the historical moment in which they were produced. Because much of this work engages with Enlightenment thought and institutions, the students develop a critical understanding of some of the central ideas and practices that shaped modern Western society. *Prerequisite:* Sociology 131. *Four credit hours.*

**SO226j Sociology of Martin Luther King Jr.** Martin Luther King Jr., a sociology major, represents a social movement (civil rights) that changed America and also changed theories and practices in American sociology. Through an exploration of King's life, work, and writings (books, sermons, and speeches), an overview of the civil rights movement, the origins and practices of the southern system of segregation (Jim Crow), and aspects of the history of American sociology. Particular attention to social movements theory, race relations and social change, and organizations and mobilizations within and by African-American communities. Includes additional evening meetings for film showings and special events. *Three credit hours.* **S, U** GILKES

**SO231f 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, U** GILKES

**[SO233] Crime and Justice in American Society** Exposes students to contemporary theories about crime. Students develop their critical-thinking skills by evaluating the theories' ability to explain recent empirical trends in crime. We also examine contemporary issues in criminology including police use of force, false conviction, moral panic, and mass incarceration. Includes the critical evaluation of arguments presented by experts. There is a strong emphasis on writing and classroom discussion. *Prerequisite:* A 100-level sociology course. *Four credit hours.*

**SO252f Race, Ethnicity, and Society** An examination of the roles of race and ethnicity in organizing complex stratified societies, in structuring systems of durable inequalities, and in organizing and shaping communities and enclaves within stratified societies. Using multiple sociological perspectives on race, ethnicity, minority groups, prejudice, discrimination, and institutional racism, special attention is paid to the United States with reference to immigration, slavery, conquest, annexation, colonialism,

internal migration, social conflict, social movements, labor, citizenship, transnational adaptation, law, and public policy.  
*Prerequisite:* Sociology 131 or 231 or American Studies 276 or Anthropology 112. *Four credit hours.* **U** GILKES

**[SO256] Global Health** An examination, using a sociological framework, of a number of perspectives in the study of global health to understand and master key topics: mortality and morbidity, population disease burden, health inequalities, poverty, reproductive health, the diffusion of infectious diseases, nutrition, environmental health, health policies and priorities, war and violence, and prevention, among other issues. Students will demonstrate understanding through in-class exercises (individual and group problem solving) and through participation in discussion with peers, the professor, and invited guest speakers. Requires attending outside lectures and writing several response papers on selected topics. *Four credit hours.*

**SO257s Sociology of Mental Health and Mental Disorders** Explores meanings of and factors in mental illness; developments in categories and treatments; impacts of social inequalities on incidence, diagnosis, and treatment; effects on family and support systems; and social policy issues. Considers the contributions of social science, biology, and medicine. Studies sociological conceptualizations of mental disorder, particularly social constructionism, labeling, and stress theories. Draws upon an array of scholarship and applies understandings to select memoirs and autobiographies. Hones close-reading, critical-analysis, and communication skills. Offered in 2009 as Sociology 297. *Prerequisite:* Sociology 131. *Four credit hours.* ARENDELL

**SO258f Health and Medicine** Applies sociological principles to health, illness, and health care. Situates the latter in a variety of institutional domains linked by social inequality: markets, politics, science, religion, and culture. Topics include medicalization and the social construction of health and illness, racial and ethnic health disparities, women's health, social justice and medicine, epidemiology, ethnography and biostatistics, the phenomenology of health and illness, and contemporary U.S. healthcare reform. Students gain the theoretical knowledge necessary to begin advanced work and a comprehensive understanding of the practical significance of the field. Previously offered as Sociology 297. *Prerequisite:* Sociology 131. *Four credit hours.* ARCHIBALD

**[SO259] Activism and Social Movements** An examination of the goals, ideologies, leadership, and development of reformist and revolutionary mobilization efforts both within and beyond the boundaries of the United States. *Prerequisite:* A 100-level sociology course or American Studies 271. *Four credit hours.*

**SO261s Sociology of Organizations** An examination, using a sociological framework, of a number of perspectives in the study of organizations and institutions to understand and master key topics: bureaucracy, power and conflict, rationality, authority, work, and technology, among other issues. Students will demonstrate understanding through in-class exercises (individual and group problem solving) and participation in discussion with their peers, the professor, and invited guest speakers. Requires attending outside lectures, engaging in a field practicum, and writing several response papers on selected topics. *Four credit hours.* **S** ARCHIBALD

**SO271s Introduction to Sociological Research Methods** First half: a discussion of basic research concepts, including measurement, operationalization, and the role of values in scientific research. Second half: quantitative methods, including cross-tabulation and linear and logistic regression, with emphasis on data analysis rather than statistical formula. *Prerequisite:* Sociology 131 and sociology major. *Four credit hours.* **Q** ARCHIBALD

**SO272f Qualitative Research Methods and Methodology** The theory, methodology, and methods of qualitative research. Using readings, discussions, and various research activities, students examine the interrelationships of methodological theory and its development, data collection, analysis, and report writing. *Prerequisite:* Sociology 131 and sociology major. *Four credit hours.* ARENDELL

**[SO273] Sociology of Families** Central issues in the social study of the family, predominantly the historical and contemporary American family. Emphasis is on the family as a primary group and a unit of intense interpersonal relationships structured along gender and generational lines and on the family as a major social institution. The changing structures, functions, and dynamics of the family are explored. *Prerequisite:* Sociology 131 preferred, but not required. *Four credit hours.* **S**

**SO274f Social Inequality and Power** Study of sociological explanations of how patterned social interaction at the individual and institutional levels create unequal life chances for people inhabiting different social locations, defined in terms of class, race, and gender. Includes discovery of how economic and government institutions operate in historically specific ways by comparing the effects of early capitalism to the effects of recent processes of globalization and deindustrialization. Shifting focus to the local level, students conduct their own research to study how social class impacts the ability of young Mainers to navigate the stratification system as they leave high school. *Prerequisite:* Sociology 131 and sociology major. *Four credit hours.* **U** MAYER

**SO276s Sociology of Gender** 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 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. *Prerequisite:* Sociology 131. *Four credit hours.* **S,U** MAYER

**[SO298] Social Deviance** Exploration of deviance, deviant behavior, and social control. Examined are deviance as a social

process; types of deviant behaviors (e.g., substance abuse, criminal activity, delinquency, mental illness); theories of deviance; historical and cultural contexts of definitions of non-normative behaviors; social and legal policy issues. *Prerequisite:* Sociology 131. *Four credit hours.*

**[SO311] Topics in Feminist Theory: Feminist Theories and Methodologies** Listed as Women's, Gender, and Sexuality Studies 311. *Four credit hours.* **U**

**[SO315] Politics of Social Policy** An investigation of the politics of policymaking and the effects of social programs. By studying policymaking and implementation at different historical moments, students trace the changing connections between citizenship and labor, noting how these connections differ over time and according to citizens' race, class, and gender. They conduct a research project that explores how social policies, along with local labor markets and community institutions, shape the challenges people face in supporting and caring for their families. Conducting research, students practice creative and analytical thinking and writing for multiple audiences. *Prerequisite:* Sociology 131, 215, or 218. *Four credit hours.*

**[SO322] Social Class and Schooling** Listed as Education 322. *Four credit hours.* **U**

**SO332s Nonprofit Organizations and Philanthropy** An academically-grounded, community-based educational experience exploring the meaning of philanthropy and the nature of nonprofit organizations. Students will volunteer in Waterville area nonprofit organizations, working with them as assistant grant writers. The class, operating like the board of a granting foundation, will review organizations' grant applications, make funding decisions, and allocate one or more grants totaling \$10,000. The Sunshine Lady Foundation, founded by Doris Buffett, generously provides funding for these grants. *Prerequisite:* Sociology 131 or equivalent introductory course in the social sciences. *Four credit hours.* MORRIONE

**[SO337] 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, child care, and health care. *Prerequisite:* Sociology 131. *Four credit hours.*

**[SO340] Conflict, Negotiation, and Environmental Justice** Listed as Environmental Studies 340. *Four credit hours.* **U**

**[SO352] American Critics of American Society** Sociological criticisms of postwar America. What do American critics think is wrong with America and how do they propose to fix it? Topics may include the role of the power elite in American society, the consequences of increased media concentration, the decline of civil society, consumerism, electoral politics, taxes, welfare policy, the environment, racism, sexism, crime, poverty, sex, drugs, and rock 'n' roll. *Prerequisite:* A 100-level sociology course or American Studies 271. *Four credit hours.*

**SO355f 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.* **U** GILKES

**[SO357] 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, U**

**SO358s The Sociology of W.E.B. Du Bois** Intensive survey of the life and work of W.E.B. Du Bois, prolific scholar, activist, and founder of one of the oldest sociology departments and research centers. Sociology was Du Bois's chosen discipline at the same time he contributed to history, literature, and cultural studies and formed a foundation for African-American studies. This exploration of his sociological imagination assesses the importance of his work for understanding racial-ethnic relations and conflict in the United States and the world. Readings include *The Souls of Black Folk*, *The Philadelphia Negro*, selected topics from the Atlanta University studies, *The Gift of Black Folk*, appropriate biographical/autobiographical texts, and critical studies. *Prerequisite:* A 100-level sociology course or American Studies 276. *Four credit hours.* **S, U** GILKES

**[SO359] Slavery and Slave Communities in the United States** Listed as African-American Studies 359. *Four credit hours.* **S, U**

**SO361j Special Topics in Health and Medicine: Substance Use and Abuse** Using a sociological framework, we examine a number of perspectives in the study of substance use and abuse (e.g., social-psychological, economic, pharmacological, political, historical/ legal). Goals include understanding and mastery of key topics: the nature of addiction, substance abuse and the brain, drug markets, the treatment industry, prohibition and temperance movements, decriminalization, adolescent drug and alcohol

use, and dysfunctional family systems. Students will demonstrate understanding through in-class exercises (individual and group problem solving), participation in general discussion, and weekly response papers. Previously offered as SO397. *Prerequisite:* A lower-level social science course. *Three credit hours.* ARCHIBALD

**SO375s Contemporary Family Relations: Mothers and Daughters** An advanced seminar exploring the Western mother-daughter relationship through sociological case studies, ethnographies, and survey research. Draws upon myth, memoir, fiction, and poetry. Systemically considers racial and ethnic variations, looking at social science materials and literature representing the experiences and insights of Euro-American, African-American, Asian-American, Latina, Native American, and recent immigrant women and children. Considers alternative family arrangements such as single-parent mothers and lesbian mothers. Examines issues of development and stresses on families and relationships. *Prerequisite:* A 200-level Anthropology, Psychology, Sociology, or Women's, Gender, and Sexuality Studies course. *Four credit hours.* S, U ARENDELL

**SO483f, 484s Honors Project** *Prerequisite:* Senior standing, admission to the honors program, and permission of the supervising faculty member. *Two to four credit hours.* FACULTY

**SO483Jj Honors Project** *Noncredit.* GILKES

**SO491f, 492s Independent Study** Individual topics in areas where the student has demonstrated the interest and competence necessary for independent work. *Prerequisite:* Junior or senior standing and permission of the department. *Two to four credit hours.* FACULTY

**SO493f Senior Seminar: Social Theories and the Sociology of Childhood** Contemporary childhood in historical, cross-cultural, and global perspectives (predominately the West). Examine changes in understanding of the nature of childhood and "best interests of the child" by historical period, class, race and ethnicity, gender, geographic region. Applying social theories to childhood. *Prerequisite:* Senior standing in sociology, and Sociology 131, 215, 218, 271, and 272. *Four credit hours.* ARENDELL

**SO493As Seminar: Urban Sociology** An exploration of the nature and significance of cities in history. Topics include urbanization, suburbanization, globalization, subcultures, architecture, disasters, transportation, race, poverty, planning, political issues, neighborhoods, inequality, and gender. Focus on American cities. Students will complete three short papers, a book review, and a research paper. *Prerequisite:* Junior or senior standing and Sociology 131. *Four credit hours.* MORRIONE

## SPANISH

**Chair, Associate Professor Betty Sasaki**

*Professors Jorge Olivares and Luis Millones; Associate Professors Barbara Nelson and Betty Sasaki; Assistant Professors Dean Allbritton, María Bollo-Panadero, and Emma Garcia; Visiting Assistant Professors Bretton White and Luz Bibiana Fuentes; Language Assistant Beatriz Rodríguez Gullás*

The Department of Spanish provides two programs designed to deepen students' understanding of cultural difference and diversity: a language program that fulfills the all-college distribution requirement in foreign language and an academic major program.

In its commitment to the study of foreign languages, the Department of Spanish strives to prepare students for active engagement in the Spanish-speaking world, both within the United States and abroad. Our language courses facilitate oral and written communication by presenting grammar in a cultural context. The language classroom provides a space for students to appreciate cultural connections and differences and to grow into their role as global citizens.

The academic major program offers a course of study in Spanish, Latin American, and U.S. Latino literature and culture. Spanish majors attain depth and breadth of literary and cultural knowledge across historical periods and geographical areas.

The program is committed to promoting greater critical awareness of the differentials of power that perpetuate social injustice and inform cultural and cross-cultural assumptions. Students acquire the skills to become close readers and critical thinkers and to explore different modes of cultural production within specific social, political, and historical contexts. Our pedagogical goal is to prepare students to be productive critics of the world beyond the texts. To that end, students examine the ways in which different texts challenge or affirm aesthetic conventions and dominant social narratives, including race, class, gender, sexuality, nationality, and imperialism. In the process, our majors are encouraged to analyze the connections among systems of domination and to develop as scholars and promoters of social justice.

*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 Subject Test in the language or must take the placement test during orientation.

### Requirements for the Major in Spanish

Spanish 135 and 231 and at least seven additional literature/culture courses numbered above 135, including at least one course in each of the following areas: Spanish, Latin American, and U.S. Latino literatures/cultures. Majors must take two courses at the

200 level or above on literature written before 1800 and two on literature written after 1800. Senior majors must enroll in 300- or 400-level classes and must take at least one senior seminar. If taken during the senior year, Spanish 231 does not replace a literature course. Independent study work does not replace required courses. 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 2.70 is required for permission to study abroad. Students who do not meet this minimum requirement will not be able to retain their Spanish major. All study abroad plans for students majoring in Spanish must be approved in advance by the chair of the Department of Spanish. Eligibility prerequisites for Spanish majors to study abroad include the completion of Spanish 135 and Spanish 231 with a grade of C or better.

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. All majors must take and pass with a grade of C or better at least one course in Spanish approved by the major advisor each semester until graduation.
5. No more than the equivalent of two semester courses of foreign study credit may be counted toward the major per semester abroad, or four semester courses per year abroad.
6. No more than the equivalent of four semester courses of foreign study or transfer credit may be counted toward the major.

## Honors in Spanish

Students majoring in Spanish with a 3.7 major average or better and an overall GPA of 3.5 or higher at the end of their sixth semester may apply for admission to the honors program by the Friday after fall break of their senior year. 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

**SP125f Elementary Spanish I** The first semester of three consecutive courses designed to develop fluency and accuracy in the Spanish language. Through an interactive approach to language learning, students gain communicative proficiency through fast-paced, task- and content-based exercises designed to integrate listening, speaking, reading, and writing skills. Videos, audio, and Web materials introduce students to cultural differences within the Spanish speaking world. *Four credit hours.* ALLBRITTON, WHITE

**SP126fs Elementary Spanish II** The second of three consecutive courses designed to develop fluency and accuracy in the Spanish language. Through a continued interactive approach to teaching and learning, students begin to develop skills for more independent communicative proficiency. Task- and content-based assignments challenge students to integrate listening, speaking, reading, and writing skills in a functional use of the language. Videos, audio, and Web materials are incorporated. *Prerequisite:* Spanish 125. *Four credit hours.* ALLBRITTON, GARCIA, NELSON, WHITE

**SP127fs Intermediate Spanish I** The third of three consecutive courses designed to develop fluency and accuracy in the Spanish language. Through an intensive grammar review, students develop skills for independent and creative interactive communication. Designed to refine students' major skills in listening, speaking, reading, and writing, as well as to provide insight into the literature and culture of Spanish-speaking countries. Video screenings and short readings in Hispanic literature and culture deepen student understanding of linguistic and cultural nuances and serve as the basis for in-class discussions and writing assignments. *Prerequisite:* Spanish 126. *Four credit hours.* BOLLO-PANADERO, FUENTES, WHITE

**SP127Jj Intermediate Spanish I** A grammar review at the intermediate level with continued emphasis on interactive communication and cultural awareness, to be offered at the Andean Center for Latin American Studies in Quito, Ecuador. Cost: \$2,915. *Prerequisite:* Spanish 126 with a grade of B+ or better and permission of the instructor. *Three credit hours.* SASAKI

**SP128fs Intermediate Spanish II** Development of critical skills through analysis of fictional texts in Hispanic literature. Continuing work in vocabulary building and grammar review. Students will achieve a high intermediate level in the four basic language skills: reading, writing, speaking, and aural/oral comprehension. *Prerequisite:* Spanish 127. *Four credit hours.* GARCIA, SASAKI

**SP131fs Conversation and Composition** Development of critical communication skills through conversation, and analysis of nonfiction texts as well as comparative, narrative, and descriptive writings. Introduction to the principles of composing a research paper. Continued work in vocabulary building and grammar review. Students write and present summaries of Spanish-language newspaper articles in small groups. Preparation for oral exams stresses team building as a basis for successful individual presentations. Topics include immigration, euthanasia, gun control, abortion, presidential elections, and the role of the university in preparing students for an ever-changing world. *Prerequisite:* Spanish 128. *Four credit hours.* FUENTES, MILLONES

**SP135fs Introduction to Hispanic Literature** Introduction to literary analysis through Spanish, Spanish-American, and U.S.

Latino/a texts. Students are presented with works of fiction in prose, poetry, drama, and film and learn how to examine the texts through close reading, detailed analysis, and strategies of interpretation. Students develop skills in writing critical essays and learn the basics of scholarly research. *Prerequisite:* Spanish 131. *Four credit hours.* L BOLLO-PANADERO, GARCIA

**SP231fs Advanced Spanish** An in-depth analysis of Spanish grammar, focusing on the more complex and subtle linguistic and cultural dimensions of a variety of syntactical and lexical concepts. Students will achieve an advanced mastery of Spanish grammar and vocabulary. *Prerequisite:* Spanish 131. *Four credit hours.* OLIVARES

**[SP264] U.S. Latina/o Literature: "New" American Identities** Premised on the notion that U.S. Latinas/os have always been part of the American experience and cultural identity, a survey of Latina/o cultural productions in the United States. Focusing on issues of race, class, sexuality, gender, and cultural position, we explore the ways in which Latina/o identities are constructed. Readings and class are in English. *Prerequisite:* Spanish 135. *Four credit hours.* L, U

**SP265s The Short Novel in Spanish America** Close readings of contemporary Spanish-American short novels by representative authors. Explores representations of gender, history, human rights, politics, race, and sexualities within the context of the social and political realities of Spanish America in the 20th and 21st centuries. Also considers critical literary concepts such as narrative perspective, parody, intertextuality, and self-consciousness. Previously offered as Spanish 298A. *Prerequisite:* Spanish 135. *Four credit hours.* L OLIVARES

**SP266f Language of Spanish Cinema** An examination of selected works by major Spanish directors of the 20th and 21st centuries. Introduces students to the discipline of film studies and investigates cinematic representations of Spain during the dictatorship and the subsequent transition to democracy. Special attention to questions of identity, violence, and instances of resistance. *Prerequisite:* Spanish 135. *Four credit hours.* A, I ALLBRITTON

**[SP267] Transcultural Journeys: U.S. Latina/o Literature of Resilience** Since the arrival of Columbus in Puerto Rico in 1493 and of various Spanish explorers in what is now the Southeast and Southwest United States, the Spanish language has been part of the literature of America. With the continual influx of immigrants from Latin America and Spain, the United States continues to have Spanish as a literary presence today. Topics include exile, immigration, migration, labor, gender, and social justice. Formerly offered as Spanish 298C (spring 2008). *Prerequisite:* Spanish 135. *Four credit hours.* L, U

**SP268s Latino/a Cultural Expressions in Literature and Film** The study of Latina/o expressions through novels, poetry, drama, murals, photography, and film, focusing on expanding knowledge about Latina/os in the context of American identities. To that end, we will engage with questions about how U.S. Latina/os form part of the popular imagination and how institutional marginalizations of Latina/os impact the creative expressions of Latina/os. Taught in English and Spanish. *Prerequisite:* Spanish 135 or permission of the instructor. *Four credit hours.* L, U GARCIA

**[SP273] Contemporary Spanish-American Short Story** Close readings of contemporary Spanish-American short stories. *Prerequisite:* Spanish 135. *Four credit hours.* L

**[SP276] U.S. Latina/Chicana Women Writers** An examination of a selection of novels, short stories, poetry, theater, and nonfiction by U.S. Latina and Chicana women writers. Interdisciplinary in approach, focused 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 and class are in English. *Prerequisite:* Spanish 135. *Four credit hours.* L, U

**[SP351] 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. *Prerequisite:* A 200-level literature course. *Four credit hours.* L

**[SP352] Don Quijote** Students learn how to read *Quijote* and to anticipate frequently repeated themes dressed up as different characters in new adventures. Students practice oral skills and keep reading journals, basing their observations on their own personal and academic experiences. They read literary criticism about *Quijote*, compare it to other novels from world literature, read a short work by Cervantes, and compare *Quijote* to modern films. Ultimately each student, writing as Cervantes, submits his/her original "aventura." *Prerequisite:* A 200-level literature course. *Four credit hours.* L

**[SP354] Detectives and Spies: Popular Culture in Spanish-American Fiction** A consideration of how the classic detective story has permeated the realm of high or respectable art, and, in particular, how writers such as Bioy Casares, Borges, García Márquez, Leñero, Padura Fuentes, Puig, Sábato, Valenzuela, and Vargas Llosa have simultaneously appropriated and subverted the genre. While focused on the function of parody and intertextual relations, and on the distinction between the mimetic and the reflexive modes, the course will provide a framework to address questions of ideology, community, gender, sex, and sexuality. Previously offered as Spanish 398. *Prerequisite:* A 200-level literature course in Spanish. *Four credit hours.* L

**[SP371] The Colonial Experience: European and Amerindian Responses** Close readings of representative primary documents and iconography from throughout the Spanish and Portuguese empires that were produced to report, understand, legislate, and record various dimensions of the encounter between Europe and the New World during the 16th and 17th

centuries. Emphasizes efforts by Europeans and Amerindians to control the memory of events and to position themselves in colonial societies. Students will explore texts and cultural productions used to exert dominance or resistance during a specific historical context, become critical readers of primary documents, and engage with key issues of colonial literature. *Prerequisite:* A 200-level literature course. *Four credit hours.* L

**SP397Af A Good Wife: Politics of Marriage in Early Modern Spanish Literature** An examination of a broad selection of both canonical and non-canonical texts in several genres by early modern Spanish writers with a specific focus on the ideological underpinnings of marriage, both secular and sacred, and the social construction of female gender roles. We will consider how works by both male and female authors challenge or privilege dominant patriarchal definitions of "a good wife." In the process, we will address questions of female desire, sexuality, the rhetoric of eroticism, heteronormativity, social class, and women's literacy. *Prerequisite:* A 200-level literature course. *Four credit hours.* SASAKI

**SP397Bf The Diasporic Imagination: Cubans Beyond Cuba** An examination of the cultural production of Cubans living in the diaspora after the 1959 revolution. Representative works in several genres by authors such as Reinaldo Arenas, Rafael Campo, Lourdes Casal, Dolores Prida, Nilo Cruz, Mayra Montero, Achy Obejas, Gustavo Pérez Firmat, Sonia Rivera Valdés, Guillermo Rosales, and Zoé Valdés. Topics will include the traumas of migration, the politics of exile, the workings of memory and nostalgia, the fantasies of return, the hybridization of culture, and the class, generational, gender, linguistic, political, racial, and sexual diversity of Cubans beyond Cuba. *Prerequisite:* A 200-level literature course. *Four credit hours.* OLIVARES

**SP398s Censorship and Comedy in Spain** Uses recent Spanish film to explore themes of censorship and comedy in Spain from the early stages of the dictatorship to the present. While official governmental censorship ends with Franco's death and the transition to democracy, censorship of thought and speech persists in many subtle forms. What are the ways comedy is used to combat such censorship? How does comedy express something inexpressible? How do we come to think of something as comedic anyway? Censorship and comedy are analyzed as discrete phenomena and working in tandem, often working through the other to paint a picture of contemporary Spanish cinema and culture. *Prerequisite:* A 200-level literature course. *Four credit hours.* ALLBRITTON

**SP483f, 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 3.7 or higher major average and an overall GPA of 3.5 or higher at the end of the junior year and permission of the department. *Three credit hours.* FACULTY

**SP491f, 492s Independent Study** Individual projects in areas where the student has demonstrated the interest and competence necessary for independent work. Cannot substitute for formal course work toward the major. *Prerequisite:* Permission of the department chair. *Two to four credit hours.* FACULTY

**SP493s Seminar: Andean Colonial World** An examination of narratives from the Andean Colonial period: Cristobal de Mena, Pedro Cieza de Leon, Pedro de Sarmiento, Titu Cusi Yupanqui, Inca Garcilaso de la Vega, Felipe Guaman Poma de Ayala, and Bernabé Cobo. Exposes students to 16th- and 17th-century language and images and to the challenges of producing critical editions of colonial manuscripts. Involves close readings of primary sources and hones critical thinking and interpretative skills. Topics include empire, conquest, representation, identity, memory, food, and nature. Requires weekly responses, short presentations, and a final research paper. *Prerequisite:* Senior standing and a 300-level literature course. *Four credit hours.* L, U MILLONES

## THEATER AND DANCE

**Chair, Associate Professor Lynne Conner**

*Associate Professor Lynne Conner; Adjunct Associate Professor James Thurston; Assistant Professor Annie Kloppenberg; Faculty Fellow Peter Zazzali; Technical Director John Ervin; Teaching Artists Olivia Kunst, Jonathan Mastro, and Lori Weinblatt*

The Theater and Dance Department offers students a multidisciplinary approach to understanding the history, literature, and production of performance. Our mission is to impart liberal arts values by fostering creative expression, stimulating critical and imaginative thinking, and increasing cultural literacy through study in a spectrum of studio, laboratory, and discussion-centered courses. The program of study includes frequent opportunities for practical experience in theater and dance, including creative research and production opportunities and service learning projects. Undergraduate students in theater and dance also enjoy opportunities to increase their abilities in self-reflection, multicultural sensitivity, and the comparison of social values and ethical systems; in short, they learn how to be productive citizens and professional leaders through their scholarly and applied experiences. The department also seeks to entertain and 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 in the performing arts. It is both a structured and sequential major, ensuring that all students have broad exposure and training in acting, directing, movement, design, technical production, performance history, and theory in addition to the opportunity to focus on a specialized track during the junior and senior years.

## Requirements for the Major in Theater and Dance

A nine-course\* (36-credit) major with the addition of three faculty-led production experiences, one each in the areas of performance and stage management, and an additional experience determined in consultation with the major advisor.

\*All courses below are four credits unless otherwise noted. \*\*Fulfills core or focus curriculum but not both.

**Core Curriculum** (20 credits, with four credits in each of the following five areas):

- (1) Dancing or Acting: 115, 116, 117, 119 (all two credits); or 171\*\*
- (2) Design or Stagecraft: 135, 139
- (3) Directing or Choreography: 258\*\*, 281\*\*, 285\*\*
- (4) Performance History I: 224
- (5) Performance History II: 226

**Focus Curriculum** (eight credits in one of the following areas):

- Acting/Directing: 171\*\*, 261, 271, 281\*\*, 361
- Dancing/Choreography: 258\*\*, 259, 262, 285\*\*, 361
- Design/Stagecraft: 235, 239, 265, 339, 365
- Scripting: 141, 241
- History/Literature/Theory: 248, 368, English 271

**Self-designed** (must be chosen in consultation with the student's theater and dance advisor)

**Elective** (four credits)

- Must be chosen in consultation with the major's Theater and Dance advisor
- Preferably at the 200 or 300 level
- Can be taken in another department with prior approval

**Senior Capstone** (four credits)

TD 493, must be taken in the spring semester of the senior year

## Requirements for the Major in Theater and Dance–Interdisciplinary Computation

The theater and dance-interdisciplinary computation major focuses on the growing relationship between computation and performance scenography and the multiple applications of software technologies to stage design. It offers a sequenced, stage design-based curriculum while also providing students with exposure to the theory and practice of dance, acting, choreography, and directing. Students should begin by taking Theater and Dance 113 or 114, and Computer Science 151 in their first year; then Theater and Dance 135 and Computer Science 231 (fall) and 251 (spring) in their second year. The remaining requirements may be taken in any other semester in consultation with the major advisors in theater and dance and computer science.

**Required Courses in Theater and Dance**

Theater and Dance 113 or 114; 135; 171 or two courses chosen from 115, 116, 117, and 119; 281 or 285; 235 or 365

**Required Courses in Computer Science**

Computer Science 151, 231, 251, 351, and 369 or 451

**Senior Capstone** (four credits)

Designed in consultation with major advisors in both departments

## Requirements for the Minor in Theater and Dance

A six-course\* (24-credit) minor with the addition of two faculty-led production experiences in the areas of performance, stage management, or design/technical production.

\*All courses below are four credits unless otherwise noted. \*\*Fulfills core or focus curriculum but not both.

**Core** (16 credits, with four credits in each of the following four areas):

- Dancing or Acting: 115, 116, 117, 118, 119 (all two credits); or 171\*\*
- Design or Stagecraft: 135, 139
- Directing or Choreography: 258\*\*, 281\*\*, 285\*\*
- Performance History: 224, 226

**Focus** (four credits)

- Acting/Directing: 171\*\*, 261, 271, 281, 361
- Dancing/Choreography: 258\*\*, 259, 262, 285\*\*, 355, 361
- Design/Stagecraft: 235, 239, 265, 339, 365
- Scripting: 141, 241
- History/Literature/Theory: 228, 248, 268, 368, English 271



### **Elective** (four credits)

- Must be chosen in consultation with the minor advisor
- Preferably at the 200 or 300 level
- Can be taken in another department with prior approval

### **Honors in Theater and Dance**

Theater and Dance majors with a minimum cumulative grade point average in the major of 3.5 and an overall GPA of 3.25 at the end of the January term of the junior year and with unanimous approval of the department faculty are eligible to apply for the honors thesis. These projects signify a serious engagement with independent scholarship, and interested students should plan to devote a large segment of their academic time to the project during their senior year. Interested students should contact a faculty sponsor during the spring semester of the junior year to discuss a project and secure that faculty member's sponsorship. Students must then petition the department for permission to undertake honors work no later than April 11. With unanimous approval from the department, students can register for Theater and Dance 483. Students wishing to change their honors project must petition the department for approval. Honors research projects will be a total of six to eight credits and will be conducted during the student's last two semesters (one of which may be Jan Plan). Successful completion of the honors thesis will include an approved thesis and an oral presentation at the Colby Undergraduate Research Symposium as well as the completion of the required course work for the major. The students fulfilling these requirements and receiving at least an A- for the honors thesis will graduate "With Honors in Theater and Dance." In cases where requirements have not been fulfilled at the end of either semester, Theater and Dance 483 and 484 (Honors Thesis) will revert to graded Theater and Dance 491 and 492 (Independent Study). For specifics on the procedures and expectations for Honors in Theater and Dance (depending on the proposed area of study, i.e. dramatic literature, acting, dance, design, history, technical direction, or sound), please consult faculty in the Department of Theater and Dance.

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**

**[TD013] Introduction to the Alexander Technique** The Alexander Technique is an educational method that focuses on teaching individuals efficient, coordinated use of their bodies in everyday activities. Whether standing, sitting, bending, or lifting, students learn to accomplish activities from a place of balance and support. Enhances performance in music, dance, theater, and sports as it minimizes effort, tension, and fatigue. Simple principles realign the body for maximum health and function, thereby reducing stress and injury and improving mental acuity and physical appearance. *Noncredit.*

**TD064Af Applied Performance/Production: *Lysistrata*** Students may register without credit for working on Theater and Dance Department faculty-directed productions (as actors, dramaturges, stage managers, and theater technicians). May be taken up to eight times. *Prerequisite:* Audition. *Noncredit.* CONNER

**TD064Bf Applied Performance/Production: First-Year Dance Event** Students may register without credit for working on Theater and Dance Department faculty-directed productions (as actors, dramaturges, stage managers, and theater technicians). May be taken up to eight times. *Prerequisite:* Audition. *Noncredit.* KLOPPENBERG

**TD064Cs Applied Performance/Production: New Works Festival** Students may register without credit for working on Theater and Dance Department faculty-directed productions (as actors, dramaturges, stage managers, and theater technicians). May be taken up to eight times. *Prerequisite:* Audition. *Noncredit.*

**[TD111] Articulating the Physical** Addresses writing as process of discovery, expression of creative and critical thought, and embodied pursuit. Opinion, authorship, and identity are interwoven and grounded in the body. Through movement, experiential anatomy, and choreographic thought, explore the language of/from the body and understand the textual nature of written words, body, self, society, landscape, visual frame, and dance performance. Look at how choreographic thought informs writing. Translations between the visual and the visceral develop active, individual, confident, and vivid writing voices. No prior dance experience required. *Four credit hours.* **A,W1**

**[TD113] The Dramatic Experience** Survey of history, literature, and visual recordings of dramatic performance traditions. Offers students opportunities to see live performances and facilitates introductory-level participation exercises and projects designed to provide a basis of understanding for students coming from various fields of study. Students will display a basic understanding of fundamental theater and dance terminology; will discuss and write confidently about their experiences as an audience member, demonstrating the ability to debate varied and possibly opposing positions on the aesthetic and sociopolitical context of performance material in question; and will collaborate and problem solve in the creation of an original piece of theater performance or design. *Four credit hours.* **A**

**[TD114] The Dance Experience** A broad introduction to the field of contemporary dance including opportunities to experiment with studio practices (dance techniques and creative choreographic exercises) and to study and analyze the form's history and theory. No prior dance training necessary. Students with dance training are invited to enroll, understanding that technique will be taught at an introductory level but incorporating valuable exercises in contextualizing and discussing dance. At

the end students will be able to demonstrate the fundamentals of contemporary dance movement, communicate (in verbal and written form) aesthetic ideas, and meaningfully engage in the creative research process. *Four credit hours. A*

**TD115Af Theater Technique Lab: Confident and Connected Voice** Students will learn a comprehensive vocal warm-up that includes techniques for identifying and releasing tension, expanding breath awareness and capacity, exploring resonance, supporting appropriate volume, and developing strong articulation skills. In-class exercises, discussions, and weekly journal responses will help students begin to observe their own vocal habits and analyze both theories about and practical approaches to owning the voice as an instrument of powerful creative expression. By the end, students will lead peers in effective vocal warm-up, share orally and in writing observations about vocal habits and perceived changes, and present a memorized text with clear speech and strong vocal connection. *Two credit hours. WEINBLATT*

**TD115Bs Theater Technique Lab: British Dialect Scene Study Workshop** Focusing on material from George Bernard Shaw and Oscar Wilde, students will explore scenes through basic acting techniques and learn the mechanics of Standard British and Cockney stage dialects. Includes an introduction to the International Phonetic Alphabet (IPA) and its use as a tool for learning key vowel and consonant substitutions. Culminates in a workshop performance of selected scenes. By the end of term, students will have developed strong articulation and enhanced listening skills, learned various techniques for effectively producing and sustaining a stage dialect, and explored the practical application of dialect through rehearsal and performance of classic stage literature. *Two credit hours. WEINBLATT*

**[TD115C] Theater Technique Lab: Musical Theater Skills** Scenes and songs from the musical theater repertoire. Working in groups of two and three, students learn how to turn the transition between speech and singing into a character choice. Emphasis on scene work, vocal technique, and pursuing character objectives through song. *Two credit hours.*

**TD116Af Ballet Forms Technique Lab: Beginning** Beginning-level ballet, focused on developing the functional anatomy of the moving body through classical ballet vocabulary. Students are introduced to the basic vocabulary of the form and encouraged to experiment with groundedness and lightness, balance and stasis, support and tension, force and energy. Students will demonstrate increased flexibility, strength, coordination, and body connectivity. *Two credit hours. KUNST*

**TD116Bs Ballet Forms Technique Lab: Intermediate** An exploration of the principles of ballet including, but not limited to, technique, vocabulary, and history. Students will make the vital connection between theory and practice by demonstrating their knowledge of technique within the classroom and will recognize the benefits of risk-taking through theory, performance, and evaluation. They will understand the cultural history of ballet through independent practice and research, as well as synergetic discussion. *Two credit hours. KUNST*

**TD117Af Contemporary Dance Technique Lab: Beginning Level** An introductory contemporary/modern studio course for students at the beginner or advanced-beginner level. It will address movement fundamentals from a variety of influences and their application in executing increasingly complex movement sequences. Students will develop deeper awareness, skill, confidence, and individuality in movement—a solid base for continued study in dance or one that can inform other creative pursuits from a more embodied point of view. *Two credit hours. KLOPPENBERG*

**TD117Bfs Contemporary Dance Technique Lab: Intermediate/Advanced Level** In this studio practicum, students with prior dance experience at the intermediate or advanced level will develop greater facility with contemporary/modern dance practices. Students will increase efficiency of movement articulation at the joints, will increase ability to perform complex movement in a dynamic range of qualities, will make nuanced and subtle choices in performance, and will understand how to approach complex movement sequences as embodied investigations. Students will demonstrate increased flexibility, strength, coordination, and body connectivity. *Two credit hours. KLOPPENBERG*

**[TD119] Popular Dance Forms Technique Lab** An exploration of choreography and techniques from masters of musical theater, including Hanya Holms, Agnes De Mille, Bob Fosse, Gower Champion, Michael Bennett, Michael Kidd, Twyla Tharp, and Jerome Robbins. Introduces students to the basic principles of musical theater dance movement: body alignment, coordination, strength and flexibility, and forms of locomotion. Students will increase their technical understanding of musical theater dance, build body strength and coordination, develop aesthetic understanding and taste, and learn how to cultivate a personal movement aesthetic within the genre. *Two credit hours.*

**[TD131] Theater Production** An introduction to basic theatrical engineering, computer-aided drafting (CAD), and technical planning. Students help build a show from the ground up and will apply this knowledge while collaboratively inventing and drawing technical solutions to theoretical scenery. No previous experience is necessary, but students who have taken Stagecraft will find this an excellent companion course. *Three credit hours. A*

**TD135fs Introduction to Design** An introduction to the principles of visual design and their role in the dramatic event. Particular emphasis 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, critical research, discussions, and projects. Students will learn to use their unique creative potential to research and define a design concept, express this concept orally and in writing, and present the concept visually using sketching, rendering, computer visualization, and scenic modeling. *Four credit hours. A THURSTON*

**TD139fs Stagecraft I** Introduces students to scenic construction, theatrical rigging, lighting production, and prop-making concepts, techniques, equipment, and materials, emphasizing problem solving through research, experimentation, and collaborative learning while considering the environment, economic choices, and safety. Students will learn to appreciate the performative aspects of stagecraft by participating in a behind-the-scenes role during the construction period, technical rehearsals, and performances of a faculty-directed, department production. Independent out-of-class work is essential. Previous experience is not necessary. *Four credit hours.* **A** ERVIN

**[TD140] Solo Performance Workshop** Students will develop original solo performance pieces based on folktales from their own cultural/religious/ethnic backgrounds, writing new material to illuminate the connections between ancient folk wisdom and personal experience. Once working scripts are complete, the focus will shift to acting and storytelling techniques, culminating in a public performance. Students will gain a deeper understanding of their folk heritage, will learn basic elements of script writing and adapting source material for performance, will use their voices and bodies to bring text to life, will engage in a full creative process, and will develop the confidence to connect with an audience. *Three credit hours.*

**[TD141] Beginning Playwriting** An introduction to the playwriting process for students interested in dramatic storytelling and the process of new play development. Student work focuses on 1) close reading and analysis of representative plays in order to understand dramatic structure, characterization, rhythm, imagery, etc.; 2) creative experimentation through a series of writing exercises; and 3) participation in the process of workshoping class products, including offering and receiving constructive criticism. *Four credit hours.* **A**

**[TD157] Live Performance in the Digital Age** Explores the impact of digital innovation on live performance. The incorporation of computer-driven digital media in theater and dance events provides new information streams and redefines the performance context for an audience. Students explore computation-based, interactive theater and dance through critical analyses of digital age performances, individual research assignments, and collective creation of performance works using a digitally-equipped performance venue. *Four credit hours.* **A**

**TD164fs Performance Lab Series** An applied laboratory course designed for students who have been cast in the annual Performance Lab Series production. Under the mentorship of theater and dance faculty and staff, students work in a team to collaborate in the practice and creation of new work, to apply problem solving and critical thinking skills to embodied investigations, and to engage in creative exploration in the formation of new performance work. Outcomes include understanding creative research as a rigorous, complex undertaking and cultivating a personal performance aesthetic incorporating individual choices and risks, both creatively and in performance. *Prerequisite:* Audition. *One credit hour.* CONNER, KLOPPENBERG

**TD171f Acting I: Stanislavski** Explores the use of the body, voice, emotion, and intellect to create a theatrical character. Through close study of Stanislavski's system, students prepare monologues and scenes to articulate possible interpretations of a play script or performance clearly and effectively. In-class performances further an awareness of individual and ensemble physicality in order to communicate emotion, thought, aesthetic intention, and mind-body awareness. Emphasis on analysis and concentration. Final performances stress the benefits and consequences of creative and aesthetic risk. No prior experience necessary. *Four credit hours.* **A** ZAZZALI

**TD197j Light of the Mind: Celebrating Colby's Bicentennial** Performers (actors, singers, and dancers) interested in participating in "Light of the Mind" may audition for a role in the company. Jan Plan will be devoted to rehearsing this new multimedia performance work by professors Lynne Conner and Jonathan Hallstrom, which will be performed on Wednesday, February 27 as part of the College's official bicentennial celebration. Students will gain skills in collaboration, oral presentation, creative expression, and aesthetic literacy. Rehearsal times will be scheduled after auditions are completed. *Prerequisite:* Auditions on Sunday, October 7 from 1 to 4 p.m. in Strider Theater. Sign up for an audition slot *before* October 7 on sheets on the call board outside Runnals 104A. Contact Professor Conner for more information. *Three credit hours.* CONNER

**TD224f Performance History I** Explores world performing traditions from c. 534 B.C.E. to c. 1700 C.E. by examining the ways theater, dance, and other types of live performance arise out of and give expression to their surrounding cultures. Using multiple media (text, video, artifacts), students develop a familiarity with aesthetic and social values within specific eras and across time. Oral and written research projects (individual and group) further analytical and collaborative skills and develop cogent and expressive writing and speaking. Exposure to different cultures increases awareness of diversity and the capacity for self-reflection. *Four credit hours.* **L** ZAZZALI

**TD226s Performance History II** Explores world performing traditions from 1700 to the early 1970s by examining the ways theater, dance, and other types of live performance arise out of and give expression to their surrounding cultures. Using multiple media (text, video, artifacts), students develop a familiarity with aesthetic and social values within specific eras and across time. Oral and written research projects (individual and group) further analytical and collaborative skills and develop cogent and expressive writing and speaking. Exposure to different cultures increases diversity awareness and the capacity for self-reflection. *Four credit hours.* **L** CONNER

**[TD235] Intermediate Design: Scene Painting** An introduction to the principles and practices of theatrical scene painting through studio-based projects and work on the *Tartuffe* production. Involves a series of assignments designed to develop basic skills in painting stage scenery. Students learn a variety of techniques employed in scenic art (including faux finishing, cartooning and layout, and trompe l'oeil) along with creative problem-solving strategies; gain an understanding of the role of the scenic

charge artist and the relationship to other members of the production team; improve existing drawing skills and increase color theory comprehension. *Four credit hours.* **A**

**[TD239] Stagecraft II** Further exploration of scenic construction, theatrical rigging, lighting production, and prop-making concepts, techniques, equipment, and materials, emphasizing problem solving through research, experimentation, and collaborative learning while considering the environment, economic choices, and safety. An expansion of the course of study from Stagecraft I in which students will examine scene painting and computer-assisted woodworking. Independent out-of-class work is essential. *Prerequisite:* Theater and Dance 131 or 139. *Four credit hours.*

**[TD248] The Citizen Artist: Theater and Social Change** An introduction to the theory and practice of community-based theater, including close study of practitioners who use theater as a tool for social change in the United States and abroad. Students analyze and discuss the history and theory of community-based theater, develop an understanding about the relationship between art and civic dialogue, learn theater exercises and techniques, and explore creative tools for devising original exercises and performance works. Projects incorporate academic learning, community service, and civic engagement on and off campus; creative exploration of both campus and community issues will be encouraged and supported. Previously offered as Theater and Dance 198. *Four credit hours.* **A, U**

**TD255s Zen Theater: Acting, Dancing, Singing Japanese Noh** Listed as Music 255. *Four credit hours.* **A** NUSS

**[TD258] Improvisational Practices in Dance** Approaches improvisation as a compositional, formal performance form and, metaphorically, as a means to open to the unknown, prepare to live in unpredictable environments, recognize options as they exist around us, imagine possible futures, and make clear choices. Students cultivate heightened awareness, develop a receptive, responsive bodymind—open, playful, daring, associative, resourceful, and able to craft choices based on instinct and design. Students remain in process and take risks non-judgmentally, with courage putting those skills to the test in formal performances, carefully crafting each work as it emerges. *Four credit hours.* **A**

**TD261s Topics in Theater Performance/Production: New Works Practicum** Students will learn the craft of producing new works (plays, dance projects, and performance pieces) and gain an understanding of the theory and practice of theatrical production. Begins with reading/analyzing case studies of new works before designing and organizing production elements for the "New Works Festival." Students will work as a team to administer the festival and will also have the opportunity to pursue a specialization track (directing, acting, dramaturgy, design, stage management, marketing, stagecraft, or public relations). Out-of-class time will be devoted to rehearsals and other production needs. No performance-related experience necessary. Can be repeated once. Previously offered as Theater and Dance 361. *Four credit hours.* CONNER

**TD262s Topics in Dance Performance/Production: Collaborative Company Experience** Offers students the chance to learn and practice a range of dance production topics. Since content will vary, can be repeated once. In 2011 students will work as an ensemble to create and perform new choreographic projects including, but not limited to, pieces for the "New Works Festival" in April. Each piece will ultimately be shaped by the artistic director, but will include substantial contributions of each member of the company. Students will experience choreography as an unfolding process, creative research, and a collaborative endeavor. At the end, students will be able to demonstrate fundamentals of theatrical production, communicate aesthetic ideas, and collaborate with artistic team colleagues. *Prerequisite:* Permission of instructor. *Four credit hours.* KLOPPENBERG

**TD264Af Applied Performance/Production: *Lysistrata*** This updated version of Aristophanes's great comedy will be presented on the Strider Theater stage Nov. 8-10. Auditions are open to all Colby students. Check the Theater and Dance website for dates and times. Nongraded. *Prerequisite:* Audition. *Two credit hours.* CONNER

**TD264Bf Applied Performance/Production: First-Year Dance Event** Calling all first-year dancers and non-dancers interested in a modern/contemporary dance performance opportunity. A chance for students new to the Colby community (first-years and transfers) to experience the process of creating and performing a new repertory piece to be performed as part of the Colby on Stage event during Family Homecoming and other on-campus venues during the semester. Auditions open to both experienced dancers and those without prior experience; the piece will have room to highlight both. Check the Theater and Dance website for dates and times. Nongraded. *Prerequisite:* Audition. *One credit hour.* KLOPPENBERG

**TD264Cs Applied Performance/Production: New Works Festival** TBA. Nongraded. *Prerequisite:* Audition. *One credit hour.*

**TD265f Topics in Design: Stage Lighting** A chance to learn and practice a range of theater production topics. Content will change each semester and the course can be taken up to two times. Stage lighting provides an opportunity for student light designers to collaborate with student choreographers creating an original dance. Students work in a supervised environment to explore light design theory, then apply this theory in real-time in Strider Theater. Students will learn to demonstrate fundamentals of light design, communicate aesthetic ideas, use sophisticated technology to render design concepts, collaborate with artistic team colleagues, and critically evaluate design objectives. *Four credit hours.* **A** THURSTON

**[TD271] Acting II: Character and Ensemble** An investigation of the use of the body and movement in the creation of dramatic characters. Through solo and group work students will develop an awareness of individual and ensemble physicality in order to communicate emotion, thought, and aesthetic intention. They will begin to explore acting styles needed for plays outside

of the Modern tradition. Through in-class and public performances students will develop an understanding of the benefits and consequences of creative and aesthetic risk. At the conclusion, students will display an understanding of aesthetic knowledge and sensibility by participating in and observing each other's work. *Prerequisite:* Theater and Dance 171 or two sections of 115. *Four credit hours.*

**TD281s Directing** Emphasizes the collaborative nature of theater. Allows students to explore a wide variety of performance styles. Practical matters such as casting, the design process, and working with actors will be discussed along with historical and contemporary roles of the director. Students will cast and direct scenes in class and present a final directing concept for a longer, more substantial piece of work. Equal parts studio and lecture, requires stringent attendance and preparatory/rehearsal time outside of class. Students will be able to demonstrate fundamentals of composition and blocking, communicate aesthetic ideas, and collaborate with artistic team colleagues. Previously listed as Theater and Dance 379. *Four credit hours.* ZAZZALI

**[TD285] Choreographic Process** This introduction to dance-making examines the creative process focusing on physical language, dynamics, and spatial arrangements as possibilities for constructing meaning. We look at movement vocabulary as something that is invented, created personally, crafted carefully in time, space, dynamic arrangement, and relationship to other bodies, always holding the potential for surprise from inside and out. We explore movement ideas, construct and deconstruct movement phrases, discuss readings, choreography, processes, class studies, and roadblocks. Students will begin to discover individual, choreographic points of view and will learn about a diverse set of contemporary choreographers and their work. *Four credit hours.* A

**[TD335] 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 Dance 135 or 139. *Four credit hours.*

**[TD339] Stagecraft III** Further exploration of scenic construction, lighting production, and prop-making concepts, techniques, equipment, and materials. In addition to expanding their studies from Stagecraft II, students will examine welding and three-dimensional computer-assisted wood carving. Out-of-class work is essential. *Prerequisite:* Theater and Dance 239. *Four credit hours.*

**[TD349A] Topics in Dramatic Literature: Political Theater from *Lysistrata* to *Stuff Happens*** References to the "political stage" during elections remind us that since ancient times theater and politics have been closely linked. The Greeks used plays to expose enemies as well as to model behavior for democratic governance. More recently, British playwright David Hare's *Stuff Happens* turned real speeches, meetings, and press conferences into an evening of controversial theater about the Iraq war. The focus will be on dramatic texts and live performance (from street theater to sketch satire) that explore the complexities of the political realm. *Four credit hours.*

**TD355f Applied Choreography** Students with previous experience in contemporary choreography at the college level will create original works for formal performance through a rigorous creative process that includes feedback from faculty and peers, presentation of design concepts, and collaboration with student lighting designers. Course will address contemporary issues in dance including viewings of work by active, acclaimed, and emerging professional choreographers. *Prerequisite:* Theater and Dance 285, or 258 with permission of instructor. *Four credit hours.* KLOPPENBERG

**TD361s Advanced Topics in Performance: *Commedia dell'Arte* as Actor Training** Explores *commedia dell'arte* from both a theoretical and practical perspective by combining *commedia* acting techniques and exercises with an academic study of the social history of the form. Using mask work and improvisation as a basis for creating original characters, students develop expressive physical and vocal instruments, as well as hone their imagination and concentration skills towards taking creative risks in their acting. Students will also intellectually engage *commedia* as an important part of theater history by examining its contemporaneous cultural context and tracing its legacy. A performance piece for the Colby community will be the culminating activity. *Prerequisite:* Theater and Dance 171. *Four credit hours.* ZAZZALI

**[TD365] Advanced 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 as it informs contemporary scenography. Topics vary from semester to semester and may focus on the historical context of design, design theory, production design, digital design, technical theater, or theater architecture. Previously listed as Theater and Dance 335. *Prerequisite:* permission of the instructor. *Four credit hours.*

**[TD368] Out on Stage: Advanced Topics in Performance History and Literature** Explores the history of gay and lesbian identity on the U.S. stage (theater/dance) from 1900 to 2012. How homosexuality has been portrayed in performance and how performance can contribute to personal constructions of identity. Through engagement with texts, the archive, and theory, students explore and articulate, in writing and in oral presentations, the sociopolitical context of a specific topic, increasing their capacity for self-reflection and their ability to compare social values and ethical systems. *Four credit hours.*

**TD483f, 484s Honors Thesis in Theater and Dance** Majors may apply for admission in spring of their junior year. Requires research conducted under the guidance of a faculty member and focused on an approved topic leading to the writing of a thesis, an oral public presentation or performance, and a presentation in the Colby Undergraduate Research Symposium. *Prerequisite:*

Senior standing, a 3.25 grade point average, a 3.50 major average at the end of January of the junior year, and unanimous approval of the department. *Three or four credit hours.* FACULTY

**TD491f, 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

**TD493s Senior Seminar** This capstone experience offers students the chance to engage in seminar-level discussions on the history and aesthetics of performance and to further develop individual areas of expertise in performance praxis. *Prerequisite:* Senior standing as a theater and dance major. *Four credit hours.* KLOPPENBERG

## WOMEN'S, GENDER, AND SEXUALITY STUDIES

**Director, Associate Professor** *Lisa Arellano*

**Appointments in Women's, Gender, and Sexuality Studies:** *Associate Professor Lisa Arellano; Assistant Professor Sonja Thomas*  
**Program Faculty for Women's, Gender, and Sexuality Studies:** *Professors Teresa Arendell (Sociology), Debra Barbezat (Economics), Kimberly Besio (East Asian Studies), Jennifer Finney Boylan (English), Lyn Mikel Brown (Education), Cedric Gael Bryant (English), Debra Campbell (Religious Studies), James Fleming (Science, Technology, and Society), Cheryl Townsend Gilkes (Sociology and African-American Studies), Jill Gordon (Philosophy), Paul Josephson (History), Elizabeth Leonard (History), Phyllis Mannocchi (English), Mary Beth Mills (Anthropology), Jorge Olivares (Spanish), Laurie Osborne (English), Adrianna Paliyenko (French), Tamae Prindle (East Asian Studies), Nikky Singh (Religious Studies), Mark Tappan (Education), and Larissa Taylor (History); Associate Professors Lisa Arellano (American Studies and Women's, Gender, and Sexuality Studies), Ben Fallaw (Latin American Studies), Tilar Mazzeo (English), Margaret McFadden (American Studies), Tarja Raag (Psychology), Anindyo Roy (English), Elizabeth Sagaser (English), Laura Saltz (American Studies), Betty Sasaki (Spanish), Katherine Stubbs (English), Andrea Tilden (Biology) and John Turner (History); Assistant Professors Dean Allbritton (Spanish), Emma Garcia (Spanish), Emily Kugler (English), Bill Orchard (English), and Sonja Thomas (Women's, Gender, and Sexuality Studies); Faculty Member without Rank Marilyn Pukkila (Library)*

The Women's, Gender, and Sexuality Studies Program is a feminist interdisciplinary program designed to acquaint students with scholarship on women, gender, sexuality, and feminist theory. The program mission is to teach students about the ways gender is culturally constructed and intersects with other systems of social difference such as race, ethnicity, class, sexual orientation, and ability.

A WGSS major graduates with a strong grounding in a variety of feminist research methodologies. Core courses train students in interdisciplinary methods and rigorous theoretical reading and writing. Students draw on courses in other programs and departments for training in empirical methods and for topical breadth. A WGSS major graduates having completed a program that is tailored to the student's developing interests. Our program's graduates are trained to think independently, courageously, and boldly about their own subjectivities and the world around them.

### Requirements for the Major in Women's, Gender, and Sexuality Studies

Twelve courses, including an introductory course (typically WGSS 201); a course in feminist theory (typically WGSS 311); a senior seminar (typically WGSS 493); and nine additional courses designated as WGSS courses or courses cross-listed under WGSS, at least two of which must be at the 300 or 400 level. Students may also petition the program director to have a non-listed course counted toward the major by demonstrating that the majority of their own course work is on WGSS topics.

Students may count toward fulfillment of the major requirements a maximum of one semester of independent study (WGSS 491 or 492) or four credits of Senior Scholars work (if approved by the WGSS coordinating committee).

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, Gender, and Sexuality Studies

Students majoring in WGSS may apply to participate in the honors program their senior year by submitting a formal statement of their intention to the WGSS coordinating committee by April 15 of their junior year. The written proposal must include a description of the proposed work, a timeline, and the agreement of a faculty sponsor and a secondary faculty reader. A 3.50 major average at the end of the junior year is a condition for entry into the program. By the beginning of the senior year, students must develop and circulate to the WGSS coordinating committee a prospectus for the project, written in consultation with the project's faculty advisor. A 3.50 major average at the end of the senior year and a public oral presentation of the project are conditions for successful completion of this program. Honors course credits do not count toward elective credits in the major. The final project will usually consist of 50 pages or more of superior quality.

### Requirements for the Minor in Women's, Gender, and Sexuality Studies

Six courses, including an introductory course (typically WGSS 201); a course in feminist theory (typically WGSS 311); and a senior seminar (typically WGSS 493); and three additional courses designated as WGSS courses or cross-listed under WGSS, at least two of which must be at the 300 or 400 level. No more than one semester of independent study (WGSS 491 or 492) may be counted

toward fulfillment of the minor requirements.

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.

### **Courses From Other Departments That May Be Applied to Women's, Gender, and Sexuality Studies Major or Minor**

(Note: As course offerings change yearly, this list may not be comprehensive.)

#### *American Studies*

- 115 The Image of Women and Men in American Film
- 275 Gender and Popular Culture
- 334 Film and Society: Films of the 1940s

#### *Anthropology*

- 373 The Anthropology of Gender and Sexuality

#### *Economics*

- 254 The Economics of Women, Men, and Work

#### *Education*

- 231 Teaching for Social Justice
- 332 Practicum in Girls' Development and Education

#### *English*

- 336 Early American Women Writers
- 348 Postcolonial Literature
- 412 Shakespeare (when appropriate)
- 413 Author Course (when appropriate)
- 429 Passionate Expression: Love, Sex, and Sexuality in Western Literature
- 493 Seminar (when appropriate)

#### *French*

- 358 Passionate Discontent: The 19th-Century Epidemic

#### *History*

- 231 American Women's History, to 1870
- 232 American Women's History, 1870 to the Present
- 245 Science, Race, and Gender
- 381 Women and Gender in Islam
- 413 Seminar: Joan of Arc: History, Legend, and Film

#### *Philosophy*

- 215 Feminist Philosophies
- 217 Feminism and Science

#### *Psychology*

- 352 Sex and Gender Seminar

#### *Religious Studies*

- 275 Contemporary Wicca: Formalists, Feminists, and Free Spirits
- 312 South Asian Women at the Crossroads: Tradition and Modernity

#### *Sociology*

- 276 Sociology of Gender
- 355 African-American Women and Social Change
- 375 Contemporary Family Relations: Mothers and Daughters

#### *Spanish*

- 276 U.S. Latina/Chicana Women Writers
- 493B Seminar: The Latina Body

#### *Theater and Dance*

- 349 Topics in Dramatic Literature (when appropriate)

## Course Offerings

**WG201fs Introduction to Women's, Gender, and Sexuality Studies** An introduction to the interdisciplinary field of women's, gender, and sexuality studies, using classical and contemporary texts. An examination of the variety of feminist and queer theoretical approaches to understanding gendered and sexual lives in historical contexts. *Four credit hours.* **U** ARELLANO, THOMAS

**[WG211] Women in Myth and Fairy Tale** How are women represented in the myths and fairy tales of U.S. cultures? What is the impact of these images on our selves and our societies? What are some alternatives to the images we are familiar with? How are women using myths and fairy tales to deconstruct oppressive images based on cultural stereotypes? These questions are explored through close examination of ancient and contemporary versions of the stories of Psyche, Beauty, and Inanna. American Indian stories and feminist fairy tales provide alternative images for discussion, as do various video versions of the stories. Normally offered every other year. *Three credit hours.* **L**

**WG217f Boys to Men** An exploration of the thoughts, feelings, physical responses, life choices, and aspirations of boys and men throughout the life cycle as they act and interact with girls and women, with each other, and with the larger sociocultural context in which they live. From an explicit social justice perspective, how power, privilege, and difference shape boys' and men's lives, and how the social construction and reproduction of masculinity differ based on sexual orientation, race, ethnicity, social class, and age. Particular attention to the problem of men's violence against women and other men. Students work with boys and young men in schools and after-school programs. *Four credit hours.* **S, U** TAPPAN

**WG232f Queer Identities and Politics** Discussion-based course considering central writers in queer studies, with an emphasis on historical and theoretical work on sex, gender, and sexuality. Topics include gay, lesbian, bisexual, transgender, intersexual, and queer political movement and theory; sexual identities and feminism; sexual identities and the law; alternative family practices; and queer theory in academia. *Four credit hours.* **U** ARELLANO

**[WG273] Sociology of Families** Listed as Sociology 273. *Four credit hours.* **S**

**WG275s Gender and Popular Culture** Listed as American Studies 275. *Four credit hours.* **U** MCFADDEN

**WG276s Sociology of Gender** Listed as Sociology 276. *Four credit hours.* **S, U** MAYER

**WG298s Global Perspectives on Politicized Religion and Gender** By analyzing gender and politicized religion in a global context, we examine the complexities feminist activists face. Using various genres including documentaries, film, fiction, and academic articles, we pay close attention to feminist critiques of organized religion and the state, contemporary ways religion shapes domestic policy within national borders, and international networking for both religious freedom and women's rights across borders. Students will learn to understand the concept of politicized religion in a variety of national contexts and to examine critically feminist activism concerning the politicalization of religion in the modern world. *Four credit hours.* THOMAS

**WG311f Topics in Feminist Theory: Feminist Theories and Methodologies** Takes an interdisciplinary, intersectional, and progressively transnational approach to feminist theory of the past three decades. Equally premised in the convictions that the "personal is political" and "the political is gendered." Fosters critical consciousness of the many and varied ways in which sex, gender, and sexuality shape our daily lives. Taking seriously the challenges posed from within and outside feminism to acknowledge and grapple with the gaps between theory and practice born of the many and varied differences between and among women, we closely examine not only what Estelle Freedman terms the "historical case for feminism" but also the historical case for feminist theory. *Prerequisite:* Junior standing as a WGSS major or minor. *Four credit hours.* **U** THOMAS

**[WG334] Film and Society: Films of the 1940s** Listed as American Studies 334. *Four credit hours.* **U**

**WG335f Girls Making Change: Girlhood, Activism, and Popular Culture** Provides students with the opportunity to explore how dominant cultural constructions of girlhood and popular culture impact girls' sense of agency and their chosen forms of activism. We'll examine how girls accommodate, negotiate, and/or resist prevailing ideals of "girlhood," and we'll critically examine girl-defined activism, with particular attention to social networking and media production. We'll work together to create an on-campus action, participate in a current girl-driven movement via blogging, and apply feminist and developmental theories and approaches to an activist project with local girls. Previously offered as WG397. *Prerequisite:* Education 231 or 235, or Women's, Gender, and Sexuality Studies 201. *Four credit hours.* **U** BROWN

**WG375s Contemporary Family Relations: Mothers and Daughters** Listed as Sociology 375. *Three credit hours.* **S, U** ARENDELL

**[WG376] Queer Popular Cultures** Listed as American Studies 376. *Four credit hours.* **U**



**[WG393] Proseminar: American Masculinities** Listed as American Studies 393A. *Prerequisite:* Junior standing as American studies major. *Four credit hours.* U

**WG397Bf Gender and Human Rights** Focusing on the UN Declaration of Human Rights, we examine what is meant by human rights and how, who, and what are protected by the declaration. Using documentaries, film, fiction, and academic articles, we examine how ensuring human rights is complicated by race, religion, caste, nationality, sexuality, and gender. Attention to the complex nature of human rights as individuals intersect the environment, slavery, law, health care, genocide, education, marriage, and statelessness. Students will learn to understand human rights, analyze global human rights abuses from multidisciplinary perspectives, and analyze feminist activism for social justice across local and global contexts. *Prerequisite:* Women's, Gender, and Sexuality Studies 201 or Anthropology 112. *Four credit hours.* THOMAS

**WG483f, 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, Gender, and Sexuality Studies Program. *Three or four credit hours.* FACULTY

**WG483Jj Senior Honors Project** *Noncredit.* THOMAS

**WG491f, 492s Independent Study** Individual study of special problems in women's, gender, and sexuality studies in areas where the student has demonstrated the interest and competence necessary for independent work. The instructor must be one of the faculty members in the program. *Prerequisite:* Women's, gender, and sexuality studies major or minor, permission of the instructor, and approval of the Women's, Gender, and Sexuality Studies Program. *Three or four credit hours.* FACULTY

**WG493s Seminar: Identity Formation, Social Movement, and Gender** An examination of current debates about social and political identity in an effort to understand the terrain of these debates by examining (and in some cases forcing) conversations between and among projects that attempt to offer ways of thinking about the relationship between identity formation and social movements. Students will complete an independent project on a topic of their own choosing. *Prerequisite:* Women's, Gender, and Sexuality Studies major or minor. *Four credit hours.* I ARELLANO

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## ACADEMIC PROCEDURES

Academic procedures in this section spell out policies related to the student's academic program, from course selection and registration to exams and grades to issuance of transcripts. Topics include:

- Student's Responsibility
- Student's Program
- Selection of Courses
- Attendance, Religious Holidays
- Academic Honesty
- Exams, Marks
- Academic Review, Standing, and Exemption by Examination
- Transfer Credits
- Repeated Courses, Auditing Courses
- Leave of Absence, Transcripts

### 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 and on the registrar's website as "Critical Dates."

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 College website.

### 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 a first-year writing (W1) course, 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 over-concentration in any department or division.

Students considering a scientific career or the study of medicine should begin electing scientific subjects at once. Many departments in 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 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" published annually by the registrar and available online.

No student may register for more than 20 credit hours in any semester without 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.

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 the first day of classes (see Health Records in the section titled Student Affairs and Campus Life).

### **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.

### **Satisfactory/Unsatisfactory**

Students may elect a limited number of courses (totaling no more than 16 credits) 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 from 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.

### **Dropping Courses**

All students enrolled full time at Colby may drop courses via the Web through the mid-semester drop date. The specific drop dates for each year are published in "Critical Dates," 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 total at least 12 credits, the minimum for full-time status (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 (for a conventionally graded course) or WU (for satisfactory/unsatisfactory option). Neither W nor WF nor WU is used in calculating the student's grade point average but will appear on the transcript.

## **Attendance, Religious Holidays**

### **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 full 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 six years after graduation or the last date of attendance. 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.

The College also views misrepresentations to faculty within the context of a course as a form of academic dishonesty. Students lying to or otherwise deceiving faculty are subject to dismissal from the course with a mark of F and possible additional disciplinary action.

Student accountability for academic dishonesty extends beyond the end of a semester and even after graduation. If Colby determines following the completion of a course or after the awarding of a Colby degree that academic dishonesty has occurred, the College may change the student's grade in the course, issue a failing grade, and rescind credit for the course and/or revoke the Colby degree.

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

## **Exams, Marks**

### **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. 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 three-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.

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 during the designated make-up period 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 released 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 credit or fail.

Incomplete Grades: A mark of I indicates a course not finished for some reason, including failure to take the final examination. An incomplete is not appropriate unless the student has made prior arrangements with the instructor. Work to make up a grade of I 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 I 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 I (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 I) after the grade reporting deadline must secure approval of such change from the dean of faculty. Any change must 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, WF, and WU 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. WF indicates failing. WU indicates that the grade would be below C- in a course being taken on a satisfactory/unsatisfactory basis. These marks are excluded from computation of all averages.

F indicates failure or abandonment of a course without formal withdrawal.

## **Academic Review, Academic Standing, and Exemption by Examination**

### Academic Review

The opportunity to continue at Colby is a privilege earned by satisfactory academic achievement. The Committee on Academic Standing reviews the academic records of all enrolled students at the end of each semester to verify satisfactory progress toward the degree. The Office of the Dean of Students informs students of changes in their academic standing.

### Academic Probation

Students who earn fewer than 12 credits or a grade point average between 1.70 and 1.99 in any semester will be placed on academic probation. A student will be placed on probation in the major if the major average falls below 2.0 or if there is inadequate progress toward completion of the major. 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 and may still result in academic probation.

A student who is on probation must earn 12 credits and a C (2.00) average in the subsequent semester to avoid dismissal. The January term will be considered 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).

Any student on academic probation is required to consult with his/her academic advisor, advising dean, and any extracurricular advisor, such as a coach, to discuss whether the student should continue participation in extracurricular activities.

### Academic Dismissal

Students who earn less than a 1.70 grade point average in any semester or who do not earn at least 12 credits and a 2.00 grade point average while on probation will be dismissed from the College for one academic year. Students may appeal the decision by submitting a written statement to the Committee on Academic Standing prior to its meetings in mid-January and mid-June (held approximately two weeks after semester grades have been posted). This is the only opportunity to appeal the dismissal.

Students who have been dismissed may, after one year, apply to the committee for reinstatement. Before requesting readmission, the student must earn a B or better in at least two preapproved courses taken at an accredited institution. It is the responsibility of the student to initiate the readmission process by submitting to return to their advising dean a written request, by December 1 for spring semester and by May 1 for a fall semester return. The committee will take favorable action on readmission applications only when satisfied that the factors that led to failure have been adequately addressed and that the student has ample motivation and capacity to earn the degree. Readmission is a privilege, not a right.

Upon a student's return to the College, his or her records from study elsewhere are subject to review and action by the Committee on Academic Standing. A readmitted student will be on academic probation during the first semester back. A second dismissal is final.

### Academic Standing

	Semester g.p.a		Semester credits
Good Standing	$\geq 2.0$	and	$\geq 12$
Academic Probation	1.70-1.99	and/or	$< 12$
Academic Dismissal	$< 1.70$ or $< 2.0$ while on probation		

A student's class standing is determined primarily by the number of full-time semesters completed, but also by credit hours earned.

First-year standing: fewer than two semesters or fewer than 28 credit hours.

Sophomore standing: two or three semesters and 28 to 60 credit hours.

Junior standing: four or five semesters and 61 to 89 credit hours.

Senior standing: six or more semesters and 90 or more credit hours.

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. Students will be warned if they are not making adequate progress toward the 128 credits needed to graduate.

### Exemption by Examination

Distribution requirements as well as certain requirements for the major may be absolved by examination without course enrollment when appropriate and 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.

### Transfer Credits

#### Transferred Credits for Newly Admitted Students

Courses taken at other accredited institutions, not including online courses, 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. Transferred grades are not used in computing the grade point average.

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 accredited institutions, not including online courses, 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. Transferred grades are not used in computing the grade point average.

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 those required for the Colby degree.

#### **Repeated Courses, Auditing Courses**

##### **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.

#### **Leave of Absence, Transcripts**

##### **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 Office of 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 with 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 from the student or former student. For current students, a Web-based request form is available. There is no charge for the transcript itself, whether delivered by post or electronically; a fee is assessed for expedited, non-electronic delivery. Transcripts will not be issued for anyone whose financial obligations to the College have not been met.

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## ADMISSION

- Application Dates
- Application Forms
- Tests
- Interviews
- Early Admission
- First-semester Abroad
- Advanced Standing
- Campus Visits
- International Students
- Transfer Students and Veterans
- Nonmatriculated Students

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, ethnic, 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.

The average rate of return from first year to sophomore year is 95 percent. The average six-year graduation rate is 91 percent.

### Application Dates

November 15:	Deadline for filing applications for fall option Early Decision I admission and financial aid. <b>*Notification:</b> by December 15.
November 15:	Deadline for filing applications for midyear transfer admission. <b>*Notification:</b> by December 31.
January 1:	Deadline for filing applications for winter option Early Decision II admission and financial aid. <b>*Notification:</b> by February 15.
January 1:	Deadline for filing applications for regular decision admission. <b>*Notification:</b> by April 1.
January 15:	Regular decision applicants' deadline for filing financial aid application forms.
March 1:	Deadline for filing fall transfer applications and financial aid requests. <b>*Notification:</b> by May 15.
By April 1:	Notification of regular decision admissions decisions and financial aid awards.
By April 16:	Deadline for mailing parents' and students' signed prior-year federal income tax returns, including W-2s.
May 1:	Candidate reply date for students admitted regular decision.

## **Application Forms**

Application forms, including the Colby supplement to the Common Application, are available online at [www.colby.edu/admissions](http://www.colby.edu/admissions). An application fee is not required for any student who files the application electronically, for any student from Maine, or for any student who cannot afford the \$65 application fee.

## **Tests**

Colby requires official results of one of the following three options: the SAT, the ACT, or the SAT Subject Tests in three different subject areas of the applicant's choice. 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 December of the senior year. Applicants must request that test results be sent to Colby directly from the appropriate testing agency. Information about the tests is available at [www.collegeboard.com/testing](http://www.collegeboard.com/testing) and at [www.actstudent.org](http://www.actstudent.org). The Colby College institutional codes are 3280 for the SAT and Subject Tests and 1638 for the ACT. Candidates planning to submit only ACT results are encouraged to take the ACT with the optional writing test component.

## **Interviews**

Interviews are strongly recommended and are available on campus from June 1 through mid-December and in many cities around the country throughout the fall. Campus interviews are offered on weekdays and on most Saturday mornings throughout the fall. Off-campus interview sites and dates are posted to the website each August.

Interviews with alumni volunteers are available throughout the country and across the globe. Please visit the website for more information.

## **First-Semester Abroad Admission**

Each year more Colby juniors study off campus during the second semester than during the fall, and 35 to 40 spaces for incoming students usually become available at the beginning of the January term. A student who applies 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 in the Opportunities to Study Abroad section. 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.

## **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. An on-campus interview is strongly recommended for any early admission candidate.

## **Advanced Standing**

Colby participates in the Advanced Placement program of the College Board. Credits will be recorded on the Colby transcript for official AP scores of 4 or 5, and, where appropriate, advanced course placement will be granted. These credits may also be applied to certain academic areas of the College's distribution requirement (See Academic Requirements section), but AP credits may not be counted toward the 128 credits required for graduation.

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 may be earned for scores of 6 and 7 on Higher Level examinations. A full year of credit toward the 128 credits required for graduation and up to two full semesters toward residency requirement 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 Abitur (Germany), or the Baccalaureate (France) may be eligible for credit and advanced placement.

## **Campus Visits**

A visit to Colby is strongly encouraged. Campus tours and group information sessions are available on most weekdays and on Saturday mornings in the fall.

Colby is located near exit 127 of I-95. Waterville also may be reached by bus, by air to nearby Augusta, or by airport limousine from the Portland International Jetport or the Bangor International Airport. A list of hotels is available online at [www.colby.edu/visit](http://www.colby.edu/visit).

## **International Students**

Colby has traditionally encouraged the enrollment of students from countries beyond the United States and is actively engaged in programs of international cooperation and exchange.



In addition to the standardized test requirements for all applicants, students whose native language is not English and whose secondary school experience has been in a school where the language of instruction is not English must submit the official results of the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS). Applicants from mainland China may submit scores from the Graduate Record Examination (GRE) in lieu of SAT scores. Additional information about these examinations may be found online at [www.collegeboard.com/testing](http://www.collegeboard.com/testing), [www.actstudent.org](http://www.actstudent.org), [www.ets.org/toefl](http://www.ets.org/toefl), and [www.ielts.org](http://www.ielts.org). To ensure that the results are sent promptly to Colby, please use the Colby College institution code: 3280 for College Board exams or 1638 for the ACT. 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 is available to a limited number of international students. Applicants for financial aid must complete the International Student Financial Aid Application, which is available online. Documentation (with translation) of parents' incomes also is required.

An associate dean of students serves as the advisor to international students on immigration and other matters. An intensive English bridge program during the fall semester serves conditionally admitted students whose TOEFL, IELTS, or other verbal scores are below Colby's standards. Individual English language tutoring is available to any international student at any time during the academic year.

### 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 are available online at [www.colby.edu/admissions](http://www.colby.edu/admissions).

Credits from accredited institutions are generally accepted for courses that are comparable to those offered at Colby and 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 Examination Program (CLEP) tests.

### Nonmatriculated Students

Anyone interested in enrolling as a nonmatriculated student must contact the Office of Admissions for information about the application process. Registration in individual courses then 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 contact the Office of Admissions and are referred to Auditing Courses in the Academic Procedures section.

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## FEES AND CHARGES

- Off-Campus, January Program, Miscellaneous Charges
- Financial Aid
- Payment
- Refunds

### Annual Basic Charges 2012-2013

	<i>Semester 1</i>	<i>Semester 2</i>	<b>Total</b>
Comprehensive Fee	\$27,850	\$27,850	<b>\$55,700</b>

### Annual Basic Charges 2013-2014

	Semester 1	Semester 2	Total
Comprehensive Fee	\$28,755	\$28,755	\$57,510

### Calendar of Payments 2012-2013

<i>Upon Acceptance for Admission:</i> Enrollment deposit—new students only (nonrefundable).	\$300
August 1: One half of annual basic charges, less enrollment deposit if applicable.	\$27,850
January 2: One half of annual basic charge	\$27,850

Students arriving at Colby for their first semester on campus will also be charged for the Colby Outdoor Orientation Trip (COOT). The fee of \$275 is due the same date as basic charges for the appropriate semester.

### Deposits

*Enrollment 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 loans and/or grants should be enrolled for at least 12 credit hours per semester to qualify for these funds. In exceptional cases students may be charged on a credit hour basis at the rate of \$1,630 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 \$1,520 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 Campus Life.

*Room and Board Rebate:* Students enrolled on campus who are approved to live off campus will receive a room and board rebate of \$3,325 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 fees for staff services in the student health center. All full-time students are required to have health insurance coverage while attending Colby. All students are automatically enrolled in the plan underwritten by Commercial Travelers Mutual Insurance Company and billed the \$900 annual premium. A student may waive participation in the plan by documenting that he/she has comparable coverage under another insurance policy. Documentation of coverage must be provided annually by fully completing the online health insurance registration form, which can be found at [www.colby.edu/sfs](http://www.colby.edu/sfs). This form must be submitted by Aug. 1, 2012.

### Off-Campus, January Program, Miscellaneous Charges

#### Off-Campus Study Charges

Two types of off-campus study programs are available at Colby: approved non-Colby off-campus study and Colby off-campus programs. Students who are engaged in approved non-Colby off-campus foreign or domestic study programs pay all fees directly to the host institution. For Colby programs abroad and domestic exchanges, a comprehensive fee including tuition, room, board, and travel applies. Financial aid is available to students enrolled in the approved off-campus programs as well as to those enrolled in Colby abroad programs. All Colby abroad programs require a \$500 attendance deposit. Semester fees for the 2012-2013 Colby-billed off-campus programs are as follows:

#### Semester Charges

Colby at Bigelow Lab	\$27,850
Colby in Dijon	\$27,850
Colby in St. Petersburg	\$27,850
Colby in Salamanca	\$27,850

Students who expect to transfer credits for full-time study in a non-Colby program will be subject to a fee of \$1,000 per semester. This fee will be charged on the Colby tuition bill.

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

### **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.

Students who are not enrolled on campus for either the fall or spring semester will be charged a fee of \$4,720 for tuition only for participating in an on-campus January Program. If on-campus housing is provided, an additional charge will be assessed.

### **Miscellaneous Charges**

*Applied Music:* A student is notified of the fee that will be charged to the student account when registering for musical instruction in the applied music program. Music majors are eligible for subsidized instruction; refer to Music in the Departments, Programs, and Courses of Study section.

*Medications:* A student may be charged for the cost of some prescription and nonprescription 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), the Office of Campus 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, the Office of Campus 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.

### **Financial Aid**

In order to ensure access and opportunity for students from all economic backgrounds, Colby offers financial aid to admitted students who demonstrate financial eligibility and are enrolled full time. Approximately 1,100 full-time students, or 60 percent of the student body, receive some form of financial assistance, including grants, campus employment, or outside scholarships.

More than \$25 million is awarded annually in grants. The average aid package awarded to 748 grant recipients in 2011-12 was \$34,993. In addition to Colby's own programs, state grants, Federal Pell Grants, Federal Supplemental Educational Opportunity Grants (FSEOG), Federal College Work-Study, and Yellow Ribbon grants may be included in aid awards. Beginning with the 2008-09 academic year, the portion of calculated need previously met with student loans has been met with grants and campus employment; federal student (Perkins and Stafford) and parent (PLUS) loans are available to supplement the need-based financial aid package.

Colby requires all first-time aid applicants who are U.S. citizens or permanent residents to submit the Free Application for Federal Student Aid (FAFSA) to the federal processor and the Profile form to the College Scholarship Service before January 15. On the basis of the FAFSA, the College Scholarship Service Profile form, W-2 forms, federal income tax returns, and other forms that may be required for special circumstances, the College determines eligibility within the context of Colby policy and federal regulations. Students who do not complete a financial aid application prior to admission will not be considered for Colby grant assistance for two award years, unless their family financial circumstances change unexpectedly and unavoidably.

Early Decision applicants who wish to be considered for financial aid must file the CSS Profile form before November 15 for Early Decision I and before January 1 for Early Decision II. International students must complete and submit the International Student Financial Aid Application and documentation of family income (employers' letters and/or tax forms with translation) by the appropriate deadline.

To provide flexibility, Colby also accepts the Sallie Mae 10-month payment plan and proceeds from parent loans. Students who seek more detailed information may write for the financial aid and financing options brochures or may 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 specified in the Off-Campus Study Handbook as Colby-approved programs.

Aid for programs of study off campus is based on the actual cost of the program plus an administrative fee, up to a maximum of Colby's cost. Student loans may enable financial aid recipients to replace term-time earnings, which are not available on foreign campuses.

Parents and students may review information in the Student Financial Services and Career Center 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. In general, a Colby grant is available only for tuition charged for course work required to obtain a Colby degree, up to eight semesters of full-time enrollment. To ensure maximum aid eligibility, a student must maintain a minimum of 12 credit hours each semester, exclusive of credits taken during January.

Students who are admitted to Colby as other-than-first-semester freshmen are eligible for Colby aid for the number of semesters required for graduation as determined by the College at the time of entry. For example, a student who matriculates as a second semester freshman is considered for up to seven semesters of aid.

## **Payment**

### **Payment of Bills**

Online student account statements are available to enrolled students. Students may authorize the College to make online statements accessible to parents or to discuss financial matters with the parents. In order to do so, permission must be granted by the student through the myColby portal. Instructions on how to grant parental access are available on the portal. Electronic notices will be sent to the student's e-mail account monthly should there be a balance due or as needed to communicate financial transactions, obligations, and pertinent information.

Prior to the first day of classes each semester, 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 only if the student notifies Student Financial Services of this information prior to the first day of classes. It is the student's responsibility to ensure that all financial matters are resolved prior to the first day of classes. 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 register for classes for an upcoming semester, to receive transcripts, to participate in the annual room draw process, to participate in baccalaureate or commencement exercises, or to 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 semester charges. Electronic payments from a U.S. checking or savings account can be made at [www.colby.edu/sfs](http://www.colby.edu/sfs). A fee of \$15 is charged for any returned check or electronic payment.

### **Late Payment Fees**

A late payment fee of one 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 the first day of classes rather than with the first day of those months. In order to avoid late fees it is best to send payment as early as possible, as Colby cannot be held responsible for delays in mail service. Overnight mail or electronic payments are recommended when making payment within two weeks of the first day of classes. Electronic payments from a U.S. checking or savings account can be made at [www.colby.edu/sfs](http://www.colby.edu/sfs) under the Student Account Info link.

### **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**

### **Refunds**

Pro rata refunds of the basic charges will be made for students who withdraw either voluntarily or upon advice from the College physician during the enrollment period. The enrollment period is either the fall or spring semester. (Refunds of basic charges are not granted to full-time students withdrawing during the January Program.) A similar refund policy is in effect for Colby off-campus programs.

The College offers an optional tuition refund insurance designed to reduce the financial loss caused by a medical withdrawal. Information is sent to the students by July.

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.

No 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 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.

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## **STUDENT AFFAIRS AND CAMPUS LIFE**

### **The Colby Experience**

Student life at Colby is centered on the notion that learning extends beyond the classroom into all aspects of the college experience. As shaped by the College's mission and precepts, a Colby education is characterized by academic rigor, a strong community, a friendly campus atmosphere, global reach, and active engagement with diversity of thought and human difference.

### **Student Affairs Mission Statement**

Colby's Division of Student Affairs exists to support and enhance the College's mission to provide students a broad acquaintance with human knowledge designed to enable each student to fulfill his or her own unique potential. The student affairs staff provides instruction, advice, and support to help students become critical thinkers, effective communicators, ethical leaders, engaged citizens, and creators of knowledge with broad exposure to and understanding of human difference and diversity.

### **Colby 360**

Colby 360: The Plan for Student Life and 360-Degree Learning at Colby asserts as its guiding principle the idea that a residential college affords students opportunities to learn and develop in all aspects of their college lives. Colby 360 establishes a setting for student life designed to achieve five specific learning outcomes: 1) development of life skills, 2) appreciation of and engagement with diversity and human difference, 3) understanding democracy and civic responsibility, 4) promoting wellness and healthy lifestyle choices, and 5) leadership education for the 21st century. Colby 360 provides opportunities for students to learn and practice important life skills such as self-governance, independence, personal accountability, civic responsibility, and respect for themselves and others. More detailed information about Colby 360 is on the Student Affairs website.

### **Student Affairs Departments and Staff**

The Division of Student Affairs oversees student life and learning outside of the classroom, and it comprises the following programs and departments: offices of the Dean of Students, Campus Life, the Career Center, Diversity and Human Difference, International Students, Religious and Spiritual Life, Counseling Services, Health Services.

Experienced student affairs staff members advise and counsel students on the full range of academic, social, career, and personal matters. Student affairs staff members help students to shape and maintain positive living and learning communities, opportunities for civic engagement and leadership development, and a rich array of social options. Professional members of the staff are on call at all times when the College is in session.

### **Advising Deans**

The advising dean program supports and enhances Colby's commitment to first-rate, individual advising of students. In addition to having an academic advisor from the teaching faculty, every Colby student is assigned an advising dean to provide advice and support during their time at the College. The advising deans are knowledgeable about issues and problems that arise for students and are a good source of information about College resources and policies. They offer general advising as well as referrals to other campus offices. The advising deans help students and parents manage academic and non-academic situations as they arise, consulting extensively with faculty and staff across the College.

### **Orientation**

Special attention is given to the task of welcoming and orienting new students into the Colby community. From the time of admission until they arrive on campus, new students are invited to make use of the admitted students' website to get answers to questions they may have. First-year students come to campus a week prior to the start of fall classes and participate in a comprehensive orientation program designed to introduce them to the academic program as well as all aspects of residential, cocurricular, and social life at Colby. As part of orientation, first-year students are required to participate in COOT (Colby Outdoor Orientation Trips). Upperclass COOT leaders and residential Community Advisors (CAs) serve as peer mentors for new students during orientation and throughout the year.

### **The Residential College Experience**

The residential experience at Colby is designed to extend and integrate intellectual inquiry and discourse into the residences and dining halls. Students are expected to live in College housing and are required to subscribe to an on-campus board plan. Individual residence hall sizes accommodate from 30 to 166 students per building. Students from all four class years are housed in each building, with the exception of the Harold and Bibby Alford Residence Complex, which houses only seniors. Students have access to a variety of different housing options within the Colby residential system including but not limited to dialogue housing, substance-free, and quiet living. Each year a small number of students are permitted to live off campus and are generally assigned by a lottery system with first priority given to seniors. More detailed information about residential living at Colby can be

found on the Campus Life website.

### **Dining Services**

The College offers a board plan of 21 meals per week for all resident students. Meals are served in three separate on-campus dining halls—in Foss Hall, Dana Hall, and Roberts Building, each with a different menu. Students living in the Alford Residence Complex or off campus who do not subscribe to the full meal plan are entitled to a partial rebate on the comprehensive fee (see Fees and Charges section of the catalogue).

### **Cotter Union/Pulver Pavilion**

Cotter Union is located near the center of the campus and serves as the student center and a venue for more formal gatherings including lectures and performances. The Office of Campus Life, the Colby Bookstore, the student mail room, the Blue Light Pub, offices of the Student Programming Board, the Pugh Center, and the Page Commons Room are in Cotter Union. The Pulver Pavilion features a variety of informal spaces and a snack bar and grill called The Spa.

### **Student Organizations and Leadership Development**

The Office of Campus Life is committed to creating opportunities for students to explore, practice, and develop their leadership capabilities. Leadership development occurs through experiences with student organizations and clubs as well as through retreats, trainings, and workshops. Colby has approximately 100 student-led clubs and organizations focused on cultural, athletic, musical, political, publication, religious, service, or other themes.

### **The Pugh Center and Multicultural Affairs**

The mission of the Pugh Center is to promote multicultural communication, awareness, and understanding. The Pugh Center is the intellectual and social focal point on campus for conversation, exploration, and celebration of diversity at Colby. Throughout the academic year a variety of programs, including lectures, performances, concerts, symposia, and other events, are sponsored to invite exploration of different cultures and educate the broader Colby community about multicultural issues.

The Pugh Center, linked to the Cotter Union is also home to 14 student clubs devoted to issues of race, ethnicity, gender, culture, sexual orientation and identity, and spirituality. It includes a common space with a stage to offer a wide array of programs presented by Pugh student clubs, the Pugh Community Board, and partnering academic departments focused on multicultural awareness and understanding. The Pugh Center program reflects Colby's vision of a diverse and open society: one in which all members are free to be themselves and to explore, affirm, and celebrate who they are; a community in which students, faculty, and staff alike recognize, respect, honor, and learn from both their differences and shared commonalities.

### **Governance**

Students play significant roles in shaping student life through the Student Government Association (SGA), the Student Programming Board (SPB), the Pugh Community Board (PCB), and in the official committee structure. The president and vice president of the SGA serve as student representatives to the Board of Trustees, and students serve on College committees including Academic Affairs, Administrative, Admissions and Financial Aid, Athletic Advisory, College Affairs, Cultural Events, Financial Priorities, Healthcare Advisory, Independent Study, Information Technology, Library, Multicultural Affairs, Race and Racism, and the Environmental Advisory Group.

### **Safety and Security**

Colby's Security Department works to provide a safe and secure environment for the Colby community. The department, located in the Roberts Building, is open 24 hours a day, seven days a week. Trained, professional officers patrol campus on foot and in cruisers. A blue-light emergency phone system is in place throughout the campus with more than 50 call boxes. The ColbyCard electronic access system is in use in all residence halls and academic buildings. The Security Department provides ride and escort services upon request. The department operates a free jitney service to downtown and other Waterville shopping centers. The Colby Jitney operates on a scheduled basis daily from 2 to 7 p.m., and on an on-call basis after 7 p.m. A campus emergency notification system was installed in 2008. Colby's uniform crime reporting statistics are available on the Security Department website.

### **Colby Health Services**

Colby's Garrison-Foster Health Center, in the Garrison-Foster Building, is the only AAAHC accredited college health center in Maine. Its mission is to enhance the academic environment at Colby by providing quality health care, health education, and preventive services to students in a caring, cost effective, and convenient manner. The health center provides a bridge for the health-care needs of our students as they transition away from home, often for the first time. The health center emphasizes preventive and outpatient care.

The health center is available to all students at no cost for routine office visits.

The health center is staffed by a dedicated group of medical providers with experience in caring for college students. They provide general medical care and additional services in sports medicine/rehabilitation, women's health, drug and alcohol use/abuse, and travel medicine. A registered dietician and a board-certified psychiatrist are also available for consultation. Students who need emergency care or more specialized attention are sent to MaineGeneral Medical Center, a major regional hospital located less than a mile from Colby.

Appointments with medical practitioners are available weekdays during business hours for students. Students can see a nurse if they are sick after hours or during regular hours to have injuries evaluated, get allergy shots, or arrange immunizations for travel abroad.

Colby Emergency Response (CER) is a group of students trained as radio-dispatched Emergency Medical Technicians (EMTs) who respond to health emergencies on campus. This network supplements the care provided by the health center staff to ensure that all accident/illness victims on campus are assisted swiftly and skillfully.

### **Health Records**

No student will be allowed to register, attend classes, or participate in any campus activities, including COOT (Colby Outdoor Orientation Trips), until health and immunization records have been received and approved by the College's health center. Documentation of a physical examination within the past 12 months is required. For students participating in varsity athletics, the NCAA requires that the physical examination be in the past six months. Proof of the following immunizations is also required: tetanus and diphtheria (primary series plus booster within 10 years), polio series plus booster, meningitis vaccine, and two doses of measles, mumps, and rubella vaccines given after the first birthday.

Not required but recommended are the hepatitis B immunization series and a chicken pox vaccine if there is no history of this disease. Students are encouraged to discuss these recommended vaccines with their health-care provider during the summer. 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 also may be acceptable. Details can be found in the immunization form mailed to all students or on the health center website: [www.colby.edu/health.serv](http://www.colby.edu/health.serv). If proof of vaccinations cannot be obtained, vaccines should be administered again by the student's health-care provider before the student travels to Colby. It is expected that physical exams and immunization forms will be completed by July 15.

### **General Regulations**

All students are expected to know of the regulations in the Colby College Student Handbook and in the Colby College Catalogue. The handbook covers academic, administrative, and social regulations.

### **Student Records**

Colby complies with the Family Educational Rights and Privacy Act of 1974 (FERPA), which establishes the rights and restrictions of students to inspect and review education records, provides guidelines for the correction of inaccurate or misleading data, and establishes standards for disclosure of student information. 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.

### **Career Center**

The Colby Career Center assists students and alumni with career exploration. Members of the Career Center staff teach job search skills and introduce students to a wide range of resources for achieving career goals and for locating specific employment, fellowships, and graduate school opportunities.

The Career Center provides a rich offering of programs, workshops, and resources to help students learn about career planning, including résumé consultations, mock interviews, reference files, job and internship listings, on- and off-campus recruiting events, graduate school admissions test information, and a variety of Web-based resources. Graduates benefit from alumni workshops and seminars that offer them ideas and continued support as their career plans evolve.

Colby Connect is a four-year Career Center program that inspires success through a sequence of practical workshops, information sessions, and related programming. Colby Connect engages students by connecting them to fellowships, internships, job shadowing, Jan Plan and employment opportunities, and graduate studies. Colby Connect integrates alumni, parents, faculty, and recruiters into Career Center programming. Detailed information about the Career Center and its programs is available on the Career Center website.

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## **ATHLETICS**

The Department of Athletics offers lifetime fitness classes and sponsors intramural sports, intercollegiate athletics (varsity programs), informal recreational activities, aerobics programs, and club sports, offering opportunities for all levels of athletes and various levels of competitiveness and intensity.

More than a third of Colby students participate in one or more varsity teams. Colby belongs to Division III of the National Collegiate Athletic Association (NCAA) and the New England Small College Athletic Conference (NESCAC), one of the most competitive Division III conferences in the nation. Colby sponsors 32 intercollegiate sports, 16 for women, 15 for men and 1 coed team. Varsity teams include baseball, basketball, crew, cross country, field hockey, football, golf, ice hockey, lacrosse, squash, Nordic and alpine skiing, soccer, softball, swimming, tennis, indoor and outdoor track and field, and volleyball.

The NESCAC, founded in 1971, includes 11 highly selective liberal arts colleges that are committed to academic excellence and believe that athletic excellence supports their educational mission. Each institution is committed to a comprehensive athletic program available to the entire student body, equitable treatment of all participants in athletic activities, the highest ethical standards in conference relationships, and equitable competition among member institutions.

The Athletics Department offers intramural programs during the fall, winter, and spring. Offerings include soccer, field hockey, flag football, volleyball, broomball, basketball, softball, and special intramural events.

The department oversees student-run club sports, which are offered if there is enough student interest to sustain the club.

Recent club sports have included men's and women's rugby, the woodsmen's team, badminton, Ultimate Frisbee, bicycling, water polo, men's volleyball, fencing, and an equestrian team.

Lifetime fitness classes are offered for students, faculty, and staff. Past offerings for students include aerobics, yoga, kickboxing, plyometrics, and Pilates classes.

Indoor athletic facilities in the Harold Alfond Athletic Center include Wadsworth Gymnasium, Alfond Ice Rink, Dunaway Squash Courts, the 5,300-square-foot Boulos Family Fitness Center, a 25-yard by 25-meter indoor swimming pool, an aerobics studio, and the field house, which includes a newly resurfaced eighth-mile indoor track, four full-size tennis courts, a 27-foot climbing wall, a batting cage, and jumping pits.

Outdoor facilities include two artificial turf fields: Seaverns Field, a long-grass synthetic turf field, which is the primary field for football; and Bill Alfond Field, a "carpet" surface, which is the primary field for field hockey and lacrosse. A 2008 project installed the artificial turf football field, rebuilt the quarter-mile all-weather Alfond Track, and created a stadium feel around Seaverns Field in the Harold Alfond Stadium. Other outdoor facilities include Coombs Field and Crafts Field for baseball and softball respectively, a game field and two practice fields for soccer, the Alfond-Wales Tennis Courts (10 hard-surface outdoor courts) and the Klein Tennis Pavilion, the 8.5-mile Campbell Cross Country Trails for running and Nordic skiing, a woodsmen's area for traditional lumberjack competition, and other fields for rugby and other sports. Seven miles from campus, the Colby-Hume Center is a 10-acre estate on Messalonskee Lake with a boathouse and docks for the crew teams.

For information about the Department of Athletics, teams, and the department's faculty and coaching staff, visit [www.colby.edu/athletics](http://www.colby.edu/athletics).

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## LIBRARIES

Colby's libraries—Miller Library, the Art and Music Library, and the Science Library—have a rich collection of books, e-books, electronic and print journals, digital research collections, music scores, sound recordings, videos/DVDs, and manuscripts. Computer labs, wireless networks, laptops, study areas, and a digital media lab are available for student use in all three facilities.

Miller Library houses the humanities and social science collections, the College archives, and Special Collections. The lowest level in Miller, known as The Street, contains a computer lab and individual and group study space that is open 24 hours a day. The Bixler Art and Music Library features an extensive collection of art and music books, journals, sound recordings, music scores, and a digital media lab. The Science Library houses books, journals, videos, and topographic maps that support programs in the natural sciences, computer science, and mathematics.

In strong support of the curriculum, the libraries provide easy access to more than 900,000 items including more than 300 electronic indexes, 14,000 videos (most on DVD), 515 currently received print journals, 750,500 electronic books, more than 61,500 electronic journals, many extensive runs of periodicals, and domestic and international daily newspapers. The Colby libraries also are a repository for U.S. government documents.

As a member of the Colby-Bates-Bowdoin consortium and MaineCat, Colby provides access to a catalog of more than eight million items and six-day-a-week courier service from libraries in Maine. NExpress, comprising Colby, Bates, Bowdoin, Middlebury, Northeastern, Wellesley, and Williams, provides additional access to research materials. Reference librarians and interlibrary loan staff help identify and obtain additional resources. Twelve professional librarians provide research assistance to students, faculty, and outside researchers. 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.

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

The John and Catherine Healy Memorial Room contains the James Augustine Healy Collection of Modern Irish Literature, with inscribed copies, manuscripts, and holograph letters of William Butler Yeats, Sean O'Casey, James Joyce, George Bernard Shaw, and 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. The archives include an extensive collection of books by Colby graduates and faculty members.

Detailed information about Colby's library collections, services, and hours is provided at [www.colby.edu/library/](http://www.colby.edu/library/).



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## INFORMATION TECHNOLOGY

Information technology resources, including computers and network resources, are tools for scholars in all disciplines, used by faculty members and students. The College is committed to making appropriate computing resources available to support the academic program. In all courses, faculty and students use computers in some way, and the College's official means of communication is electronic.

Personal computers are available for student use in computer labs and public areas throughout campus. Specialized computing facilities dedicated to particular departments are located in biology, chemistry, computer science, geology, mathematics, music, physics, and psychology, as well as in the Language Resource Center. Advanced systems are available in the Schupf Scientific Computing Lab. Macintosh and Windows notebook computers are available for four-hour loan in the libraries.

A Colby account is set up for each student, providing access to Web resources, Colby Apps powered by Google (e-mail, calendar, etc.), central file storage, and storage of personal Web pages linked to the campus Web server. It is expected that students will check their Colby Apps e-mail accounts regularly. A variety of announcement and discussion lists are provided. The MyColby portal system ([my.colby.edu](http://my.colby.edu)) provides a customized set of resources, especially in support of administrative processes. A course management system (Moodle) is available for faculty and student use, and the Confluence wiki and Wordpress Web publishing system are available for collaborative projects of all sorts.

Colby's data communications network is built around a 10-gigabit core and a gigabit Ethernet backbone. All residence halls have wired Ethernet access to the network. Wireless network access (802.11abgn) is available throughout all buildings. The College has high-bandwidth Internet access (300 Mbps over multiple fiber optic links).

Colby has a Microsoft Campus Agreement that provides for each student a license to Microsoft Office and a variety of other software, including all upgrades.

Assistance may be obtained from student consultants at Student Computer Services and from the Information Technology Services staff. Drop-in and online instructional resources are available to introduce the computer and network systems and various applications. The ITS website provide extensive information online.

All classrooms have data/video/audio presentation systems installed. Satellite downlink and commercial cable TV provide programming on the campus cable TV system.

The Information Technology Committee, made up of faculty, staff, and students, approves IT policies and advises ITS and the president. All meetings are open, and those interested in information technology issues are encouraged to participate in discussions.

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## COLBY COLLEGE MUSEUM OF ART

Founded in 1959 and now comprising four wings, more than 7,000 works, and more than 28,000 square feet of exhibition space, the Colby College Museum of Art has built a significant permanent collection that specializes in American and contemporary art. The museum serves as a teaching resource for Colby and as an active cultural institution for residents of Maine and visitors to the state.

In the early 1950s Adeline and Caroline Wing gave important paintings by William Merritt Chase, Winslow Homer, and others. In 1956 Ellerton M. and Edith Jetté donated their American Heritage Collection, consisting of 76 works by American folk artists. The next year the Helen Warren and Willard Howe Cummings Collection of American paintings and watercolors was given.

In 1973 the Jetté Galleries were added to the Bixler Art and Music Center. That year Norma B. Marin and John Marin Jr. gave 25 works of art by John Marin. Through the Marins' continued generosity, the John Marin Collection at the Colby College Museum of Art has become the largest collection of Marin's work in any academic museum in the world.

Though the majority of the museum's works are American, excellent examples of European prints, drawings, and paintings and special collections such as the Bernat Collection of Oriental Ceramics are integral to the museum's holdings. The collection's growth is assured in part by the bequest of Jere Abbott, the first associate director of the Museum of Modern Art, who established a significant acquisition endowment, enabling Colby to purchase major works by artists such as Robert Henri, David Smith, Robert Rauschenberg, Agnes Martin, Kara Walker, and Hiroshi Sugimoto.

In 1992 the museum received a gift of 414 works by Alex Katz from the artist, and in 1996 a wing comprising more than 8,000 square feet was constructed to house this collection. The Paul J. Schupf Wing for the Works of Alex Katz was made possible through the generosity of Colby benefactor Paul J. Schupf. Through rotating exhibitions it showcases a diverse collection of the artist's work across media, and it is one of only a handful of museum wings dedicated to the work of a living artist. The museum holds nearly 800 works by Alex Katz.

With a lead gift from Peter and Paula Lunder, important benefactors of the College, a new wing opened in 1999 for the exhibition

of Colby's renowned collection of American art. The Lunder Wing was designed by architect Frederick Fisher, one of the world's leading designers of museum spaces, and it comprises 13 galleries and 9,000 square feet of exhibition space.

In recent years site-specific sculptures by Richard Serra and Sol LeWitt have been installed in outdoor spaces adjacent to the museum. In 2004, through a partial gift of the artist and Universal Limited Art Editions (ULAE), the museum became the sole repository of the complete print oeuvre of Terry Winters. In 2006 Paul J. Schupf promised the museum his collection of more than 150 prints and drawings by Richard Serra, making Colby one of the largest repositories of Serra's works on paper. Recent gifts from the Alex Katz Foundation also have had great impact on the contemporary collection, and they include important works by Adolph Gottlieb, Rudy Burckhardt, Chuck Close, Jennifer Bartlett, Elizabeth Murray, and others.

In 2007 Peter and Paula Lunder promised their collection of more than 500 works of art to the museum. This gift constitutes one of the most important art collections ever donated to a liberal arts college. Significant works of 19th- and 20th-century American art, including more than 200 prints by James McNeill Whistler, make up this extraordinary gift.

Construction is currently underway on the new Alford-Lunder Family Pavilion designed by Frederick Fisher and Partners. The 26,000-square-foot expansion will include 10,000 square feet of new exhibition space, making Colby's the largest art museum in Maine. Scheduled to open in July 2013, the new wing will also include art studios, a sculpture terrace, and a classroom for museum education and outreach.

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## **GOLDFARB CENTER FOR PUBLIC AFFAIRS AND CIVIC ENGAGEMENT**

Colby students, faculty, and alumni have a long history of engagement in the local community, on the national stage, and throughout the world. The Goldfarb Center for Public Affairs and Civic Engagement, established at Colby in 2003, serves to organize, focus, and leverage Colby's efforts to foster active citizenship at all levels and has launched important new initiatives for capitalizing on Colby's strengths in these areas.

Through the Goldfarb Center, Colby students make connections between their work in the classroom and contemporary political, economic, social, and environmental issues. Building on Colby's established strengths in the social sciences and interdisciplinary programs, the center provides a structure and a setting in which faculty and students work together to develop creative, interdisciplinary approaches to complex local, national, and global challenges. Students are actively involved in all aspects of center activities—as research assistants, event and conference planners, volunteers and mentors, and civic engagement liaisons.

Goldfarb Center programs include

### **Lectures and Conferences**

The center brings important and influential speakers to campus each year to discuss and debate global events as they unfold. Goldfarb Center lectures often anchor a series of events, including panel discussions, workshops, and small group meals with the speaker, faculty, and students.

### **Civic Engagement Programs**

Colby students are engaged with the community in various ways through the center. Approximately 30 courses have civic engagement components through which students work with local organizations whose missions are connected to and inform material learned in class. The Colby Cares About Kids program, in which more than 400 Colby mentors meet weekly with schoolchildren at 15 sites in central Maine, is a model adopted by other colleges. The student-run Colby Volunteer Center coordinates volunteer work of more than 200 students who serve in local organizations. The CVC also organizes special projects including Colby Cares Day (a city-wide day of service) and the Halloween Extravaganza for area children.

### **Faculty/Student Research**

Through grants awarded throughout the year, the center encourages collaborative, interdisciplinary research among faculty members and students as well as innovative student research. Participating faculty members are appointed as Goldfarb Center Research Fellows, and students are appointed Sandy Maisel Research Fellows. Where possible their work is integrated into other center programs.

### **The Cotter Debates, Elijah Parish Lovejoy Award in Journalism, Morton A. Brody Distinguished Judicial Service Award**

The Cotter Debates bring national and international experts to campus for spirited discussion of controversial topics. The Lovejoy Award honors a journalist whose craft and courage display qualities exemplified by Elijah Parish Lovejoy, valedictorian of the Colby Class of 1826 and America's first martyr to freedom of the press. The Brody Award honors a state or federal jurist whose work recalls the career of Judge Morton Brody, a Waterville resident with close ties to the College. The center coordinates programs around both awards, giving students opportunities to interact with the recipients and national leaders who come to campus to honor the winners.

### **Visiting Fellows Program**

The visiting fellows program gives faculty members opportunities to invite a scholar, journalist, politician, activist, or social entrepreneur to spend a week or more at Colby to work with faculty and students. Each visiting fellow gives a public address and meets with students informally as well as in the classroom.

### **True Life After Colby and Mealtime Seminars**

The center invites recent alumni/ae to campus to discuss career paths in public affairs. The center also sponsors a series of informal gatherings for students and faculty to discuss contemporary concerns and topics of interest, many proposed by students.

The Goldfarb Center and many of its affiliated faculty are housed in the Diamond Building. For more information see [www.colby.edu/goldfarb](http://www.colby.edu/goldfarb).

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## OAK INSTITUTE FOR THE STUDY OF INTERNATIONAL HUMAN RIGHTS

The Oak Institute for the Study of International Human Rights, established in 1998, annually brings to campus a prominent human rights practitioner. While in residence the Oak Human Rights Fellow teaches, pursues research, and works with faculty and students to organize lectures and other events related to his or her area of expertise. The 2012 Oak Human Rights Fellow is Zandile Nhlengetwa, who will be in residence for the fall semester. She is the principal of Ulusda School in KwaZulu-Natal, South Africa, a place of learning for young people as well as a community center that organizes adults to combat problems such as gender inequity, sexual abuse, and violence. In a community beset by poverty, patriarchy, and violence, Nhlengetwa works to persuade families to allow their daughters to attend classes and to encourage their sons to study rather than join local gangs or militias. A dedicated human rights activist and a survivor of the political violence that affected KwaZulu-Natal, Nhlengetwa is known for her work in addressing the complex social, political, and psychological problems posed by the conflict and in encouraging community reconciliation. She has received numerous threats. As recently as March 2012, Ulusda School's security guard was shot in what is suspected to have been an attempt on Nhlengetwa's life. After participating in South Africa's Truth and Reconciliation Commission (1995-97), she agreed to share her experiences with Sierra Leone's Truth and Reconciliation Commission and to work with children asked to testify about their service as soldiers in that country's long civil war. For more information see [www.colby.edu/oak](http://www.colby.edu/oak).

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## FARNHAM WRITERS' CENTER

The Farnham Writers' Center is a resource for all Colby students, faculty members, staff, and local schools. Trained Colby students operate the center with the philosophy that writing is not a discrete skill but rather an important part of thinking and learning. Writers' Center staff members work with writers at all levels of development, at any point during their writing processes, from first ideas to final drafts.

Since writing occurs in courses across the curriculum at Colby, Writers' Center staff members are prepared to respond to various forms of discipline-specific writing—lab reports, case studies, application essays, and response writing, for example, as well as standard academic essays.

While many elect to use the Writers' Center from time to time on particular pieces of writing, some may prefer more intensive collaboration and choose to enroll in English 112, a one-credit course that establishes weekly meetings with designated staff members.

Writers' Center staff members also work with writers across Colby's diverse extended community: first-year composition students; students with particular writing difficulties, including diagnosed learning differences; senior scholars; students for whom English is not a first language or who do not speak English in their home environments; job and graduate school applicants; candidates for the Watson Fellowship and Fulbright Scholars programs; and all writers interested in developing skills specific to personal, professional, and civic contexts.

The Farnham Writers' Center, located in Miller Library 9C, is open weekdays and Sunday through Thursday evenings. Appointments may be made online at [www.colby.edu/writers.center](http://www.colby.edu/writers.center). Students with questions may call extension 5290 (207-859-5290).

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Maura A. Shaughnessy '83, M.B.A., Weston, Massachusetts, *Senior Vice President, Massachusetts Financial Services* (2015)

George M. Shur '64, J.D., Dekalb, Illinois, *Retired General Counsel, Northern Illinois University; Retired Professor of Higher Education Law, Northern Illinois University* (2013), Visiting Committee on College Relations

Michael D. Sullivan '72, Trappe, Maryland, *Managing Director, Wachovia Corporation* (2013)

Sunil H. Thakor '99, M.B.A., Arlington, Virginia, *Senior Research Analyst/Senior Portfolio Manager, Sands Capital Management LLC*

(2015)

Andrew A. Weber '97, London, England, *Self-Employed Proprietor* (2016)

Thomas A. Whidden '70, Essex, Connecticut, *President/CEO, North Sails Group Inc.* (2016)

Jacquelyn Lindsey Wynn '75, M.B.A., Springdale, Maryland, *Communications Consultant, Mitel* (2015)

#### **Overseer Visiting Committees, 2011-12**

Overseers Program (Oct. 2-4, 2011): Robert Bruce '59, chair; Remi Browne '74; Edward Marchetti '60; M. Jane Powers '86; Richard Uchida '79.

Art Department (Nov. 13-15, 2011): Janice Griffith '62, chair; Elizabeth Ainslie '87; James Cambronne, Massachusetts College of Art and Design, consultant; Janice Mann, Bucknell University, consultant.

Physics and Astronomy Department (March 11-13, 2012): William Koster '66, chair; Nancy Weiland '65; Linda Fritz, Franklin and Marshall College, consultant; William Wootters, Williams College, consultant.

Global Studies Program (April 22-24, 2012): Mark Howard '85, chair; Henry Kennedy '80; Douglas Foyle, Wesleyan University, consultant; Timothy Koechlin, Vassar College, consultant.

#### **Alumni Council Executive Committee**

David C. Fernandez '89, *chair, president of the Alumni Association*

Deborah Wathen Finn '74, *vice chair*

Jessica D'Ercole Stanton '92, *immediate past chair*

Margaret Bernier Boyd '81, *executive secretary/treasurer*

Arthur Brennan '68, *chair, C Club Committee*

David S. Epstein '86, *member at large*

Noriko Miyakoda Hall '87, *chair, Career Center Committee*

Laura Pavlenko Lutton '94, *chair, Colby Fund Committee*

Mark R. Lyons '77, *member at large*

Catherine Roosevelt '89, *chair, Nominating Committee*

Arthur L. Young '72, *chair, Awards Committee*

Shaquan A. Huntt '13, *student representative*

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## **FACULTY**

*The faculty is arranged alphabetically. In parentheses are listed colleges and universities from which earned degrees have been received. For a list of faculty members on leave, see Sabbaticals.*

Hideko Abe, Ph.D. (Shikoku Christian [Japan], Arizona State), 1993-1995; 2006-  
*Associate Professor of East Asian Studies*

Anthony J. Adams, M.A. (Wesleyan, Toronto [Canada]), 2011-  
*Visiting Assistant Professor of English*

William D. Adams, M.A. '00, Ph.D. (Colorado College, California at Santa Cruz), 2000-  
*President; Professor of Philosophy*

Cagdas Agirdas, Ph.D. (Bogazici [Turkey], Central Michigan, Illinois), 2011-  
*Visiting Assistant Professor of Economics*

Syed Tariq Ahmad, Ph.D. (Aligarh Muslim [India], PGIMER, Chandigarh [India], Notre Dame), 2009-  
*Assistant Professor of Biology*

Debra A. Aitken, M.A. '01, B.A. (Plymouth State, Frostburg State), 1985-  
*Adjunct Professor of Athletics*

Bobby Dean Allbritton, Ph.D. (Valdosta State, Syracuse, Stony Brook), 2011-  
*Assistant Professor of Spanish*

David R. Angelini, Ph.D. (St. Mary's of Maryland, Indiana), 2012-  
*Assistant Professor of Biology*

Matthew E. Archibald, Ph.D. (Massachusetts at Amherst, Washington), 2010-  
*Visiting Assistant Professor of Sociology*



Lisa Arellano, Ph.D. (Bryn Mawr, San Francisco State, Stanford), 2005-  
*Associate Professor of American Studies and Women's, Gender, and Sexuality Studies*

Teresa 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), 1998-2012  
*Audrey Wade Hittinger Katz and Sheldon Toby Katz Distinguished Teaching Associate Professor of Government; Co-Director, Goldfarb Center for Public Affairs and Civic Engagement, 2005-2006*

Martha Arterberry, M.A. '07, Ph.D. (Pomona, Minnesota), 2006-  
*Professor of Psychology*

Joseph E. Atkins, Ph.D. (Vassar, Rochester), 2002-  
*Visiting Assistant Professor of Psychology; Coordinator of Multicultural Student Programs and Support*

Sally A. Baker, A.B. (Duke), 1989-1998; 2002-  
*Faculty Member without Rank: Vice President and Secretary of the College*

Lisette Balabarca, Ph.D. (Pontificia Catolica [Peru], Boston University), 2006-  
*Assistant Professor of Spanish*

Debra A. Barbezat, M.A. '04, Ph.D. (Smith, Michigan), 1992-  
*Mitchell Family Professor of Economics*

James C. Barrett, Ph.D.\*1 (California at Santa Cruz, Cornell), 2000-2012  
*Visiting Assistant Professor of Anthropology/Classics*

Jared R. Beers '01, B.A. (Colby), 2006-  
*Adjunct Instructor in Athletics*

James Behuniak Jr., Ph.D. (Southern Maine, Hawaii at Manoa), 2006-  
*Associate Professor of Philosophy*

Kimberly A. Besio, M.A. '10, Ph.D. (Hawaii at Manoa, California at Berkeley), 1992-  
*Ziskind Professor of East Asian Studies*

Catherine L. Besteman, M.A. '05, Ph.D. (Amherst, Arizona), 1993-  
*Francis F. Bartlett and Ruth K. Bartlett Professor of Anthropology*

Catherine R. Bevier, Ph.D. (Indiana, Connecticut), 1999-  
*Associate Professor of Biology*

Chandra D. Bhimull, Ph.D. (Kenyon, Michigan), 2008-  
*Assistant Professor of Anthropology and African-American Studies*

Adrian Blevins, M.F.A. (Virginia Intermont, Hollins, Warren Wilson), 2004-  
*Associate Professor of English [Creative Writing]*

Robert T. Bluhm Jr., M.A. '03, Ph.D. (NYU, Princeton, Columbia, Rockefeller), 1990-  
*Sunrise Professor of Physics*

Maria Dolores Bollo-Panadero, Ph.D. (Seville [Spain], Michigan State), 2008-  
*Assistant Professor of Spanish*

Todd M. Borgerding, Ph.D. (Mankato State, Minnesota, Michigan), 1997-1998, 2008-  
*Associate Professor of Music*

Jennifer Finney Boylan, M.A. '01, M.A.\*1 (Wesleyan, Johns Hopkins), 1988-  
*Professor of English*

Sarah Braunstein, M.S.W.\*1 (Mount Holyoke, Iowa, Smith), 2012-  
*Visiting Assistant Professor of English [Creative Writing]*

Otto K. Bretscher, Ph.D.\*1 (Zurich [Switzerland], Harvard, Zurich [Switzerland]), 1998-  
*Assistant Professor of Mathematics and Statistics*

Lyn Mikel Brown, M.A. '05, Ed.D.\*2 (Ottawa, Harvard), 1991-  
*Professor of Education*

Denise A. Bruesewitz, Ph.D. (Winona State, Notre Dame), 2012-  
*Assistant Professor of Environmental Studies*

Audrey Brunetaux, Ph.D. (Poitiers [France], Michigan State), 2008-  
*Assistant Professor of French*

Cedric Gael Bryant, M.A. '05, Ph.D. (San Diego State, California at San Diego), 1988-

*Lee Family Professor of English*

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.A. '09, M.F.A.\*1 (California at Berkeley, Massachusetts at Amherst), 1987-  
*Professor of English*

Thomas K. Burton, B.A. (Hamilton), 1999-  
*Adjunct Associate Professor of Athletics; Associate Director of Athletics*

Debra Campbell, M.A. '02, Ph.D. (Mt. Holyoke, St. Michael's [Canada], Boston University), January-June 1983, 1986-  
*Professor of Religious Studies*

Gail Carlson, Ph.D.\*1 (St. Olaf, Wisconsin at Madison), 2004-  
*Visiting Assistant Professor of Environmental Studies*

Susan Childers, Ph.D. (North Carolina State, Connecticut), 2011-2012  
*Visiting Assistant Professor of Biology*

Joseph E. Clark, Ph.D. (British Columbia, Brown), 2012-  
*Visiting Assistant Professor of American Studies*

Jennifer Coane, Ph.D. (Illinois State, Washington University [St. Louis]), 2008-  
*Assistant Professor of Psychology*

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 at Urbana), 1977-  
*Oak Professor of Biological Sciences*

Susan Westerberg Cole, M.S.\*1 (Knox, Illinois), 1978-  
*Faculty Member without Rank: Science Librarian*

Cathy D. Collins, Ph.D. (Pitzer, Arizona, Kansas), 2011-  
*Clare Boothe Luce Assistant Professor of Biology*

Lynne Conner, Ph.D. (Oberlin, Stony Brook, Pittsburgh), 2008-  
*Associate Professor of Theater and Dance*

Charles Conover, M.A. '04, Ph.D. (Middlebury, Virginia), 1990-  
*William A. Rogers Professor of Physics*

Rebecca R. Conry, Ph.D. (Eastern Washington, Washington), 2000-  
*Associate Professor of Chemistry*

Allison A. Cooper, Ph.D. (Knox, UCLA), 2002-2012  
*Paul D. and Marilyn Paganucci Assistant Professor of Italian Language and Literature*

Tina Cormier, B.A. (New Brunswick), March 2011-  
*Adjunct Instructor in Athletics*

Anthony J. Corrado Jr., M.A. '01, Ph.D. (Catholic University, Boston College), February 1986-  
*Professor of Government*

Sharon L. Corwin, M.A. '06, Ph.D. (New College of Florida, California at Berkeley), 2003-  
*Professor of Art; Carolyn Muzzy Director of the Colby College Museum of Art and Chief Curator*

Tracey A. Cote, M.S. (Northern Michigan, Wyoming), 1998-  
*Adjunct Associate Professor of Athletics; Associate Director of Athletics*

Todd James Coulter, M.A. (St. Olaf, Colorado at Boulder), 2009-  
*Assistant Professor of Theater and Dance*

Teresa E. Cowdrey, M.P.P.M. (Wesleyan, Yale) 2011-  
*Faculty Member without Rank: Vice President and Dean of Admissions and Financial Aid*

Guilain P. Denoeux, M.A. '03, Ph.D. (Grenoble [France], Georgetown, Princeton), 1990-  
*Professor of Government*

Julie W. de Sherbinin, M.A. '07, Ph.D. (Amherst, Yale, Cornell), 1993-  
*Professor of Russian*

Thomas A. Dexter, M.S. (SUNY at Cortland), 1989-  
*Adjunct Associate Professor of Athletics*

Valérie M. Dionne, Ph.D. (Montreal [Canada], Princeton), 2007-

*Assistant Professor of French*

Sahan Tharanga Dissanayake, Ph.D. (Ohio Wesleyan, Illinois), 2012-  
*Assistant Professor of Economics*

Justin J. Domingos, B.A. (Gettysburg), 2010-  
*Adjunct Instructor in Athletics*

Michael R. Donihue '79, M.A. '07, Ph.D. (Colby, Michigan), 1989-  
*Professor of Economics; Associate Vice President for Academic Affairs and Associate Dean of Faculty, 2008-2011*

Linwood C. Downs '83, M.A.\*1 (Colby, Columbia, Maine), 2003-  
*Assistant Professor of Administrative Science*

Brian Stewart Eastwood, Ph.D.\*1 (Vermont, North Carolina at Chapel Hill), 2009-  
*Visiting Assistant Professor of Computer Science*

Finley C. Edwards, Ph.D. (Wheaton, Illinois at Urbana-Champaign), 2011-  
*Visiting Assistant Professor of Economics*

Bevin L. Engman, M.A. '11, M.F.A. (William and Mary, Portland School of Art, Pennsylvania), 1996-  
*Professor of Art*

Margaret D. Ericson, M.L.S. (Florida State), 1998-  
*Faculty Member without Rank: Art and Music Librarian*

Andrea N. Eslick, Ph.D.\*1 (Iowa State, Duke), 2011-  
*Visiting Assistant Professor of Psychology*

Ben W. Fallaw, Ph.D. (North Carolina at Chapel Hill, Chicago), 2000-  
*Associate Professor of Latin American Studies*

Frank A. Fekete, M.A. '96, Ph.D. (Rhode Island, Rutgers), 1983-  
*Professor of Biology*

David W. Findlay, M.A. '99, Ph.D. (Acadia [Canada], Purdue), 1985-  
*Pugh Family Professor of Economics*

James R. Fleming, M.A. '02, Ph.D. (Pennsylvania State, Colorado State, Princeton), 1988-  
*Professor of Science, Technology, and Society*

Patrice M. Franko, M.A. '00, Ph.D. (Bucknell, Notre Dame), 1986-  
*Grossman Professor of Economics*

David M. Freidenreich, Ph.D. (Brandeis, Columbia), 2008-  
*Pulver Family Assistant Professor of Jewish Studies*

Luz B. Fuentes, M.A. (Universidad Pedagogica Nacional [Colombia], Carthage, Marquette), 2012-  
*Visiting Instructor in Spanish*

Yuri Lily Funahashi, D.M.A. (Wisconsin at Madison, UCLA, Julliard), 2009-  
*Assistant Professor of Music*

Emma Garcia, Ph.D. (California at Santa Cruz, Michigan at Ann Arbor), 2005-  
*Assistant Professor of Spanish*

Robert A. Gastaldo, M.A. '99, Ph.D. (Gettysburg, Southern Illinois), 1999-  
*Whipple-Coddington Professor of Geology*

Cheryl Townsend Gilkes, M.A. '00, Ph.D. (Northeastern), 1987-  
*John D. and Catherine T. MacArthur Professor of Sociology and African-American Studies*

Karen J. Gillum '76, M.L.S. (Colby, Oxford, Oklahoma, South Carolina), 2009-  
*Faculty Member without Rank: Electronic Resources Librarian*

Melissa J. Glenn, Ph.D. (Memorial [Canada], Concordia [Canada]), 2007-  
*Assistant Professor of Psychology*

Jill P. Gordon, M.A. '04, Ph.D. (Claremont McKenna, Brown, Texas at Austin), 1991-  
*Charles A. Dana Professor of Philosophy*

Fernando Q. Gouvêa, M.A. '01, Ph.D. (Universidade de Sao Paulo [Brazil], Harvard), 1991-  
*Carter Professor of Mathematics*

Gary M. Green, M.F.A.\*1 (SUNY Empire State, Bard), 2007-  
*Assistant Professor of Art*

Arthur D. Greenspan, M.A. '91, Ph.D. (Columbia, Indiana), 1978-

*Professor of French and Italian*

Paul G. Greenwood, M.A. '04, Ph.D. (Knox, Florida State), 1987-

*Professor of Biology and Dr. Charles C. and Pamela W. Leighton Research Fellow; Associate Vice President for Academic Affairs and Associate Dean of Faculty, 2011-*

Samara R. Gunter, Ph.D. (Chicago, Michigan), 2008-  
*Assistant Professor of Economics*

Clement P. Guthro, Ed.D. (Manitoba [Canada], Point Loma Nazarene, Western Ontario [Canada], Nova Southeastern), 2003-  
*Faculty Member without Rank: Director of the Colby Libraries*

Jonathan F. Hallstrom, Ph.D. (Oregon State, Iowa), 1984-  
*Associate Professor of Music*

Britt E. Halvorson, Ph.D.\*<sup>1</sup> (Albion, Michigan), 2010-  
*Visiting Assistant Professor of Anthropology*

Lynn Hannum, Ph.D. (Bates, Yale), 2001-  
*Associate Professor of Biology*

Paula Harrington, Ph.D. (Columbia, San Francisco State, California at Davis), 2008-  
*Visiting Assistant Professor of English; Director of the Writers' Center 2009-2012*

Natalie B. Harris, Ph.D.\*<sup>1</sup> (Indiana), 1978-1980, 1982-1985, 1986-  
*Associate Professor of English*

Peter B. Harris, M.A. '89, Ph.D. (Middlebury, Indiana), 1974-  
*Zacamy Professor of English*

Walter F. Hatch, Ph.D. (Macalester, Washington), 2002-  
*Associate Professor of Government*

Joseph P. Hayes, Ph.D. (St. Francis Xavier [Canada], Alberta [Canada]), 2012-  
*Visiting Assistant Professor of Psychology*

Brendan W. Hennessey, Ph.D.\*<sup>1</sup> (Wisconsin at Madison, Notre Dame, UCLA), 2011-  
*Visiting Instructor of Italian*

Karen L. Henning, M.A. (Maryland, Adelphi), 2007-  
*Adjunct Instructor in Athletics*

Livia K. Hinegardner, M.A. (Bryn Mawr, Washington University [St. Louis]), 2012-  
*Visiting Instructor in Anthropology*

Jan E. Holly, M.A. '11, Ph.D. (New Mexico, Illinois), 1996-  
*Professor of Mathematics and Statistics*

Jennifer L. Holsten '90, M.Ed. (Colby, Springfield), 1995-  
*Adjunct Associate Professor of Athletics*

William M. Hope, Ph.D.\*<sup>1</sup> (Charleston, Winthrop, Illinois at Urbana-Champaign), 2011-2012  
*Visiting Assistant Professor of Anthropology*

M. Adam Howard, Ph.D. (Berea, Harvard, Cincinnati), 2003-2004, 2008-  
*Associate Professor of Education*

Masako O. Hoye, Ph.D. (Baiko Gakuin [Japan], North Texas, Colorado), 2011-2012  
*Visiting Assistant Professor of East Asian Studies [Japanese]*

Timothy P. Hubbard, Ph.D. (New Hampshire, Iowa), 2012-  
*Assistant Professor of Economics*

Rachel M. Isaacs, B.A.\*<sup>1</sup> (Wellesley), 2011-  
*Visiting Instructor in Jewish Studies and Jewish Chaplain*

Anupama Jain, Ph.D. (Bryn Mawr, Wisconsin at Madison), 2009-2010, 2011-  
*Visiting Assistant Professor of English*

Russell R. Johnson, Ph.D. (Colorado College, Washington State), 1996-  
*Associate Professor of Biology*

Paul R. Josephson, M.A. '08, Ph.D. (Antioch, Harvard, MIT), 2000-  
*Professor of History*

Jocelyn M. Karlan, B.A.\*<sup>1</sup> (Earlham), 2011-2012  
*Faculty Member without Rank: Colby Libraries*

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Kristina Katori, M.Ed.\*1 (Nichols, Plymouth State), 2009-  
*Adjunct Instructor in Athletics*

Jeffrey L. Katz, Ph.D. (Pennsylvania, Harvard), 2002-  
*Associate Professor of Chemistry*

Toni D. Katz, M.S. (Maine at Portland, Simmons), 1983-  
*Faculty Member without Rank: Assistant Director for Technical Services, Colby Libraries*

Peter Joshua Kavaler, Ph.D. (Haverford, Pennsylvania), 2004-2012  
*Assistant Professor of Biology*

Sarah K. Keller, Ph.D. (St. Olaf, Western Michigan, Chicago), 2008-  
*Assistant Professor of English*

Martin F. Kelly, M.L.S. (New College of Florida, San Jose State), 2006-  
*Faculty Member without Rank: Visual Resources Librarian*

Elizabeth Ketner, Ph.D. (Georgia, Vermont, Minnesota), 2012-  
*Visiting Assistant Professor of English*

Sakhi Khan, M.A. (Tufts, Harvard), 2001-  
*Adjunct Assistant Professor of Athletics*

D. Whitney King, M.A. '02, Ph.D. (St. Lawrence, Rhode Island), 1989-  
*Dr. Frank and Theodora Miselis Professor of Chemistry*

Michael D. Kiser, M.A. (Wabash, Purdue), 2011-  
*Faculty Member without Rank: Vice President for Communications*

Lori G. Kletzer, M.A. '10, Ph.D. (Vassar, California at Berkeley), 2010-  
*Vice President for Academic Affairs and Dean of Faculty; Professor of Economics, 2010-*

Ann Marie Kloppenberg, M.F.A. (Middlebury, Ohio State), 2010-  
*Assistant Professor of Theater and Dance*

Arne Koch, Ph.D. (Kenyon, Pennsylvania State, North Carolina at Chapel Hill), 2007-  
*Associate Professor of German*

Ethan Alfred Kohn, Ph.D.\*1 (Skidmore, Dartmouth), 2010-  
*Visiting Assistant Professor of Biology*

Mary Kosloski, B.A. (SUNY at Geneseo), 2012-  
*Visiting Instructor in Geology*

James C. Kriesel, Ph.D.\*1 (Macalester, Notre Dame), 2010-  
*Assistant Professor of Italian*

Emily M. Kugler, Ph.D. (Scripps, California at San Diego), 2010-  
*Assistant Professor of English*

Karen Kusiak '75, E.Ed.\*1 (Colby, Lesley, Maine), 1990-  
*Assistant Professor of Education*

Elizabeth LaCouture, Ph.D. (Barnard, Columbia, Illinois at Urbana-Champaign), 2009-  
*Assistant Professor of History and East Asian Studies*

Daniel R. LaFave, M.A. (Boston College, Duke), 2012-  
*Instructor in Economics*

Scott A. Lambert, Ph.D. (Maine at Farmington, Binghamton, Montana at Missoula), 2008-  
*Visiting Assistant Professor of Mathematics*

Donghyun Lee, Ph.D. (Arizona State, Wisconsin, Oregon), 2012-  
*Visiting Assistant Professor of Economics*

Elizabeth D. Leonard, M.A. '05, Ph.D. (College of New Rochelle, California at Riverside), 1992-  
*John J. and Cornelia V. Gibson Professor of History*

Benjamin D. Lisle, Ph.D. (Carleton, Virginia, Texas at Austin), 2011-  
*Visiting Assistant Professor of American Studies*

Leo Livshits, M.A. '08, Ph.D. (Waterloo [Canada], Toronto [Canada]), 1994-  
*Professor of Mathematics and Statistics*

Jason M. Long, Ph.D. (Wheaton, Northwestern), 2002-2012  
*Associate Professor of Economics*

Blaise J MacDonald, B.A. (Rochester Institution of Technology), 2012-  
*Adjunct Instructor of Athletics*

G. Calvin Mackenzie, M.A. '86, Ph.D. (Bowdoin, Tufts, Harvard), 1978-  
*Goldfarb Family Distinguished Professor of American Government; Vice President for Development and Alumni Relations, 1985-1988*

Susan H. MacKenzie '80, Ph.D.\*1 (Colby, Michigan), 2010-2012  
*Visiting Assistant Professor of Environmental Studies*

L. Sandy Maisel, M.A. '83, Ph.D. (Harvard, Columbia), 1971-  
*William R. Kenan Jr. Professor of Government; Director of the Colby in Washington Program, 1987-1995; Director, Goldfarb Center for Public Affairs and Civic Engagement, 2003-2012*

Andreas Malmendier, Ph.D. (Bonn [Germany], MIT), 2010-  
*Assistant Professor of Mathematics*

Carleen R. Mandolfo, Ph.D. (California State at San Francisco, Jesuit School of Theology, Emory), 2002-  
*Associate Professor of Religious Studies*

Phyllis F. Mannocchi, M.A. '96, Ph.D. (Pennsylvania, Columbia), 1977-  
*Professor of English*

Michael A. Marlais, M.A. '95, Ph.D. (St. Mary's of California, California at Hayward, Michigan), 1983-  
*James M. Gillespie Professor of Art*

D. Benjamin Mathes, M.A. '03, Ph.D. (Middlebury, New Hampshire), 1990-  
*Professor of Mathematics*

Harriett Matthews, M.A. '84, M.F.A. (Sullins Junior, Georgia), 1966-  
*Professor of Art*

Bénédicte Mauguière, M.A. '09, Ph.D. (Angers [France], Paris-Sorbonne [France]), 2009-  
*Professor of French*

Bruce A. Maxwell, M.A. '12, Ph.D. (Swarthmore, Cambridge [England], Carnegie Mellon), 2007-  
*Professor of Computer Science*

Victoria L. Mayer, Ph.D. (Cornell, North Carolina at Chapel Hill, Wisconsin at Madison), 2007-  
*Assistant Professor of Sociology*

Tilar J. Mazzeo, Ph.D. (New Hampshire, Washington), 2004-  
*Clara C. Piper Associate Professor of English*

Brenda McAleer, Ph.D.\*1 (St. Mary's of Indiana, Vermont College, Walden), 2003-  
*Visiting Assistant Professor of Administrative Science*

Loren E. McClenahan, Ph.D. (Middlebury, Oregon, Scripps Institution of Oceanography), February 2012-  
*Assistant Professor of Environmental Studies*

Jonathan H. McCoy, Ph.D. (Haverford, Maryland, Cornell), 2009-  
*Assistant Professor of Physics*

Margaret T. McFadden, Ph.D. (Wells, Duke, Yale), 1996-  
*Associate Professor of American Studies, and Christian A. Johnson Associate Professor of Integrative Liberal Learning*

Elizabeth McGrath, Ph.D. (Vassar, Hawaii), 2012-  
*Assistant Professor of Physics and Astronomy*

Michael C. McGuire '89, M.L.S. (Colby, Syracuse), 2000-  
*Faculty Member without Rank: Systems/Reference Librarian*

Margaret P. Menchen, M.L.S. (Southampton [England], Maine), 1989-  
*Faculty Member without Rank: Assistant Director for Public Services, Colby Libraries*

Edward J. Mestieri, M.A. '06, M.Ed. (Springfield, Norwich), 1989-2012  
*Adjunct Professor of Athletics*

Jonathan Patrick Michaelles, B.A. (Bates), 2005-  
*Adjunct Assistant Professor of Athletics*

Julie T. Millard, M.A. '04, Ph.D. (Amherst, Brown), 1991-  
*Dr. Gerald and Myra Dorros Professor of Chemistry*

Luis Millones, M.A. '12, Ph.D. (Pontificia Catolica [Peru], Stanford), 1998-  
*Charles A. Dana Professor of Spanish*

David H. Mills '57, M.A. (Colby, Illinois, Harvard), 1980-1981, 1984-

*Adjunct Assistant Professor of English for Speech and Debate*

Mary Elizabeth Mills, M.A. '07, Ph.D. (Western Ontario [Canada], California at Berkeley), 1992-  
*Professor of Anthropology*

Garry J. Mitchell, M.F.A.\*<sup>1</sup> (Hawaii at Honolulu, Pratt Institute), 1996-1998; 1999-  
*Associate Professor of Art*

Lydia Moland, Ph.D. (Boston University), 2008-  
*Assistant Professor of Philosophy*

Elena I. Monastireva-Ansdell, Ph.D. (Piatigorsk State Institute of Foreign Languages [Russia], Iowa, Indiana), 2009-  
*Assistant Professor of Russian*

Tyler J. Morin, Ph.D. (Winona State, Marquette), 2011-2012  
*Visiting Assistant Professor of Chemistry*

Thomas J. Morrione '65, M.A. '85, Ph.D. (Colby, New Hampshire, Brigham Young), 1971-  
*Charles A. Dana Professor of Sociology*

Aurore P. Mroz, M.A. (De Pau Et Des Pays De L'Adour [France], Iowa), 2012-  
*Instructor in French and Italian*

Barbara Kuczun Nelson '68, M.A.\*<sup>1</sup> (Colby, Middlebury), 1978-  
*Associate 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*

Zandile Nhlengetwa, Diplomas (Eshowe [South Africa], Natal [South Africa], South Africa [South Africa], Sept.-Dec. 2012  
*Oak Human Rights Fellow*

Mouhamedoul Amine Niang, Ph.D. (Gaston Berger [Senegal], East Tennessee State, Wisconsin at Madison), 2009-  
*Assistant Professor of French*

Daniel W. Noyes '02, M.Ed. (Colby, St. Lawrence), 2007-  
*Adjunct Assistant Professor of Athletics*

Steven R. Nuss, Ph.D. (Wisconsin at Madison, CUNY), February 1996-  
*Associate Professor of Music*

Philip Nyhus, Ph.D. (St. Olaf, Wisconsin at Madison), 1999-2001; 2004-  
*Associate Professor of Environmental Studies*

Liam O'Brien, Ph.D. (Colorado School of Mines, Harvard), 2003-  
*Associate Professor of Statistics*

Jorge Olivares, M.A. '93, Ph.D. (Miami [Florida], Michigan), 1982-  
*Allen Family Professor of Latin American Literature*

Kerill N. O'Neill, Ph.D. (Trinity College [Dublin, Ireland], Cornell), 1992-  
*Julian D. Taylor Associate Professor of Classics*

Steven M. Opgenorth, M.A. (Winona State, Carroll), 2012-  
*Adjunct Instructor in Athletics*

William E. Orchard, Ph.D. (Santa Clara, Chicago), 2010-  
*Assistant Professor of English*

Laurie E. Osborne, M.A. '03, Ph.D. (Yale, Syracuse), 1990-  
*NEH/Class of 1940 Distinguished Professor of Humanities, English*

Adrianna M. Paliyenko, M.A. '04, Ph.D. (Boston University, North Carolina at Chapel Hill), 1989-  
*Charles A. Dana Professor of French*

Candice B. Parent, B.S. (Maine at Farmington), 1998-  
*Adjunct Associate Professor of Athletics; Assistant Director of Athletics*

Julie Faith Parker, Ph.D. (Hamilton, Yale), 2010-2012  
*Visiting Assistant Professor in Religious Studies*

Ronald F. Peck, Ph.D. (Linfield, Wisconsin), 2012-  
*Assistant Professor of Biology*

Keith R. Peterson, Ph.D.\*<sup>1</sup> (Kent State, Louisiana State, DePaul), 2008-

*Visiting Assistant Professor of Philosophy*

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

Jessica Piney, Ph.D. (Michigan, NYU, Madrid [Spain], Michigan), 2010-2012  
*Visiting Assistant Professor of Spanish*

Thane S. Pittman, M.A. '04, Ph.D. (Kent State, Iowa), 2004-  
*Professor of Psychology*

Véronique B. Plesch, M.A. '08, Ph.D. (Swiss Maturite Federale [Switzerland], Geneva [Switzerland], Princeton), 1994-  
*Professor of Art*

Dale Plummer, B.S.\*1 (Maine), 2007-  
*Adjunct Instructor in Athletics*

Erin Elizabeth Ponnou-Delaffon, Ph.D. (Haverford, Bryn Mawr, Yale), 2011-2012  
*Visiting Assistant Professor of French*

Sara L. Prael, M.A. (Oberlin, Iowa), 2004-  
*Faculty Member without Rank: Reference Librarian*

Tamae K. Prindle, M.A. '98, Ph.D. (SUNY at Binghamton, Washington State, Cornell), 1985-  
*Oak Professor of East Asian Language and Literature [Japanese]*

Darylyne M. Provost, M.L.S.\*1 (Trinity [Washington, D.C.], Maryland at College Park), 2007-  
*Faculty Member without Rank: Reference Librarian*

Marilyn R. Pukkila, M.L.S.\*1 (Michigan, Aberystwyth [Wales], Columbia), March 1984-  
*Faculty Member without Rank: Head of Instructional Services, Colby Libraries*

Tarja Raag, Ph.D. (Skidmore, Indiana), 1995-  
*Associate Professor of Psychology*

Maple J. Razsa, Ph.D. (Vassar, Harvard), 2007-  
*Assistant Professor of Global Studies*

Scott H. Reed, III, M.F.A.\*1 (South Florida, 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 Science, Technology, and Society*

Douglas E. Reinhardt '71, M.B.A. (Colby, Babson), 1972-  
*Faculty Member without Rank: Associate Vice President for Investments*

Joseph R. Reisert, Ph.D. (Princeton, Harvard), 1997-  
*Harriet S. Wiswell and George C. Wiswell Jr. Associate Professor of American Constitutional Law*

Travis W. Reynolds, Ph.D. (Brown, Vermont, Washington), 2011-  
*Assistant Professor of Environmental Studies*

Valerie Reynolds, Ph.D. (North Carolina at Wilmington, Tennessee at Knoxville), 2008-2012  
*Assistant Professor of Geology*

Mark Rhodes, Ph.D.\*1 (SUNY at Binghamton, New Mexico State), 2006-  
*Visiting Assistant Professor of Mathematics*

Kevin P. Rice '96, Ph.D. (Colby, Wisconsin at Madison), 2005-  
*Assistant Professor of Chemistry*

Charlotte L. Ridge, M.A.\*1 (Macalester, Iowa), 2011-2012  
*Visiting Instructor in Government*

Kenneth A. Rodman, M.A. '98, Ph.D. (Brandeis, MIT), 1989-  
*William R. Cotter Distinguished Teaching Professor of Government*

Hanna Roisman, M.A. '94, Ph.D. (Tel Aviv [Israel], Washington at Seattle), 1990-  
*Arnold Bernhard Professor in Arts and Humanities, Professor of Classics*

Joseph Roisman, M.A. '94, Ph.D. (Tel Aviv [Israel], Washington at Seattle), 1990-  
*Professor of Classics*

Anindyo Roy, Ph.D. (Delhi [India], Illinois, Texas at Arlington), 1995-  
*Associate Professor of English*

Bruce F. Rueger, Ph.D. (Salem State, Colorado), 1984-



*Visiting Assistant Professor of Geology, 2003-; Senior Teaching Associate*

Ira Sadoff, M.A. '88, M.F.A.\*<sup>1</sup> (Cornell, Oregon), 1977-  
*Arthur Jeremiah Roberts Professor of Literature*

Elizabeth H. Sagaser, Ph.D. (Brown, Brandeis), 1994-  
*Associate Professor of English*

Laura Saltz, Ph.D. (Chicago, Yale), 2001-  
*Associate Professor of American Studies*

Saul Sandoval Perea, M.A.\*<sup>1</sup> (Carleton [Canada], Claremont), 2011-  
*Visiting Instructor in Government*

Betty G. Sasaki, Ph.D. (California at Santa Barbara, California at Berkeley), 1991-  
*Associate Professor of Spanish*

Yoshihiro Sato, Ph.D. (Hokkaido [Japan], Tokyo [Japan], Texas at Austin), 2009-  
*Visiting Assistant Professor of Physics*

Steven E. Saunders, M.A. '04, Ph.D. (Carnegie Mellon, Pittsburgh), 1990-  
*Charles A. Dana Professor of Music*

Raffael M. Scheck, M.A. '06, Ph.D. (Kantonsschule Wettingen [Switzerland], Zurich [Switzerland], Brandeis), 1994-  
*Audrey Wade Hittinger Katz and Sheldon Toby Katz Professor of History*

Elizabeth N. Schiller, M.F.A. (Iowa), 1987-  
*Faculty Member without Rank: Registrar*

James Carl Scott, Ph.D. (Macalester, California at Berkeley), 2009-  
*Assistant Professor of Statistics*

Mark R. Serdjenian '73, B.A. (Colby), 1982-  
*Adjunct Associate Professor of Athletics*

Cyrus Shahan, Ph.D.\*<sup>1</sup> (Virginia Tech, North Carolina at Chapel Hill), 2008-  
*Assistant Professor of German*

Thomas W. Shattuck, M.A. '00, Ph.D. (Lake Forest, California at Berkeley), 1976-  
*Professor of Chemistry*

Daniel M. Shea, M.A. '12, Ph.D., (SUNY at Oswego, West Florida, SUNY at Albany), 2012-  
*Director of Goldfarb Center for Public Affairs and Civic Engagement; Professor of Government*

Erin S. Sheets, Ph.D. (Duke, Colorado at Boulder), 2010-  
*Assistant Professor of Psychology*

David L. Simon, M.A. '88, Ph.D. (Boston University, London [U.K.]), 1981-  
*Ellerton and Edith Jetté Professor of Art*

Nikky-Guninder K. Singh, M.A. '99, Ph.D. (Wellesley, Pennsylvania, Temple), 1986-  
*Crawford Family Professor of Religion*

Dale J. Skrien, M.A. '97, Ph.D. (Saint Olaf, Washington), 1980-  
*Professor of Computer Science*

Christopher J. Soto, Ph.D. (Harvard, California at Berkeley), January 2009-  
*Assistant Professor of Psychology*

Debra A. Spark, M.A. '03, M.F.A.\*<sup>1</sup> (Yale, Iowa), 1995-  
*Professor of English*

Elisabeth F. Stokes, M.F.A.\*<sup>1</sup> (Smith, Massachusetts at Amherst), 2001-  
*Visiting Assistant Professor of English*

Stewart M. Stokes, M.A. (Massachusetts at Amherst, Trinity), 2000-  
*Adjunct Associate Professor of Athletics*

Judy L. Stone, Ph.D. (Michigan, Yale, SUNY at Stony Brook), 1999-  
*Associate Professor of Biology*

Damien B. Strahorn '02, B.A. (Colby), 2011-  
*Adjunct Instructor in Athletics*

David J. Strohl, Ph.D. (Texas, Virginia), 2012-  
*Assistant Professor of Anthropology*

Katherine M. Stubbs, Ph.D. (Swarthmore, Duke), 1996-

*Associate Professor of English*

David B. Suchoff, M.A. '02, Ph.D. (California at Berkeley), 1993-  
*Professor of English*

Justin E. Sukiennik '03, Ph.D. (Colby, Rochester), 2012-  
*Visiting Assistant Professor of Mathematics and Statistics*

Walter A. Sullivan, Ph.D. (Concord, Virginia Tech, Wyoming), 2007-  
*Assistant Professor of Geology*

Mark B. Tappan, M.A. '05, Ed.D.\*2 (Oberlin, Ohio State, Harvard), 1991-  
*Professor of Education*

Duncan A. Tate, M.A. '06, Ph.D. (Oxford [England]), 1992-  
*Professor of Physics*

Winifred L. Tate, Ph.D. (Wesleyan, NYU), 2008-  
*Assistant Professor of Anthropology*

Larissa J. Taylor, M.A. '05, Ph.D. (Harvard, Brown), 1994-  
*Professor of History*

Scott A. Taylor, Ph.D. (Gordon, Pennsylvania State, California at Santa Barbara), 2008-2009, 2010-  
*Assistant Professor of Mathematics*

Stephanie R. Taylor, Ph.D. (Gordon, California at Santa Barbara), 2008-  
*Clare Boothe Luce Assistant Professor of Computer Science*

James S. Terhune, M.Ed. (Middlebury, Harvard), 2006-  
*Faculty Member without Rank: Vice President for Student Affairs and Dean of Students*

Douglas C. Terp '84, M.B.A. (Colby, Thomas), 1987-  
*Vice President for Administration and Treasurer, Professor of Administrative Science 2005-*

Dasan M. Thamattoor, M.A. '12, Ph.D. (Government Arts and Science College [India], Karnatak [India], Princeton), 1999-  
*Professor of Chemistry*

Sonja M. Thomas, Ph.D. (Minnesota, NYU, Rutgers), 2012-  
*Assistant Professor of Women's, Gender, and Sexuality Studies*

James C. Thurston, M.F.A. (Ohio Wesleyan, Northwestern), 1988-  
*Adjunct Associate Professor of Theater and Dance*

Andrea R. Tilden, Ph.D. (Alma, Oklahoma), 1999-  
*J. Warren Merrill Associate Professor of Biology*

Daniel J. Tortora, Ph.D. (Washington and Lee, South Carolina, Duke), 2011-  
*Assistant Professor of History*

John P. Turner, Ph.D. (Furman, Michigan at Ann Arbor), 2006-  
*Associate Professor of History*

Julie N. Veilleux, B.A. (Maine), 2011-  
*Adjunct Instructor in Athletics*

David M. Venditti, B.A. (Southern Maine), 2004-  
*Adjunct Assistant Professor of Athletics*

Guillermo J. Vuletin, Ph.D. (La Plata [Argentina], Maryland), 2007-  
*Assistant Professor of Economics*

Andreas Waldkirch, Ph.D. (Tuebingen [Germany], Boston College), 2005-  
*Associate Professor of Economics*

Doanh Wang, M.S. (SUNY at Binghamton, Wisconsin at Madison), 2007-  
*Adjunct Instructor in Athletics*

James L.A. Webb Jr., M.A. '03, Ph.D. (Johns Hopkins), 1987-  
*Professor of History*

Robert S. Weisbrot, M.A. '90, Ph.D. (Brandeis, Harvard), 1980-  
*Christian A. Johnson Distinguished Teaching Professor of History*

Ankeney Weitz, M.A. '12, Ph.D. (Cornell, Kansas), 1998-  
*Professor of Art and East Asian Studies*

George Welch, Ph.D. (Cornell, Vermont, Alaska, Dartmouth), 1992-

*Associate Professor of Mathematics and Statistics*

Bretton Jessica White, Ph.D. (Amherst, Pennsylvania State, Wisconsin at Madison), 2011-  
*Visiting Assistant Professor of Spanish*

W. Herbert Wilson Jr., M.A. '02, Ph.D. (North Carolina, Johns Hopkins), 1990-  
*Leslie Brainerd Arey Professor of Biosciences*

Steven James Wurtzler, M.F.A. (Wisconsin at Madison, Iowa, Columbia), 2010-  
*Associate Professor of Cinema Studies*

Man Xu, Ph.D. (Peking [China], Columbia), 2011-2012  
*Visiting Assistant Professor of East Asian Studies and History*

Yoshitomo Yamashita, Ph.D. (Soka, Ohio State, Arizona), 2010-  
*Visiting Assistant Professor of East Asian Studies (Japanese)*

Edward H. Yeterian, M.A. '91, Ph.D. (Trinity, Connecticut), 1978-  
*Professor of Psychology; Vice President for Academic Affairs and Dean of Faculty, 1998-2010*

Jennifer A. Yoder, M.A. '11, Ph.D. (Akron, Maryland), 1996-  
*Robert E. Diamond Professor of Government and Global Studies*

Fei Yu, Ph.D. (Dalian University of Technology [China], Princeton, Harvard), 2008-2012  
*Assistant Professor of Economics*

Marcella K. Zalot, M.S. (Smith, Massachusetts at Amherst), 1997-  
*Faculty Member without Rank: Director of Athletics*

Natalie K. Zelensky, Ph.D. (Northwestern), 2012-  
*Assistant Professor of Music*

Hong Zhang, Ph.D. (Huazhong Normal [China], Wuhan [China], Columbia), 1995-1999, 2000-  
*Associate Professor of East Asian Studies*

Connie Zhu, M.F.A.\*<sup>1</sup> (Southern Maine, Oregon), February-May 2012  
*Visiting Instructor in East Asian Studies*

\*1 Part time.

\*2 Professors Lyn Brown and Mark Tappan share a joint appointment.

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## **SABBATICALS AND LEAVES**

### **Sabbatical Leaves**

#### **Semester I**

Tracey Cote, Athletics  
Margaret Ericson, Colby Libraries  
Phyllis Mannocchi, English

#### **Semester II**

Cedric Bryant, English  
Tarja Raag, Psychology  
Dasan Thamattoor, Chemistry

#### **Full Year**

S. Tariq Ahmad, Biology  
Todd Coulter, Theater and Dance  
Michael Donihue, Economics  
Ben Fallaw, Latin American Studies  
Patrice Franko, Economics  
Robert Gastaldo, Geology  
Samara Gunter, Economics  
Jonathan Hallstrom, Music  
Walter Hatch, Government  
Adam Howard, Education  
Sandy Maisel, Government  
Jonathan McCoy, Physics and Astronomy

Mouhamedoul Niang, French and Italian  
Maple Razsa, Global Studies  
Leonard Reich, Administrative Science and STS  
Ira Sadoff, English  
Elizabeth Sagaser, English  
Laura Saltz, American Studies  
Christopher Soto, Psychology  
Debra Spark, English  
Scott Taylor, Mathematics and Statistics  
George Welch, Mathematics and Statistics

**Other Scheduled Leaves**

**Semester I**

James Webb, History

**Full Year**

Catherine Besteman, Anthropology  
Elizabeth LaCouture, History  
Winifred Tate, Anthropology

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## FELLOWS AND INTERNS

**Fellows and Interns**

Saleh Al-Hanini, 2012-2013  
*Language Assistant in Arabic*

Danielle M. Battisti, Ph.D., 2011-2012  
*Faculty Fellow in History*

Nicholas Bizier '01, Ph.D., 2012-  
*Postdoctoral Fellow in Chemistry*

Jacques A. Bromberg, Ph.D., 2010-2012  
*Mellon Postdoctoral Fellow in Classics*

Hwisang Cho, Ph.D., 2012-  
*Faculty Fellow in East Asian Studies*

Ryan W. Dohoney, Ph.D., 2011-2012  
*Faculty Fellow in Music*

Urmi F. Engineer, Ph.D., 2012-  
*Faculty Fellow in History*

Elsa L. Fan, M.S., 2012-  
*Faculty Fellow in Global Studies*

Anna Fateeva, 2012-2013  
*Language Assistant in Russian*

Tala Forootan, 2012-2013  
*Language Assistant in German*

Karin Ulla Friederic, M.A., 2011-2012  
*Faculty Fellow in Global Studies*

Risa Fujiwara, 2012-2013  
*Language Assistant in Japanese*

Francis Hollis Griffin, Ph.D., 2010-2012  
*Mellon Postdoctoral Fellow in Women's, Gender, and Sexuality Studies*

Ping He, M.A., 2009-2011  
*Faculty Fellow in Chinese*

Ryan M. Jones, M.A., 2012-

*Faculty Fellow in Latin American Studies*

Sarah Elizabeth Lashley, Ph.D., 2010-2012  
*Mellon Postdoctoral Fellow in Environmental Human Rights*

Paul S. Leary, Ph.D., 2012-  
*Faculty Fellow in Music*

Linda J. Maizels, Ph.D., 2011-2012  
*Faculty Fellow in Jewish Studies*

Amanda F. Murphy, M.A., 2011-2012  
*Faculty Fellow in Russian*

Marilyn J. Preston, M.A., 2012-  
*Faculty Fellow in Education*

Beatriz Rodríguez Gulías, 2012-2013  
*Language Assistant in Spanish*

Ariel R. Rogers, Ph.D., 2011-2012  
*Mellon Postdoctoral Fellow in Cinema Studies*

Aurore Spiers, 2012-2013  
*Language Assistant in French*

Alan Von Herrmann, Ph.D., 2011-2012  
*Faculty Fellow in Mathematics and Statistics*

Chang (Amy) Ya-Han, 2012-2013  
*Language Assistant in Chinese*

Peter B. Zazzali, M.A., 2012-  
*Faculty Fellow in Theater and Dance*

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## **ASSOCIATES AND ASSISTANTS**

### **Associates and Assistants**

Tina M. Beachy '93, M.S., 1999-  
*Teaching Associate in Biology*

Betsy Brown, Ph.D., 2008-  
*Research Scientist in Biology*

Annie Chen '12, 2012-  
*Research Associate in Education*

Susan Childers, Ph.D., 2012-  
*Research Scientist in Biology*

Timothy J. Christensen, B.S., 1985-  
*Senior Teaching Associate in Biology*

Lindsey W. Colby, M.S., 1986-  
*Senior Teaching Associate in Biology*

Russell Danner, D.V.M., 2012-  
*Research Scientist in Biology*

John D. Ervin, M.A., 1989-  
*Technical Director, Theater and Dance*

Brenda L. Fekete, B.S., 1996-  
*Senior Teaching Associate in Chemistry*

Cynthia Garvin '12, 2012-

*Research Associate in Education*

Sarah C. Gibbs, M.S., 2007-  
*Teaching Assistant in Biology*

Tracey R. Greenwood, B.A., 2007-  
*Teaching Assistant in Biology*

Scott L. Guay, M.A., 1993-  
*Senior Teaching Associate in Biology*

Christiane Guillois, Ph.D., 2010-  
*Research Associate in English*

Charles W. Jones, 1998-  
*Instrument Maintenance Technician*

Joshua Kavaler, Ph.D., 2012  
*Research Scientist in Biology*

Edmund Klinkerch, B.S., 2009-  
*Teaching Assistant in Chemistry*

Tara Jean Kraus, B.S., 2012-  
*Teaching Assistant in Chemistry*

Lisa M. Lessard, B.A., 2000-  
*Teaching Associate in Physics and Astronomy*

Darla Linville, Ph.D., 2010-2012  
*Research Associate in Education*

Wei Liu, Ph.D., 2011-2012  
*Research Associate in Science, Technology, and Society*

Lisa M. Miller, M.S., 1999-  
*Senior Teaching Associate in Chemistry*

Rafael Ramiro Moreno, M.B.A., 2011-2012  
*Research Associate in Administrative Science*

Amanda Murphy, Ph.D., 2012-  
*Research Associate in Russian*

Benjamin P. Neal, M.S., 2012-  
*Research Scientist in Environmental Studies*

Bruce F. Rueger, Ph.D., 1984-  
*Visiting Assistant Professor of Geology, 2003-;*  
*Senior Teaching Associate*

Austin Segel, M.A., 1986-  
*Animal Care Technician in Biology*

Melissa Walt, Ph.D., 2010-21012  
*Research Associate in East Asian Studies*

Fuyu Xu, Ph.D., 2010-  
*Teaching Assistant in Biology*

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## **APPLIED MUSIC ASSOCIATES**

### **Applied Music Associates**

Michael P. Albert, 2006-  
*Oboe*

Jennifer Bates, M.M., 2011-2012  
*Voice*

Graybert Beacham, 2005-2012  
*Violin*

Messan Jordan Benissan, Master Drummer, 1999-  
*African Drumming*

Richard Bishop, 1993-  
*Bass Guitar*

Timothy A. Burris, Ph.D., February 2011-  
*Lute*

Marilyn Buzy, B.A., 1999-2002; 2005-  
*Percussion*

Angela Capps, M.M., 1995-  
*Bassoon*

Carl Dimow, B.Mus., 1981-  
*Guitar*

Nicholas E. Dosman, M.M., 2012-  
*Voice*

D. Loren Fields, B.A., 2011-  
*French Horn*

Annabeth Rynders, 1996-  
*Voice*

Sebastian Jerosch, 2000-  
*Trombone*

Danielle Langord, B.A., 2009-  
*Harp*

Mark Leighton, M.A., 1981-  
*Classical Guitar*

Mark G. Macksoud, 2004-  
*Set Drumming*

Gayle E. Maroon, B.Mus., 1995-  
*Piano*

Nicole Rabata, M.M., 2007-  
*Flute*

Paul Ross, Artist's Diploma, 1986-  
*Cello*

Trond Saeverud, D.M.A., 2012-  
*Violin, Viola*

Eric B. Thomas, B.Mus., 1998-  
*Clarinet, Saxophone, Director of Band Activities*

Mark Tipton, M.M., 2009-  
*Trumpet*

Joann Westin, February 1996-  
*Piano*

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## FACULTY EMERITI

Donald B. Allen, M.A. '82, Ph.D., 1967-2007  
Professor of Geology, Emeritus

Douglas N. Archibald, M.A. '73, Ph.D., 1973-2004  
Roberts Professor of Literature, Emeritus; Vice President for Academic Affairs and Dean of Faculty, 1982-1988; Editor of *Colby Quarterly*, 1986-2004; Curator of the Healy Collection, 1993-1998

Tom C. Austin, B.S., 1986-2005  
*Adjunct Associate Professor of Physical Education and Athletics, Emeritus*

Thomas R. Berger, M.A. '95, Ph.D., 1995-2006  
*Carter Professor of Mathematics, Emeritus*

Clifford J. Berschneider, M.A. '78, M.A., 1949-1985  
*Professor of History, Emeritus*

Patrick Brancaccio, M.A. '79, Ph.D., 1963-2003  
*Zacamy Professor of English, Emeritus*

Murray F. Campbell, M.A. '92, Ph.D., 1980-2011  
*William A. Rogers Professor of Physics, Emeritus*

George L. Coleman II, M.A., 1963-2006  
*Associate Professor of Geology and Registrar, Emeritus*

William R. Cotter, M.A. '79, LL.D '00, J.D., 1979-2000  
*Professor of Government, Emeritus; President, Emeritus*

Eileen M. Curran, M.A. '73, Ph.D., 1958-1992  
*Professor of English, Emerita*

Suellen Diaconoff, M.A. '00, Ph.D., 1986-2006  
*Professor of French, Emerita*

Priscilla Doel, M.A. '93, M.A., 1965-2010  
*Professor of Portuguese and Spanish, Emerita*

Sidney W. Farr '55, M.A. '95, M.B.A., 1960-1995  
*Professor, Emeritus; Alumni Secretary; Secretary of the Corporation*

Charles A. Ferguson, Ph.D., 1967-1995  
*Associate Professor of French and Italian, Emeritus*

Guy T. Filosof, M.A. '81, Ph.D., 1969-2001  
*Professor of French, Emeritus*

David H. Firmage, M.A. '88, Ph.D., 1975-2010  
*Clara C. Piper Professor of Environmental Studies, Emeritus*

Bruce E. Fowles, Ph.D., 1967-2003  
*Associate Professor of Biology, Emeritus*

Henry A. Gemery, M.A. '77, Ph.D., 1961-2002  
*Pugh Family Professor of Economics, Emeritus*

Hugh J. Gourley III, A.B., April 1966-2003  
*Faculty Member without Rank; Carolyn Muzzy Director of the Museum of Art, Emeritus*

Adel Heinrich, A.Mus.D., 1964-1988  
*Associate Professor of Music, Emerita; Director of Chapel Music, Emerita*



Jan S. Hogendorn, M.A. '76, Ph.D., 1963-2003  
*Grossman Professor of Economics, Emeritus*

Henry Holland, M.A. '66, Ph.D., 1952-1988  
*Professor of Modern Languages [Spanish], Emeritus; Resident Director of Colby in Cuernavaca Program, Emeritus*

Susan McIlvaine Kenney, M.A. '86, Ph.D., 1968-2007  
*Dana Professor of Creative Writing, Emerita*

Hubert C. Kueter, Ph.D., 1965-1997  
*Associate Professor of German, Emeritus*

Charles R. Lakin, M.L.S., 1985-2007  
*Faculty Member without Rank: Reference Librarian, Emeritus*

Eva Linfield, Ph.D., 1993-2008  
*Associate Professor of Music, Emerita*

Thomas R.W. Longstaff, M.A. '84, Ph.D., 1969-2003  
*Crawford Family Professor of Religious Studies, Emeritus*

Paul S. Machlin, M.A. '87, Ph.D., 1974-2012  
*Arnold Bernhard Professor of Arts and Humanities, Professor of Music, Emeritus*

Colin E. MacKay, M.A. '73, Ph.D., 1956-1990  
*Professor of English, Emeritus*

Marilyn S. Mavrinac, Ph.D., 1963-1995  
*Associate Professor of Education and Human Development, Emerita*

Robert L. McArthur, M.A. '83, Ph.D., 1972-2007  
*Christian A. Johnson Professor of Integrative Liberal Learning, Emeritus; Dean of Admissions and Financial Aid, 1982-1985; Vice President for Academic Affairs and Dean of Faculty, 1988-1998*

Sheila M. McCarthy, Ph.D., 1987-2009  
*Associate Professor of Russian, Emerita*

Richard J. McGee, M.A. '86, M.S., 1967-1998  
*Professor of Physical Education, Emeritus; Director of Athletics*

James R. McIntyre, Ph.D., 1976-2006  
*Associate Professor of German, Emeritus, Director of Career Services, 1982-1991*

C. Abbott Meader, M.A. '96, M.F.A., 1983-1998  
*Professor of Art, Emeritus*

James W. Meehan, M.A. '82, Ph.D., 1973-2012  
*Herbert E. Wadsworth Professor of Economics, Emeritus*

Jane M. Moss, M.A. '90, Ph.D., 1979-2009  
*Robert E. Diamond Professor of Women's Studies, Professor of French, Emerita*

Richard J. Moss, M.A. '90, Ph.D., 1978-2005  
*John J. and Cornelia V. Gibson Professor of History, Emeritus*

Suanne Wilson Muehlner, M.L.S., 1981-2003  
*Faculty Member without Rank: Director of the Colby Libraries, Emerita*

Bradford P. Mundy, M.A. '92, Ph.D., 1992-2003  
*Miselis Professor of Chemistry, Emeritus*

Elisa M. Narin van Court, Ph.D., 1996-2011  
*Associate Professor of English, Emerita*

Carl E. Nelson, M.Ed., 1967-1993  
*Adjunct Professor of Physical Education, Emeritus; Director of Health Services*

Stanley A. Nicholson, M.A. '81, Ph.D., 1981-1990

*Professor of Economics, Emeritus; Vice President for Administration, Emeritus*

Patricia A. Onion, M.A. '00, Ph.D., 1974-2008  
*Professor of English, Emerita*

Frances M. Parker, M.L.S., 1974-2002  
*Faculty Member without Rank: Assistant Director for Public Services, Library, Emerita*

Harold R. Pestana, M.A. '85, Ph.D., 1959-1997  
*Professor of Geology, Emeritus*

Peter J. Ré, M.A. '65, M.A., 1951-1984  
*Professor of Music, Emeritus*

Clifford E. Reid, M.A. '89, Ph.D., 1987-2009  
*Charles A. Dana Professor of Economics, Emeritus*

Ursula Reidel-Schrewe, Ph.D., 1989-2008  
*Associate Professor of German, Emerita*

Dorothy Swan Reuman, M.A., 1966-1992  
*Associate Professor of Music, Emerita*

Nicholas L. Rohrman, M.A. '77, Ph.D., 1977-2005  
*Professor of Psychology, Emeritus*

Yvonne R. Rowe '55, M.A. '79, M.B.A., 1958-1994  
*Professor of Administrative Science, Emerita*

Jean Donovan Sanborn, M.A. '97, Ph.D., 1984-2005  
*Professor of English, Emerita*

Richard C. Sewell, M.A., 1974-2003, 2004-2005  
*Adjunct Associate Professor of Theater and Dance, Emeritus; Director of Powder and Wig, Emeritus;*

Sonia Chalif Simon, Ph.D., 1982-1996  
*Associate Professor of Art, Emerita*

Earl H. Smith, M.A. '95, B.A., 1962-2002  
*Professor; Dean of the College, Emeritus; College Historian*

Wayne L. Smith, M.A. '83, Ph.D., 1967-2001  
*Professor of Chemistry, Emeritus*

John R. Sweney, M.A. '82, Ph.D., 1967-2004  
*NEH/Class of 1940 Distinguished Teaching Professor of Humanities, English, Emeritus*

Linda Tatelbaum, M.A. '04, Ph.D., 1982-2007  
*Professor of English, Emerita*

Thomas H. Tietenberg, M.A. '84, Ph.D., 1977-2008  
*Mitchell Family Professor of Economics, Emeritus*

Dace Weiss, M.A., 1981-2001  
*Assistant Professor of French, Emerita*

Jonathan M. Weiss, M.A. '86, Ph.D., 1972-2008  
*NEH/Class of 1940 Distinguished Professor of Humanities, French, Emeritus*

Christine M. Wentzel, M.A. '94, M.A., 1973-2011  
*Adjunct Professor of Theater and Dance, Emerita*

James B. Wescott, M.A. '01, M.S., 1978-2003  
*Adjunct Professor of Physical Education and Athletics, Emeritus*

Joylynn W.D. Wing, M.A. '04, Ph.D., 1988-2008  
*Professor of Theater and Dance, Emerita*

Diane S. Winn, M.A. '89, Ph.D., 1974-2007  
*Professor of Psychology, Emerita*

G. Dorin Zohner, Ph.D., 1963-1966; 1969-1996  
*Associate Professor of Psychology, Emeritus*

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## NAMED FACULTY CHAIRS

### Named Chairs, Their Donors, and Current Chairholders 2012-2013

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

The Leslie Brainerd Arey Chair in Biosciences (1993) by Mary E. Arey in memory of her husband, Colby Class of 1912. W. Herbert Wilson Jr., biology.

The Francis F. Bartlett and Ruth K. Bartlett Professorship (2003) through a bequest from Francis F. Bartlett Jr. '56. Catherine L. Besteman, anthropology.

The Arnold Bernhard Professorship in Arts and Humanities (1997) by A. Van Hoven Bernhard '57 in memory of his father. Hanna M. Roisman, classics.

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

The William R. Cotter Distinguished Teaching Professorship (2000) by members of the Colby community. Kenneth A. Rodman, government.

The Crawford Family Chair in Religion (1994) by James B. Crawford '64, chair of the Colby Board of Trustees, and Linda Johnson Crawford '64 in memory of Colby Professor Gustave H. Todrank. Nikky-Guninder Kaur Singh, religious studies.

The Charles A. Dana Professorship Fund (1966) by the Charles A. Dana Foundation of New York City. Jill P. Gordon, philosophy; Luis Millones, Spanish; Thomas J. Morrione, sociology; Adrianna Paliyenko, French; and Steven Saunders, music.

The Robert E. Diamond Professorship (1993) by Robert E. Diamond Jr. '73, Colby trustee, in memory of his father. Jennifer A. Yoder, government and global studies.

The Dr. Gerald and Myra Dorros Chair in Life Sciences (1996) by Gerald and Myra Dorros P '93, '96, '98, '01. Julie T. Millard, chemistry.

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

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

The James M. Gillespie Chair in 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. Patrice M. Franko, economics.

The Ellerton and Edith Jetté Professorship in Art (1993) through a bequest from Edith M. Jetté, M.A. '62. Mrs. Jetté and her husband, Ellerton M. Jetté, LL.D. '55, were longtime 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. Margaret T. McFadden, American studies.

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. Raffael M. Scheck, history.

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 Gael Bryant, English.

The Clare Boothe Luce Professorships (1988) through a bequest from Clare Boothe Luce. Cathy D. Collins, biology, and Stephanie R. Taylor, computer science.

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

The J. Warren Merrill Professorship in Chemistry and Natural History (1865) by J. Warren Merrill, Colby trustee. Andrea R. Tilden, biology.

The Dr. Frank and Theodora Miselis Chair in Chemistry (1991) by Frank J. '43 and Theodora Miselis. D. Whitney King, chemistry.

The Mitchell Family Professorship in Economics (1993) by Edson V. Mitchell '75, Colby trustee. Debra A. Barbezat, economics.

The Carolyn Muzzy Museum of Art Chair (1992) by Colby friend Carolyn Muzzy, who had been involved with the museum since its inception. Sharon L. Corwin, museum.

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

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

The Oak Chair in East Asian Language and Literature (2000) by the Oak Foundation, the family foundation of the parents of a Colby alumnus. Tamae K. 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. Vacant.

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, Class of 1914. Tilar J. Mazzeo, English.

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

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

The Arthur Jeremiah Roberts Professorship of 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. Ira Sadoff, English.

The William A. Rogers Professorship in Physics (2000) by an anonymous donor. Charles Conover, physics.

The Sunrise Chair (2000) by anonymous parents of Colby alumni. Robert T. Bluhm Jr., physics.

The Julian D. Taylor Associate Professorship in 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 in Economics (1940) by Herbert E. Wadsworth, Class of 1892, Colby trustee. Vacant.

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 Sargent Wiswell '48 and George C. Wiswell Jr. '50 Joseph R. Reiser, government.

The Zacamy Chair in English (1993) by John R. Zacamy Jr. '71, Colby trustee. Peter B. Harris, English.

The Ziskind Professorship of East Asian Studies (1963) by the Jacob Ziskind Trust. Kimberly A. Besio, East Asian studies.

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## ADMINISTRATION

*President*, William D. Adams, M.A. '00, Ph.D., 2000-

*Administrative Assistant to the President*, Jacqueline J. Tiner, 1992-  
*Special Assistant to the President for External Affairs*, Janice A. Kassman, M.A., 1974-  
*College Historian*, Earl H. Smith, M.A. '95, B.A., 1962-

*Carolyn Muzzy Director and Chief Curator of the Museum of Art*, Sharon L. Corwin, Ph.D., 2003-  
*Ann Lunder Leland Fellow*, Elizabeth Spear, M.A., 2011-  
*Lunder Curator of American Art*, Elizabeth J. Finch, Ph.D., 2008-  
*Mirken Coordinator of Education and Public Programs*, Matthew R. Timme, M.A., 2011-  
*Mirken Curator of Education*, Lauren K. Lessing, Ph.D., 2007-  
*Associate Director for Administration and Collections Management*, Patricia King, B.A., 2001-  
*Assistant Director for Operations*, Gregory J. Williams, 1990-  
*Assistant Curator of the Museum of Art*, Hannah W. Blunt, B.A., 2010-

*Vice President for Academic Affairs and Dean of Faculty*, Lori G. Kletzer, Ph.D., 2010-

*Associate Vice President for Academic Affairs and Associate Dean of Faculty*, Paul G. Greenwood, Ph.D., 1987 -  
*Assistant Dean of Faculty for Academic Development*, James M. Sloat, Ph.D., 2012-  
*Director of Off-Campus Study*, Nancy Downey, Ph.D., 2007-  
*Associate Director of Off-Campus Study*, Juliette Monet, M.A., 2007-  
*Director of Colby in Dijon*, Jonathan M. Weiss, M.A. '86, Ph.D., 1972-  
*Registrar*, Elizabeth N. Schiller, M.F.A., 1987-  
*Associate Registrar*, Valerie M. Sirois, M.S., 2008-  
*Director of Institutional Research*, William P. Wilson, Ph.D., 2007-  
*Director of the Colby Writing Program*, Stacey E. Sheriff, Ph.D., 2012-  
*Assistant Director of the Farnham Writers' Center*, Alexander J. Champoux, B.A., 2012-

*Director of the Colby Libraries*, Clement P. Guthro, Ed.D., 2003-  
*Assistant Director for Technical Services*, Toni D. Katz, M.S., 1983-  
*Head of Acquisitions*, Claire Prontnicki, B.A., 1991-  
*Assistant Director of Library Services*, Robert D. Heath, B.A., 1991-  
*Assistant Director for Public Services*, Margaret P. Menchen, M.L.S., 1989-  
*Circulation and Reserve Supervisor*, Eileen F. Richards, 1988-  
*Art and Music Librarian*, Margaret D. Ericson, M.L.S., 1998-  
*Head of Instructional Services*, Marilyn R. Pukkila, M.S.L.S., 1984-  
*Reference Librarian*, Michael C. McGuire '89, M.L.S., 2000-  
*Library Technology Specialist*, Lawrence W. Brown, M.A., 1994-  
*Reference Librarian*, Sara L. Prah, M.A., 2004-  
*Science Librarian*, Susan W. Cole, M.S., 1978-  
*Electronic Resources Librarian*, Karen J. Gillum '76, M.A., 1994-  
*Visual Resources Librarian*, Martin F. Kelly, M.L.S., 2006-  
*Special Collections Librarian*, Patricia A. Burdick, A.L.M., 1998-  
*Visual Resources Curator*, Margaret E. Libby '81, 1986-

*Director of Athletics*, Marcella K. Zalot, M.S., 1997-  
*Assistant Director of Athletics and Sports Information Director*, William C. Sodoma, B.S., 2002-  
*Associate Director of Athletics*, Tracey A. Cote., M.S. 1997-,  
*Associate Director of Athletics*, Thomas K. Burton. B.A. 1999-

*Director of the Oak Human Rights Institute*, Kenneth A. Rodman, Ph.D., 2012-

*Director of the Goldfarb Center for Public Affairs and Civic Engagement*, Daniel M. Shea, Ph.D., 2012-  
*Associate Director of the Goldfarb Center for Community Outreach and Programming*, Alice D. Elliott, B.S., 2004-  
*Assistant Director of the Goldfarb Center*, Barbara T. Spangle, M.A., 2010 -  
*Coordinator, Colby Cares About Kids Program*, Lori Morin, M.S., 2009-

*Vice President for Administration and Treasurer*, Douglas C. Terp '84, M.B.A., 1987-

*Director of Human Resources*, Mark Crosby, M.Ed., 2007-  
*Associate Director of Human Resources*, Richard C. Nale, J.D., 1994-  
*Associate Director of Human Resources*, Bonnie L. Smith, B.S., 1986-

*Human Resources Analyst*, Jane Robertson, B.A., 1990-  
*Director of Safety*, Bruce A. McDougal, B.B.A., 1993-  
  
*Assistant Vice President for Finance*, Scott H. Jones, M.B.A., 2005-  
*Assistant Director of Financial Planning*, Nora I. Dore, M.B.A., 2001-  
*Director of the Bookstore*, Barbara C. Shutt, A.B., 1994-  
*Director of Special Programs*, Jacques R. Moore, M.A., 1999-  
*Scheduling and Facilities Manager*, Karen R. Farrar Ledger, B.S., 1981-  
  
*Associate Vice President and Chief Investment Officer*, Hugh J. O'Donnell, A.B., 2012-  
*Associate Vice President for Investments*, Douglas E. Reinhardt '71, M.B.A., 1972-  
*Assistant Director of Investments*, Pamela Leo, 1981-  
*Controller*, Ruben L. Rivera, B.S., 1994-  
  
*Director of Administrative Financial Services*, Scott D. Smith '88, M.B.A., 1993-  
*Assistant Director of Administrative Financial Services*, Kelly J. Pinney-Michaud, B.A., 1999-  
  
*Director of Student Financial Services*, Cynthia W. Wells '83, 1983-  
*Associate Director of Student Financial Services*, Lisa M. Fairbanks, A.S., 1990-  
*Assistant Director of Student Financial Services*, Jill A. Pierce, B.S. 2011-  
*Student Financial Services Assistant*, Theresa Hunnewell, A.S., 1976-  
*Student Financial Services Assistant*, Angel L. Spencer, 2000-  
*ColbyCard Manager*, William U. Pottle, 1980-  
  
*Director of Security*, Peter S. Chenevert, 1980-1988, 1997-  
*Assistant Director of Security/Systems Manager*, Jeffrey A. Coombs, A.S., 2000-  
  
*Director of Information Technology Services*, Raymond B. Phillips, Ph.D., 1984-  
*Director of Academic Information Technology Services*, L. Jason Parkhill, B.A., 2007-  
*Quantitative and GIS Analysis Specialist*, Manuel Gimond, Ph.D., 2007-  
*Scientific Computing Administrator*, Randall H. Downer, B.A., 2007-  
*Technology Education Specialist*, Adam C. Nielsen, B.S., 2005-  
*Instructional Technologist*, Ellen L. Freeman, M.Ed., 2008-  
*Instructional Media Specialist*, Qiuli Wang, M.A., 2009-  
*Director of Administrative Information Technology Services*, Catherine L. Langlais, B.A., 1996-  
*Senior Systems Analyst*, Paul R. Meyer, M.S., 1999-  
*Information Systems Analyst*, Ian Hagelin, B.S. 2010-  
*Information Systems Analyst*, Elizabeth M. Rhinelanders '93, 2006-  
*Web Technology Specialist*, Keith A. McGlaufflin, B.S., 1989-  
*Windows/Web Server Administrator*, Scott K. Twitchell, A.S., 2006-  
*Senior Server Administrator*, Sean P. Boyd, B.A, 2008-  
*Senior Server Administrator*, Jeff A. Earickson, Ph.D., 1995-  
*Director of Personal Computer Support Services*, Rurik Spence, 1988-  
*User Services Consultant and Supervisor of Student Computer Services*, Paula A. Lemar, 1983-  
*Windows/Macintosh Technical Consultant*, Marc A. Cote, B.S., 2006-  
*Director of Network Services*, David W. Cooley, M.Div., 1978-  
*Network Administrator*, Brian Zemrak, 1998-  
*Director of Information Security*, Daniel S. Siff, M.S., 2002-  
*Director of Media Resources*, Kenneth T. Gagnon, B.A., 1981-  
*Sound and Video Services Coordinator*, David C. Pinkham Jr., B.S., 2003-  
  
*Director of Dining Services*, Firouz Khaksar, B.S., 2010-  
*Associate Director of Dining Services*, Joseph Klaus, A.A.S., 1998-  
*Executive Chef, Roberts Dining Hall*, Wendy A. Benney, 2000-  
*Assistant Manager, Roberts Dining Hall*, Keith R. Cole, 2006-  
*Manager, Dana Dining Hall*, Alisa J. Roman, 2010-  
*Assistant Manager, Dana Dining Hall*, Andrew Goodspeed, 2001-  
*Production Manager, Dana Dining Hall*, Michael Ingalls, 2006-  
*Manager, Foss Dining Hall*, Terrance Landry, 1997-  
*Retail Manager, Spa*, David A. Hartley, B.S., 2007-  
*Catering Manager*, Heather Vigue, B.A., 1997-  
*Assistant Catering Manager*, Tony Barrows, B.A., 2007-  
  
*Director of Equal Employment Opportunity*, Maria C. Clukey, M.S., 1999-  
  
*Director of Physical Plant*, Patricia C. Whitney, B.S., 2000-  
*Associate Director*, Gordon E. Cheesman, B.S., 1987-  
*Assistant Director for Operations and Maintenance*, Paul E. Libby, M.B.A., 1994-  
*Supervisor, Building Trades*, Perry Richardson, 2010-  
*Supervisor, Mechanical and Electrical Services*, Anthony J. Tuell, B.S., 2006-  
*Assistant Director of Capital Planning and Construction*, Kelly E. Doran, M.A., 2008-  
*Environmental Program Manager*, Dale M. DeBlois, B.S., 1998-

*Assistant Director of Grounds and Custodial Services*, Donald J. Zavadil, B.A., 2007-  
*Custodial Supervisor*, David Grazulis, A.S., 2007-  
*Custodial Supervisor*, Keith Rankin, 2010-  
*Grounds Supervisor*, Charles McCann, B.S., 2011-  
*Project Manager*, Roger L. Scott, B.S., 2012-

*Vice President for Development and Alumni Relations*, vacant

*Director of Capital Gifts and Gift Planning*, Nancy M. Fox, M.B.A., 1996-2004, 2005-  
*Development Officer*, Nathaniel Chamberlin '03, 2010-  
*Development Officer*, Kim K. Krueger, B.A., 1991-96, 2007-  
*Development Officer*, Sandra S. Anthoine, B.A., 2011-  
*Development Officer*, Michael C. Booras, M.A., 2011-  
*Senior Philanthropic Advisor*, Susan F. Cook '75, M.B.A., 1981-

*Director of the Colby Fund*, Carolyn G. Kimberlin, B.A., 2003-  
*Senior Associate Director of the Colby Fund*, Lisa L. Burton, B.A., 2006-  
*Assistant Director of the Colby Fund*, Emiko L. Boezeman '11, 2011 -  
*Associate Director of the Colby Fund*, Elizabeth S. Danner, B.A., 2006-  
*Assistant Director of the Colby Fund*, Joshua I. Foladare, M.A., 2012-  
*Associate Director of the Colby Fund* Matthew R. Mullen, B.S., 2011-  
*Assistant Director of Parent Giving and Programs*, Kathy R. Strand, M.S., 2012-  
*Associate Director of Gift Planning*, Elizabeth A. Armstrong, J.D., 2012-

*Director of Corporate, Foundation, and Government Relations*, Marcella J. Bernard, B.A., 2006-  
*Assistant Director of Corporate, Foundation, and Government Relations*, Seven S. Grenier '94, M.A., 1985-

*Director of Development Operations and Analysis*, Monica M. Keith, M.B.A., 2012-  
*Senior Programmer/Analyst*, R. Neal Patterson, B.A., 1995-  
*Senior Web Developer*, Seth J. Mercier, B.S., 2005-  
*Director of Development Research*, Julie Macksoud, B.A., 1993-  
*Assistant Director of Development Research*, Deborah J. Ouellette, B.S., 1988-  
*Associate Director of Data Services*, Ann O. Hurlburt, B.S., 1980-

*Director of Alumni Relations*, Margaret Bernier Boyd '81, 1997-  
*Assistant Director of Alumni Relations*, Laura D. Meader, B.A., 2001-  
*Assistant Director of Alumni Relations*, Karin R. Weston, B.A., 1993-  
*Assistant Director of Alumni Relations*, Meghan S. Hayward, B.A., 2012-  
*Director of Donor Relations and Philanthropic Events*, Lisa B. Tessler, Ed.M. 2004-  
*Associate Director of Donor Relations for Stewardship*, Christine Bicknell Marden, B.A., 2010-

*Vice President and Secretary of the Corporation*, Sally A. Baker, A.B., 1989-98, 2002-

*Vice President for Communications*, Michael D. Kiser, M.A., 2011-

*College Editor*, Stephen B. Collins '74, 1993-  
*Managing Editor/Associate Director of Communications*, Gerard E. Boyle '78, 1999-  
*Associate Director of Communications for News and Information*, Ruth N. Jacobs, M.S., 2004-  
*Director of Integrated Marketing and Design*, Brian D. Speer, B.F.A., 1993-  
*Senior Graphic Designer*, Robert P. Hernandez, M.A., 2007-  
*Web/New Media Communications Manager*, Robert C. Clockedile, B.A., 2004-  
*Web Manager/Senior Web Developer*, Ben R. Greeley, B.A., 2007-  
*Communications Web/Multimedia Designer*, Arnold H. Norris, B.F.A., 2012-  
*Associate Director of Communications*, Kristina M. Williams, B.S., 2012-  
*Associate Director of Communications*, Jacob E. McCarthy, M.A., 2012-

*Vice President and Dean of Admissions and Financial Aid*, Teresa E. Cowdrey, M.P.P.M., 2011-

*Director of Admissions*, Thomas Stephens Thomas IV, M.A.L.S., 1998-  
*Administrative Assistant to the Director of Admissions*, Penny Ann Spear, A.S., 1973-  
*Associate Dean of Admissions and Financial Aid*, Sammie Robinson, M.A., 2004-  
*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*, Hung N. Bui '94, M.S.I.A. 1994-97, 2010-  
*Associate Dean of Admissions and Financial Aid*, Sandra I. Sohne-Johnston, M.A., 2001-04, 2006-  
*Associate Director of Admissions and Coordinator of Multicultural Enrollment*, Denise R. Walden, M.A., 2003-  
*Associate Director of Admissions and Financial Aid*, Jamie W. Brewster '00, 2000-  
*Associate Director of Admissions and Financial Aid*, Karen C. Ford, M.Ed., 1998-  
*Assistant Director of Admissions and Financial Aid*, William Keton Jack, B.A., 2008-

*Assistant Director of Admissions and Financial Aid, Randi L. Arsenault, B.A., 2010-  
Assistant Director of Admissions and Financial Aid, Margo Diamond, M.A., 2011-  
Assistant Director of Admissions and Financial Aid, Katheryn C. McAuliff, B.A., 2012-*

*Vice President for Student Affairs and Dean of Students, James S. Terhune, M.Ed., 2006-*

*Assistant Vice President and Senior Associate Dean of Students, Barbara E. Moore, M.A., 2007-  
Senior Associate Dean of Students, Paul E. Johnston, B.A., 1982-  
Associate Dean of Students, Susan M. McDougal, B.A., 1996-  
Associate Dean of Students/Director of the Pugh Center, Tashia L. Bradley, Ph.D, 2011-  
Assistant Dean of Students/Coordinator of Multicultural Student Programs and Support, Joseph E. Atkins, Ph.D., 2002-  
Associate Dean of Students and Director of Campus Life, Jed W. Wartman, M.Ed., 2010-  
Associate Director of Campus Life for Residential Education and Living, Kimberly A. Kenniston, M.A. 2008-  
Associate Director of Campus Life and Director of Outdoor Education, Jordan M. Birmingham, M.S., 2012-  
Assistant Director of Campus Life for Residential Education, Katrina T. Danby, B.A., 2008-  
Assistant Director of Campus Life for Campus Programs and Leadership Development, Paul J. Spangle. M.S., 2010-  
Dean of Religious and Spiritual Life, Kurt D. Nelson, M.Div., 2012-  
Director of the Career Center, Roger W. Woolsey, M.A., 2008-  
Associate Director of the Career Center, Cate T. Ashton '80, M.A., 1987-  
Assistant Director of the Career Center, Leslie Kingsley, M.Ed., 2010-  
Associate Director of Employer Relations, Erica L. Humphrey, M.B.A., M.Ed., 2007-  
Assistant Director of the Career Center/Internship Coordinator, Shauna A. Hirshfield, M.S., 2011-  
Medical Director, Paul D. Berkner, D.O., 2004-  
Physician's Assistant, Holly G. Weidner, M.S. 2011-  
Nurse Practitioner, Lydia Bolduc-Marden, M.S.W., N.P., 1992-  
Nurse Practitioner, Jennifer G. Riddle, M.S., 2011-  
Coordinator of Alcohol and Drug Programs, Rachel C. Henderson, M.A., 2004-  
Head Athletic Trainer, Timothy S. Weston, B.S., 1992-  
Staff Athletic Trainer, Amanda M. Meyer, M.S., 2011-  
Staff Athletic Trainer, Christopher O'Toole, B.A., 2009-  
Staff Athletic Trainer, Natalie B. Pierce, B.S., 2008-  
Director of Counseling Services, Patricia Newmen, M.A., 1987-  
Psychological Counselor, Ozgur Dicle Turkoglu, Ph.D., 2012-  
Psychological Counselor, Jing Ye, M.A., 2000-*

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## ENROLLMENT BY STATES AND COUNTRIES

Forty-five U.S. states plus the District of Columbia and 74 countries outside of the United States were represented in the 2011-2012 student body.

**2011-2012 Enrollment: Men 854, Women 961, Total 1,815**

U.S. States	Countries
Alabama	Afghanistan
Alaska	Albania
Arizona	Argentina
Arkansas	Austria
California	Bangladesh
Colorado	Barbados
Connecticut	Belgium
District of Columbia	Belize
Delaware	Bermuda
Florida	Bhutan
Georgia	Bosnia and Herzegovina
Hawaii	Botswana
Idaho	Brazil
	Pakistan
	Peru
	Philippines
	Poland
	Romania
	Russia
	Rwanda
	Senegal
	Serbia
	Sierra Leone
	Singapore
	Slovakia
	Spain



Illinois	Bulgaria	Sri Lanka
Indiana	Cambodia	Swaziland
Kansas	Cameroon	Sweden
Kentucky	Canada	Switzerland
Louisiana	Chile	Thailand
Maine	China	Trinidad and Tobago
Maryland	Colombia	Turkey
Massachusetts	Czech Republic	Uganda
Michigan	Denmark	Venezuela
Minnesota	Dominican Republic	Vietnam
Missouri	Estonia	Zimbabwe
Montana	Ethiopia	
Nebraska	Finland	
Nevada	France	
New Hampshire	Germany	
New Jersey	Ghana	
New Mexico	Georgia	
New York	Great Britain	
North Carolina	Greece	
Ohio	Guatemala	
Oregon	Hong Kong	
Pennsylvania	India	
Rhode Island	Ireland	
South Carolina	Iran	
Tennessee	Italy	
Texas	Japan	
Utah	Kazakhstan	
Vermont	Kenya	
Virginia	Korea, Republic of	
Washington	Lebanon	
West Virginia	Mexico	
Wisconsin	Micronesia	
Wyoming	Mongolia	
	Nepal	
	Netherlands	
	Nicaragua	
	Nigeria	

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## ACCREDITATIONS AND MEMBERSHIPS

Accredited by:

- New England Association of Schools & Colleges
- Maine Department of Education
- American Chemical Society
- Accreditation Council for Continuing Medical Education

Member of:

- The College Board
- College Scholarship Service
- American Council on Education
- International Institute of Education
- National Association of Independent Colleges and Universities
- New England Board of Higher Education
- Maine Independent Colleges Association
- Council on Undergraduate Research
- New England Small College Athletic Conference
- 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
- American Studies Association
- National Council for Science and the Environment
- New England Consortium on Assessment and Student Learning
- American Association of University Women
- American Association of University Professors
- Council of International Schools
- Association of Collegiate Conference and Event Directors International
- National Association of College and University Business Officers
- College and University Professional Association–Human Resources

Chapter of Phi Beta Kappa (founded in 1895)

Museum of Art accredited by the American Association of Museums

Health Center accredited by Accreditation Association for Ambulatory Health Care

## COLBY 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-present	William D. Adams

## DEGREES AND HONORS AWARDED AT COMMENCEMENT

### Degrees Awarded, May 20, 2012

#### *Honorary Degrees*

Ralph J. Cicerone, *Doctor of Science*

Tonya Gonnella Frichner, *Doctor of Laws*

Robert D. Putnam, *Doctor of Laws*

David E. Shaw, *Doctor of Laws*

Randy Weston, *Doctor of Music*

#### *As of the Class of 2008*

Morad Aziz Bey *Roswell, Ga.*

*As of the Class of 2011*

Peter Andrew Johnson *Seattle, Wash.*  
Marissa Erin Kaplan *Cooperstown, N.Y.*  
Steven Andrew Olzerowicz *Wolfeboro, N.H.*

*The Class of 2012*

Karen M. Abbas *Woodside, N.Y.*  
Stanley Kenyon Abrams *Lexington, Mass.*  
Joseph Dominick Albano *Marstons Mills, Mass.*  
Monica Lee Albu *Bronx, N.Y.*  
Samuel Benjamin Andler *Swampscott, Mass.*  
Jordan Matthew Ansell *Mountain Lakes, N.J.*  
Matthew Spencer Appleby *Scituate, Mass.*  
Robb Thomas Arndt *North Yarmouth, Maine*  
Nikolas Silas Atsalis *West Hyannisport, Mass.*  
Julia Casey Atwater *Baltimore, Md.*

Sanjay Bahl *Hillsborough, Calif.*  
Emily Griffith Bahr-de Stefano *New York, N.Y.*  
Erik William Baish *Lewisburg, Pa.*  
Allison Grace Baker *Ridgefield, Conn.*  
Shreya Balakrishna *Farmington, Conn.*  
Robert George Barnum *Nobleboro, Maine*  
Christopher Atkins Barrand *Beverly, Mass.*  
Eric Crane Barthold *Lyme, N.H.*  
Samantha Ellsworth Bassman *San Diego, Calif.*  
Jennifer Elizabeth Beatty *Bristol, R.I.*  
Eric Martin Beaulieu *Concord, Mass.*  
Emma Nye Beck *Mendham, N.J.*  
Emily Moses Bees *Glastonbury, Conn.*  
Victoria Kim Belin *Cambridge, Mass.*  
Geoffrey Chandler Bell *Yarmouth, Maine*  
Madelaine Sarah Bergier *Brooklyn, N.Y.*  
Brynn Hirsch Bernheimer *West Newton, Mass.*  
Christian Erik Bertelsen *Boothbay Harbor, Maine*  
Ian Anthony Bettencourt *Topsfield, Mass.*  
Natalie Bain Biedermann *Shelburne, Vt.*  
Andrea Michelle Birnbaum *Sharon, Mass.*  
Heidi Christina Blair *San Francisco, Calif.*  
Jessica Eleanor Blais *Rye, N.H.*  
Kristina Blazanovic *Samac, Bosnia and Herzegovina*  
William Stone Bloomhardt *Shelburne, Vt.*  
Christopher Cushman Boghossian *Jamestown, R.I.*  
Ian Robert Shaw Borthwick *Arlington, Va.*  
Adrienne Fisk Bowles *San Marino, Calif.*  
Jessica Christine Boyle *Bangor, Maine*  
David Matthew Brazel *Brooklyn, N.Y.*  
Francesca Louise Breene *Weston, Mass.*  
Leah Grace Brewer *Simsbury, Conn.*  
Benjamin Keefe Bricker *Gouldsboro, Maine*  
Michael Montgomery Brophy *Mill Valley, Calif.*  
Allison Lindsey Brown *Stillwater, Maine*  
Kyle Adam Brown *Charlotte, Vt.*  
Dominique Caroline Brunelle *Upper Saddle River, N.J.*  
Timothy Donald Buckingham *Marlborough, Mass.*  
Christopher J. Buonomo *Edison, N.J.*  
Caitlin Anne Burchill *Walpole, Mass.*  
Laura Megan Burns *Lake Forest, Ill.*  
Patrick Eugene Bursee *West Nyack, N.Y.*  
Anne McKay Burton *Shoreline, Wash.*

Jordan Evan Cadorette *Biddeford, Maine*  
Gabriel Ian Callaghan *Missoula, Mont.*  
Robert Thomas Golden Canning *Marshfield, Mass.*  
Madeline Rachel Caplan *Harrisburg, Pa.*  
Catherine Winter Carlson *Palo Alto, Calif.*  
George Chester Carpenter V *Laguna Niguel, Calif.*  
Nicholas Walsh Carrellas *Middletown, R.I.*

Tyler Cochise Cash *Middleton, Mass.*  
 Mark Daniel Chaffin *South Easton, Mass.*  
 Abhimanyu Chandel *Columbus, N.J.*  
 Alexander Joseph Chase *Hull, Mass.*  
 Matthew David Cheever *Carlisle, Mass.*  
 Annie Chen *Brooklyn, N.Y.*  
 Kayla Chen *Chicago, Ill.*  
 Xinyi Chen *Shanghai, China*  
 Zhixiang Victor Chen *New York, N.Y.*  
 Rebecca Lynn Chenard *Saco, Maine*  
 Abigael Jeruto Cheruiyot *Eldoret, Kenya*  
 Jackson Rhinehardt Clark *Vassalboro, Maine*  
 Karen Michelle Clark *Sunnyvale, Calif.*  
 Mark Timothy Collins *Sudbury, Mass.*  
 Megan Rose Compaine *Cambridge, Mass.*  
 Nathaniel Malcolm Cooper *Watertown, Mass.*  
 Cordelia Woodruff Cowan *Concord, Mass.*  
 Jennifer Nohalani Cox *Bedford, N.H.*  
 Christopher Franklin Crabbe *Niantic, Conn.*  
 David Iverson Cramer *New Canaan, Conn.*  
 Emma Hopkins Creeden *Wrentham, Mass.*  
 Megan Elizabeth Crocker *Charleston, Maine*  
 Patrick Xavier Zeus Cronin *Huntington, N.Y.*  
 Todd Johnson Curcuru *Pepperell, Mass.*  
 Jamie Kathleen Curley *Topsham, Maine*  
 Laura Leigh Curran *Crystal Lake, Ill.*  
 Adela Custo *Mostar, Bosnia and Herzegovina*

Tenzin Dadon *Lhasa, Tibet*  
 Angelica Leigh D'Aiello *Saratoga Springs, N.Y.*  
 Lindsay Elaine Dale *Boise, Idaho*  
 Christopher Riley Darrah *Mashpee, Mass.*  
 Elizabeth Andrews Davis *Lyman, Maine*  
 Kathleen Ann Davis *Sudbury, Mass.*  
 Hannah Cambria DeAngelis *Readfield, Maine*  
 Samuel Charles Deeran *Falmouth, Maine*  
 Cosme Paix Del Rosario-Bell *New York, N.Y.*  
 Julie Redmon Denison *Northbrook, Ill.*  
 Elise Marion DeSimone *Orford, N.H.*  
 Julia Grace Fairclough Deutsch *London, England*  
 Lia Catherine Allou d'Hemecourt *Concord, N.H.*  
 Charles Thomas Diamond *London, England*  
 Michael James Doherty *Lynnfield, Mass.*  
 Patrick Xavier Dolan *Barrington, R.I.*  
 Elizabeth Claire Donegan *Great Falls, Va.*  
 Catherine Jo Donovan *Brookside, N.J.*  
 Kyle Patrick Donovan *Portland, Maine*  
 Mary Elizabeth Dougherty *Philadelphia, Pa.*  
 Letson Bay Douglass *Deer Isle, Maine*  
 Sylvia Marie Doyle *Canton, Conn.*  
 Austin Alexander Duncanson *Hillsborough, Calif.*  
 Danielle Liana Dunnder *Highland Beach, Fla.*

Laura-Margaret Price Eaton *Yarmouth, Maine*  
 Allison Ehrenreich *Poughquag, N.Y.*  
 Allison Elizabeth Emery *Clarendon Hills, Ill.*  
 Kristen Jane Erickson *Auburn, Maine*  
 Andrew Michael Estrada *Farmingdale, Maine*  
 Aileen Pamela Evans *San Francisco, Calif.*

Sarah Michelle Falkof *Wilmette, Ill.*  
 Margaret Adele Fasel *Kansas City, Mo.*  
 Amanda Catherine Ferguson *Wilmette, Ill.*  
 Hannah E. Fillmore-Patrick *Bridgton, Maine*  
 Lauren Victoria Frances Fiorelli *Mount Kisco, N.Y.*  
 Ryan Edward Fischer *Ridgewood, N.J.*  
 Kellie Welch Fisher *Biddeford, Maine*  
 Emily Chase Fleming *Baltimore, Md.*

Benjamin Douglas Foreman *Los Angeles, Calif.*  
Alexander Lucian Forsythe *Richmond, Maine*  
Kelley Lauren Foster *Moretown, Vt.*  
Veronica Giles Foster *Saco, Maine*  
Ruth Frank-Holcomb *New York, N.Y.*  
Christopher James Fraser *Lake Forest, Ill.*  
George William French *Chicago, Ill.*  
Rachel Leigh Frenkil *Concord, Mass.*  
Lena Hagen Frostestad *San Francisco, Calif.*  
Sandhya Irina Fuchs *Erfurt, Germany*  
Taro Funabashi *Tokyo, Japan*  
David Montgomery Furman *South Portland, Maine*

Brendan Ryan Gallagher *Dublin, N.H.*  
Catherine Grace Gallagher *Snohomish, Wash.*  
Dennis Mark Gallagher *Winchester, Mass.*  
John Edward Gardner *Winter Haven, Fla.*  
Cynthia Aileen Garvin *Lexington, Mass.*  
Jennifer Bailey Gemmell *Chico, Calif.*  
James Roderick Geoghegan *Mystic, Conn.*  
Bogumił Kazimierz Giertler *Mikołów, Poland*  
Laura Christine Gigliotti *Plymouth, Mass.*  
Burton Hoyt Gildersleeve II *Chatham, N.J.*  
Brian John Gilligan *Medford, N.J.*  
Bailey Elisabeth Girvan *Kenduskeag, Maine*  
Rachel Leigh Goff *Glastonbury, Conn.*  
Taro Douglas Gold *Belmont, Mass.*  
Jenifer Cahryn Goldman *Cedar Grove, N.J.*  
Jesse Matthew Goldman *Andover, Mass.*  
Rebecca González-Kreisberg *Amherst, Mass.*  
Monique Renee Goodin *Bucksport, Maine*  
Hannah Elizabeth Goodwin *Warren, Maine*  
Katherine Lindsey Gorman *Westwood, Mass.*  
Audrey Janet Gourlie *Concord, Mass.*  
Claire Elisabeth Grady *Summit, N.J.*  
Peter Akira Graham *Dedham, Mass.*  
Katherine Ella Graichen *Arundel, Maine*  
Samuel Alexander Grant *Southampton, Mass.*  
Samuel Gilmour Grant *Andover, Mass.*  
William Fletcher Greenberg *Rye Brook, N.Y.*  
Georgina Rosamond Greenough *London, England*  
Benjamin Robert Grimmig *Summit, N.J.*  
Emma Bliss Gross *Washington, D.C.*  
Jenna Rebecca Gundersen *New Freedom, Pa.*

Lisa Ha *Forest Hills, N.Y.*  
Christopher Withington Halladay *Barrington, R.I.*  
Chase Hammond *Bend, Ore.*  
Sarah Skinner Hansen *Cazenovia, N.Y.*  
Sarah Marguerite Harmon *Essex Junction, Vt.*  
Jack Henry Harris *Greenwich, Conn.*  
Lauren Beth Harris *Needham, Mass.*  
Samuel Raleigh Helm *Palermo, Maine*  
Cory Daniel Hendrickson *Duxbury, Mass.*  
Katherine Michael Herriman *Wädenswil, Switzerland*  
Jena Lee Hershkowitz *Brooklyn, N.Y.*  
Nicole M. Hewes *Belmont, N.H.*  
Caitlin Ryan Hewett *Westfield, N.J.*  
Sarah G. Hirsch *Middletown, R.I.*  
Austin Thomas Hoag *Storrs, Conn.*  
Eric Harvey Hochberg *Winchester, Mass.*  
Christopher Wilson Hoder *Lexington, Mass.*  
Daniel Drummond Homeier *Sellersville, Pa.*  
Taylor Ann Horan *Medfield, Mass.*  
Christopher Horne *Wrentham, Mass.*  
Jillian Ferraro Howell *Saugus, Mass.*  
Genevieve Hsueh *Richmond Hill, N.Y.*  
James Alexander Hubbard *Natick, Mass.*

Henry William Hudson V *Wayne, Pa.*  
Susannah Hufstader *Storrs, Conn.*  
Brittany Catherine Hughes *Cambridge, Mass.*  
Benjamin Richard Hummel *Worcester, Mass.*  
Nicholas Palmer Hunnewell *Chestnut Hill, Mass.*  
Lindsey Kira Hunterwolf *Fairfield, Vt.*  
Margaret Anne Hunziker *Glen Ridge, N.J.*  
Thomas Henry Hurley *Medfield, Mass.*  
Lindsay Marie Hylek *Lexington, Mass.*  
Alex Philip Hymanson *York, Maine*

Nicholas Michael Iodice *Weston, Mass.*  
Alphonse John Ippolito *Branford, Conn.*

Nicole Lynn Jacobson *Falmouth, Maine*  
Rasheeq Jahan *Batesville, Ark.*  
Simran Jaising *Queens, N.Y.*  
Drew Elliot Jamner *Weston, Conn.*  
Sarah Gjestebj Janes *Longmeadow, Mass.*  
Anthony Robert Jenkins *Wakefield, Mass.*  
David Gannon Jensen *Williston, Vt.*  
Connor William Johnson *Pasadena, Calif.*  
Jaclyn Elizabeth Johnson *Dover, N.H.*  
Sandra Walker Johnson *Piedmont, Calif.*  
Trevor Muther Jones *Montreal, Que., Canada*  
Benjamin Case Joslin *Chicago, Ill.*  
Erin Mallon Joyce *Larchmont, N.Y.*

Julie Michelle Kafka *Newton, Mass.*  
Tate Elizabeth Miekko Kaneshige *Honolulu, Hawai'i*  
Chishala Elizabeth Kapupu *Nhlangano, Swaziland*  
Reesa Jeri Kashuk *New York, N.Y.*  
Spencer Alexander Kasko *Mechanicsville, Md.*  
Christopher John Kasprak *West Hartford, Conn.*  
Nathan James Katsiaficas *Portland, Maine*  
Emily Grace Kaye *Wayland, Mass.*  
Olivia McKinley Kefauver *Yorktown Heights, N.Y.*  
Meghan Elizabeth Kelly *Wells, Maine*  
Colleen Agnes Kenny *Horsham, Pa.*  
Lauren Michelle Kerr *Farmington, Maine*  
Thomas Stephan Kimball *Washington, Conn.*  
Karyn Renée Aleta King *Caribou, Maine*  
Kim Jessica Klatzkin *New York, N.Y.*  
Sally Harrison Klose *McLean, Va.*  
Kimiko Caycee Kumamoto Kossler *Mission Viejo, Calif.*  
Melissa Anne Krause *Steamboat Springs, Colo.*  
Margaret Louise Kruihoff *Biddeford Pool, Maine*  
Allison Kate Kustin *Concord, Mass.*

Jeremy David Lachtrupp *Stowe, Vt.*  
Neal Chiasson LaFrance *Brooklin, Maine*  
Thomas Forland Lampert *Manchester-by-the-Sea, Mass.*  
Caitlyn Mae Lancaster *Cornville, Maine*  
Peter Broh Landsman *Mercer Island, Wash.*  
Henry Welsh Lanphier *Winnetka, Ill.*  
Stephanie-Ann Margaret LaRose *Palermo, Maine*  
James Gregory Lasher *Brunswick, Maine*  
Anna Hutcheson Leavitt *Holliston, Mass.*  
Frances Lee *Edgemont, N.Y.*  
Jesse Ian Lehman *Atlantic Beach, N.Y.*  
Brady Rebmann Lenahan *Madison, Conn.*  
Gabriel Benjamin Lerner *Newton Highlands, Mass.*  
Elizabeth Sarah Lerret *Cambridge, Mass.*  
Gordon James Lessersohn *Oradell, N.J.*  
Robyn Danielle Levin *Littleton, Colo.*  
John Christopher Lewis *Scotia, N.Y.*  
Brianna Marie Lind *Sayville, N.Y.*  
Anika June Lindemann *Ho-Ho-Kus, N.J.*

Mallory Elaine Livingston *Glen Ellyn, Ill.*  
Laura Daniela Llano *Cali, Colombia*  
Amy Kathryn Lones *North Yarmouth, Maine*  
Nathan Pembroke Lord *Brunswick, Maine*  
Coline Zoe Ludwig *Lexington, Mass.*  
Eva Lin Ludwig *New York, N.Y.*  
Keith William Lyons *Holden, Mass.*

Rachael Elizabeth Mack *Augusta, Maine*  
Caroline Ann Maguire *Madison, Conn.*  
Laura Jane Maloney *Westwood, Mass.*  
Oscar Mancinas *Mesa, Ariz.*  
Carolyn Maney *Thrissur, Kerala, India*  
Patrick Charles Mara *Concord, Mass.*  
Scott Brandon Margolis *New York, N.Y.*  
Kristin Jean Marks *Gardiner, Maine*  
Adam Friedman Marshall *Bethesda, Md.*  
Yuri Maruyama *Irvine, Calif.*  
Fiona Rose Masland *Concord, Mass.*  
Sara A. Mason *Newton, Mass.*  
Michael John Mastrocola *Southbury, Conn.*  
Michelle Mathai *Arlington, Mass.*  
Devlin Thomas McConnell *Merion Station, Pa.*  
Lauren Davis McCrary *Winnetka, Ill.*  
Andrew Joseph McDonough-Lee *Kittery Point, Maine*  
Thomas James McGinn *Saint Albans, Vt.*  
Daren Akil McGregor *Mount Vernon, N.Y.*  
Jonathan Albert McIvor *Sudbury, Mass.*  
Clay Montgomery McMickens *Brooklyn, N.Y.*  
Lane Alexandra McVey *Bronxville, N.Y.*  
Sierra Noëlle Medling *Farmington, Maine*  
Sara Maria Meehan *Cohasset, Mass.*  
Thomas Philip Meehan Jr. *Southington, Conn.*  
Brian Edwin Mellett *Walpole, Mass.*  
Jane Michelle Menton *New York, N.Y.*  
Elliot Abraham Mermel *Barrington, R.I.*  
Kristen Priest Merrill *San Diego, Calif.*  
Greg Edwin Merritt *Auburn, Maine*  
Alexandra Danielle Merriweather *Los Altos, Calif.*  
Samantha Elizabeth Merriweather *Los Altos, Calif.*  
Spenser Thompson Merwin *Falls Village, Conn.*  
Yuri Park Min *Southington, Conn.*  
Teko Mmolawa *Gaborone, Botswana*  
James Arya Moallem *Melbourne, Fla.*  
Kento Momma *Auckland, New Zealand*  
Nathaniel Peterson Moore *Bedford, N.H.*  
Emily Elizabeth Moos *Wayzata, Minn.*  
David Michael Morneau *East Longmeadow, Mass.*  
Katherine Earle Murray *Birmingham, Ala.*  
Tendai Mutunhire *Marondera, Zimbabwe*

Matthieu Robert Nadeau *Orono, Maine*  
Sulaiman Nasser *Kabul, Afghanistan*  
Daniel Andrew Nelson *Northbrook, Ill.*  
Douglas Avery Newkirk *Pasadena, Calif.*  
Hoai Anh Nguyen *Hanoi, Vietnam*  
Emily Pauline Niemi *Peabody, Mass.*  
Brandon Nieuw *Port Chester, N.Y.*  
Kira Helena Novak *Evanston, Ill.*  
Samuel Franklin Nuber *Ridgewood, N.J.*

Devin Charles O'Brien *Croton-on-Hudson, N.Y.*  
Hannah Anastasia O'Brien *Wolfeboro, N.H.*  
James Noble Porter O'Brien *Mystic, Conn.*  
John Conor O'Brien *Amherst, N.H.*  
William H. O'Brien *Pittsford, N.Y.*  
Robert Gerald O'Connor *Delmar, N.Y.*  
Alexandra Jessica Offer *Los Angeles, Calif.*

Charlotte Laura Ashton Olena *Buffalo, N.Y.*  
Ashley Jean Oliver *China, Maine*  
Evan Garland O'Neill *Isle of Palms, S.C.*  
Katharine Brown O'Reilly *Harwich Port, Mass.*  
Alexander Evan Orleans *Princeton, N.J.*  
David Charles Oxnard *Acton, Mass.*

Kathryn Grace Palano *Wakefield, Mass.*  
Corey Laurence Park *Presque Isle, Maine*  
Jason Morgan Parrett *Stratton, Maine*  
Justin Conrad Partridge *Groton, Mass.*  
Grant William Patch *Lexington, Mass.*  
Emma Pearson *Weston, Mass.*  
Jacob Gordon Penglase *Beverly, Mass.*  
Daniel Joseph Pennachio *Winchester, Mass.*  
Leah Rachel Perlmutter *Toledo, Ohio*  
Kenneth Alan Peterson *Calais, Maine*  
Spencer Cole Phillips *Portland, Ore.*  
Nicole Jeannette Pickering *Keene, N.H.*  
Richard Phillip Poirier *Wausau, Wis.*  
Trevor Andrew Poole *Andover, Mass.*  
Kelly Patricia Potvin *Sherborn, Mass.*  
Nirakar Poudel *Kathmandu, Nepal*  
Erin Anne Powers *Fairfield, Conn.*  
Kenneth Ronald Prior *Wyckoff, N.J.*  
Madeleine Emma Purcell *Brunswick, Maine*  
Lindsay Charlotte Putnam *York Beach, Maine*

Yiyuan Qin *Chenzhou, Hunan, China*  
David Andrew Quigley *Stoneham, Mass.*  
Maureen Helen Quinn *Portland, Maine*

Nicole Marie Rainville *Falmouth, Maine*  
Timothy Peter W. Randall *Medford, Mass.*  
Elizabeth Ann Raney *Mill Valley, Calif.*  
Matthew Brent Rappaport *Livingston, N.J.*  
Alison Ruth Reader *Minnetonka Beach, Minn.*  
Michael James Reilly *Berlin, Conn.*  
Jennifer Frances Reiner *Sudbury, Mass.*  
Madeline Jane Reusch *Denver, Colo.*  
Amanda Lyn Reynolds *Berwick, Maine*  
Christine Joy Reynolds *Hermon, Maine*  
Kathleen A. Ricciardi *Califon, N.J.*  
Sarah Goodkin Richard *Allendale, N.J.*  
Hannah Hillis Ricketts *Seattle, Wash.*  
Raymond Russell Rieling IV *Great Falls, Va.*  
Jonathan Edward Riesenbach *Corona Del Mar, Calif.*  
Michael Samuel Rifkin *Brooklyn, N.Y.*  
Caroline Ashley Riina *Baltimore, Md.*  
Aarika Alice-Elaine Ritchie *Lee, Maine*  
Dana Lee Roberts *Riverside, Conn.*  
Mason Daniel Roberts *San Rafael, Calif.*  
Marina Lila Rosengren *Sharon, Mass.*  
Kelly Ann Roth *South Deerfield, Mass.*  
Sophia Susan Rothschild *Wilmette, Ill.*  
Justin Carl Rouse *Tarpon Springs, Fla.*  
Hillary Frances Rowse *Harvard, Mass.*  
Jessica Lynn Russo *Westford, Mass.*

Robyn Michele St. Laurent *Newmarket, N.H.*  
Johanna Sage Salay *Flagstaff, Ariz.*  
Dana Jessica Leeds Salomon *Acton, Mass.*  
Megumi Sasada *Riverside, Conn.*  
Clare A. Saunders *Pittsburgh, Pa.*  
Elizabeth Marie Schneider *Fond du Lac, Wis.*  
Katherine Louise Selin *Morgantown, W.Va.*  
Anne McAllister Sewall *Montecito, Calif.*  
Hannah Lynne Shapiro *Buffalo Grove, Ill.*



Morgan Desiree Shayer *Saint Louis, Mo.*  
Allison Rose Shepherd *Philadelphia, Pa.*  
Zoe Partch Sherman *Oakland, Calif.*  
Faye Shneider *Brooklyn, N.Y.*  
Lucas Nelson Siebert *Concord, Mass.*  
Matthew Carter Silverman *Upper Montclair, N.J.*  
Vanessa L. Silvestri *Waterville, Maine*  
Marissa J. Simmons *Chestnut Hill, Mass.*  
Nicole Gloria Sintetos *Winslow, Maine*  
Amy Leigh Slipowitz *Montville, N.J.*  
Autumn Garthe Smith *Jackson, Maine*  
Herbert Ludlam Smith V *Locust Valley, N.Y.*  
Katherine Sophia Towner Smith *Arlington, Mass.*  
Thomas Ripley Sanford Smith *Concord, Mass.*  
Peter Wilson Smithy *Wellesley, Mass.*  
Hannah Elizabeth Smythe *Shaker Heights, Ohio*  
Julie Elizabeth Solomon *Albuquerque, N.M.*  
Chelsea Kay Sonksen *Owls Head, Maine*  
Michael James Southard *Wayland, Mass.*  
Jennifer Anne Stephens *Orrs Island, Maine*  
George Stevens III *Andover, Mass.*  
Kenneth Campbell M. Stevenson *Princeton, N.J.*  
Allison Dillen Stitham *Kailua, Hawai'i*  
James Alexander Storer *Lincoln, Mass.*  
Kirsten Lynn Stray-Gundersen *Park City, Utah*  
Emily Cowenhoven Stuart *Concord, Mass.*  
Connor Tucker Sullivan *Hamilton, N.Y.*  
Emma Catherine Suojanen *Medfield, Mass.*  
William Raymond Supple IV *Richmond, Vt.*  
Alex Matthew Swanson *Lancaster, Pa.*  
Adam Paul Szatrowski *New York, N.Y.*

Annalyse Miyako Tamashiro *Honolulu, Hawai'i*  
Martin Tengler *Mariánské Lázně, Czech Republic*  
Josephine Catherine Thiele *Sag Harbor, N.Y.*  
Francesco L. Tisch *Brooklyn, N.Y.*  
Christine Dawn Tischbein *Killingworth, Conn.*  
Vincent James Todd *Waitsfield, Vt.*  
Tracey Leigh Tomlinson *Mercer Island, Wash.*  
Edwin Janiel Torres *Bronx, N.Y.*  
Ryan Dustin Trafton *Frankfort, Maine*  
Sarah Jean Trankle *Cupertino, Calif.*  
Michael Craig Trottier *Goffstown, N.H.*  
Bradley Earl Turner II *Chagrin Falls, Ohio*  
Robert Mark Turner Jr. *North Easton, Mass.*  
Kelsey Beth Tyler *Westborough, Mass.*

Hadrien Benoit Vasdeboncoeur *Barrington, R.I.*  
Jilian Alison Vaughan *Wareham, Mass.*  
Charlotte Brianne Veazie *Parker, Colo.*  
George Pennell Venturella III *Roxbury, Conn.*  
Kathryn Chase Vergeyle *Edina, Minn.*  
Michael John Verschoor-Kirss *Needham, Mass.*  
John Edward Vihstadt Jr. *Arlington, Va.*  
William Henry Arthur Voigt *Norwich, Vt.*

Andrew James Wade *Bolton, Mass.*  
Andrew Porter Wall *Chicago, Ill.*  
Abbey Phelps Wallace *Potomac, Md.*  
Kristine Mae Walters *Villanova, Pa.*  
Kathy Der-Yuan Wan *Oak Park, Calif.*  
Kathryn Margaret Wassam *Arlington, Mass.*  
Dashiell Noa Wasserman *New Orleans, La.*  
Margie Lynn Weiner *Mansfield, N.J.*  
Aliya Chaye Weiss *San Francisco, Calif.*  
Kelsey Elizabeth Werner *Red Bank, N.J.*  
Winsor John Fuller Wesson *Kobe, Japan*  
Samuel Dalton West *Wilton, Maine*

Michael Reid Whalen *Deep River, Conn.*  
Ellen Marie Wilbur *Bryn Mawr, Pa.*  
Lucy Valda Wilhelms *Milwaukee, Wis.*  
Margaret Katherine Winthrop *Athens, Ga.*  
Derek Lindblad Wise *Acton, Mass.*  
Michael C. Wismer *Lafayette Hill, Pa.*  
Martha Marie Witick *Abbot, Maine*  
David Henry Wollin *Bedford, N.Y.*  
Robert Burroughs Woodhouse *Medfield, Mass.*  
Travis Edward Wright *Lakewood, N.Y.*

Nichole Marjory Yanok *Brunswick, Maine*  
Courtney Elizabeth Yeager *Cincinnati, Ohio*  
Robert Barrett Yee *Quincy, Mass.*  
Gemma Kim Yie *Wellesley, Mass.*  
Yuki Yoshida *Tokyo, Japan*

Griffin James Zucosky *Princeton, N.J.*

## **Special Distinction**

*Senior Marshal*  
Erin Anne Powers

Honors

### *Summa Cum Laude*

Anne McKay Burton, Jordan Evan Cadorette, Mark Daniel Chaffin, Xinyi Chen, Rebecca Lynn Chenard, Lindsay Elaine Dale, Kathleen Ann Davis, Jenifer Cahryn Goldman, Nicole M. Hewes, Christopher Wilson Hoder, Susannah Hufstader, David Gannon Jensen, Spencer Alexander Kasko, Stephanie-Ann Margaret LaRose, James Gregory Lasher, Keith William Lyons, Laura Jane Maloney, Fiona Rose Masland, Sara A. Mason, Ashley Jean Oliver, Daniel Joseph Pennachio, Nirakar Poudel, Erin Anne Powers, Emily Cowenhoven Stuart

### *Magna Cum Laude*

Stanley Kenyon Abrams, Jennifer Elizabeth Beatty, Heidi Christina Blair, Kristina Blazanovic, Emma Hopkins Creeden, Todd Johnson Curcuru, Aileen Pamela Evans, Lauren Victoria Frances Fiorelli, Veronica Giles Foster, Sandhya Irina Fuchs, Jennifer Bailey Gemmell, Jesse Matthew Goldman, Samuel Alexander Grant, Daniel Drummond Homeier, Benjamin Richard Hummel, Meghan Elizabeth Kelly, Margaret Louise Kruihoff, Charlotte Laura Ashton Olena, Jacob Gordon Penglase, David Andrew Quigley, Elizabeth Marie Schneider, Morgan Desiree Shayer, Faye Shneider, Martin Tengler, Kathryn Margaret Wassam, Michael C. Wismer, Travis Edward Wright, Courtney Elizabeth Yeager

### *Cum Laude*

Karen M. Abbas, Brynn Hirsch Bernheimer, Andrea Michelle Birnbaum, Jessica Eleanor Blais, Annie Chen, David Iverson Cramer, Angelica Leigh D'Aiello, Kristen Jane Erickson, Andrew Michael Estrada, Sarah Michelle Falkof, Ruth Frank-Holcomb, Lena Hagen Frostestad, Hannah Elizabeth Goodwin, Peter Akira Graham, Sarah Marguerite Harmon, Austin Thomas Hoag, Eric Harvey Hochberg, Connor William Johnson, Jaclyn Elizabeth Johnson, Julie Michelle Kafka, Reesa Jeri Kashuk, Allison Kate Kustin, Robyn Danielle Levin, Mallory Elaine Livingston, Yuri Maruyama, Sierra Noëlle Medling, Thomas Philip Meehan Jr., Alexandra Danielle Merriweather, Kento Momma, Matthieu Robert Nadeau, Emily Pauline Niemi, Justin Conrad Partridge, Leah Rachel Perlmutter, Yiyuan Qin, Kathleen A. Ricciardi, Marina Lila Rosengren, Robyn Michele St. Laurent, Clare A. Saunders, Nicole Gloria Sintetos, Katherine Sophia Towner Smith, Hadrien Benoit Vasdeboncoeur, Michael John Verschoor-Kirss

## **Honors Programs**

### *Honors in American Studies*

Cordelia Woodruff Cowan, Ruth Frank-Holcomb, Sandra Walker Johnson, Margaret Louise Kruihoff, Gordon James Lessersohn, Kathleen A. Ricciardi, Nicole Gloria Sintetos

### *Honors in Anthropology*

Hannah Cambria DeAngelis, Sandhya Irina Fuchs

### *Honors in Biology*

Frances Lee, Justin Conrad Partridge, Christine Joy Reynolds, Travis Edward Wright

### *Honors in Chemistry*

Lindsay Elaine Dale, Emily Grace Kaye, Vanesa L. Silvestri

### *Honors in Computer Science*

Peter Akira Graham, Sarah Marguerite Harmon, William H. O'Brien, Leah Rachel Perlmutter, Martha Marie Witick,

*Honors in East Asian Studies*

Fiona Rose Masland

*Honors in Economics*

Anne McKay Burton, Kathleen Ann Davis, Michael James Doherty, Kelly Patricia Potvin, Amy Leigh Slipowitz, Bradley Earl Turner II,

*Honors in English*

Angelica Leigh D'Aiello, Elise Marion DeSimone, Veronica Giles Foster, Rachel Leigh Goff, Jenna Rebecca Gundersen, Sarah G. Hirsch, Matthieu Robert Nadeau, Grant William Patch, Lindsay Charlotte Putnam, Emily Cowenhoven Stuart, Dashiell Noa Wasserman, Aliya Chaye Weiss, Winsor John Fuller Wesson, Lucy Valda Wilhelms, Courtney Elizabeth Yeager

*Honors in Environmental Studies*

Daniel Drummond Homeier, Anna Hutcheson Leavitt, Yiyuan Qin

*Honors in Geology*

Emma Nye Beck, Nathan James Katsiaficas

*Honors in Government*

Samantha Ellsworth Bassman, Laura Jane Maloney, Mason Daniel Roberts,

*Honors in Global Studies*

Coline Zoe Ludwig, Charlotte Laura Ashton Olena, Martin Tengler

*Honors in History*

James Alexander Hubbard, Susannah Hufstader

*Honors in Latin-American Studies*

Heidi Christina Blair, Kathryn Margaret Wassam

*Honors in Mathematics*

Jennifer Elizabeth Beatty, Sarah Marguerite Harmon, Anika June Lindemann

*Honors in Middle Eastern Studies (Independent)*

Morgan Desiree Shayer

*Honors in Physics and Astronomy*

Austin Thomas Hoag, Christopher Wilson Hoder, Andrew Joseph McDonough-Lee, Greg Edwin Merritt, Nirakar Poudel

*Honors in Philosophy*

Clare A. Saunders

*Honors in Psychology*

Kristen Jane Erickson, Sarah Michelle Falkof, Jenifer Cahryn Goldman, Stephanie-Ann Margaret LaRose

*Honors in Religious Studies*

Todd Johnson Curcuru, Spencer Alexander Kasko, Sierra Noëlle Medling, Allison Rose Shepherd,

*Honors in Sociology*

Amanda Catherine Ferguson

*Honors in Science, Technology, and Society*

Robert Thomas Golden Canning, Christopher John Kasprak, Thomas Philip Meehan Jr., Nicole Gloria Sintetos, Margie Lynn Weiner

*Honors in Theater and Dance*

Michael Craig Trottier

*Honors in Women's, Gender, and Sexuality Studies*

Ashley Jean Oliver

**Distinction in Major**

*American Studies*

Caitlin Anne Burchill, Gabriel Ian Callaghan, Cordelia Woodruff Cowan, Catherine Jo Donovan, Ruth Frank-Holcomb, Sandra Walker Johnson, Margaret Louise Kruihoff, Gordon James Lessersohn, Kira Helena Novak, Maureen Helen Quinn, Kathleen A. Ricciardi, Aarika Alice-Elaine Ritchie, Zoe Partch Sherman, Nicole Gloria Sintetos, Amy Leigh Slipowitz

### *Anthropology*

Karen M. Abbas, Andrea Michelle Birnbaum, Francesca Louise Breene, Hannah Cambria DeAngelis, Emily Chase Fleming, Sandhya Irina Fuchs, Jennifer Bailey Gemmell, Hannah Elizabeth Goodwin

### *Art*

Victoria Kim Belin, Brynn Hirsch Bernheimer, Julie Redmon Denison, Margaret Adele Fasel, Monique Renee Goodin, Sarah Skinner Hansen, Sally Harrison Klose, Amy Kathryn Lones, Yuri Maruyama, Alexandra Jessica Offer, Madeline Jane Reusch, Sophia Susan Rothschild, Anne McAllister Sewall, Autumn Garthe Smith, Kathryn Chase Vergeyle

### *Biology*

Ian Anthony Bettencourt, David Matthew Brazel, Mark Daniel Chaffin, Jennifer Bailey Gemmell, Laura Christine Gigliotti, Audrey Janet Gourlie, Jaclyn Elizabeth Johnson, Karyn Renée Aleta King, Caroline Ann Maguire, Sara A. Mason, Emily Pauline Niemi, Ashley Jean Oliver, Kathryn Grace Palano, Justin Conrad Partridge, Christine Joy Reynolds, Marina Lila Rosengren, Johanna Sage Salay, Michael John Verschoor-Kirss, Michael C. Wismer, Travis Edward Wright

### *Chemistry*

Kristina Blazanovic, Lindsay Elaine Dale, Erin Anne Powers, Michael John Verschoor-Kirss

### *Classical Civilization*

Eric Martin Beaulieu, Benjamin Keefe Bricker, Megan Elizabeth Crocker, Henry Welsh Lanphier,

### *Classical Civilization-English*

Emily Griffith Bahr-de Stefano

### *Classics*

Stanley Kenyon Abrams, Megan Elizabeth Crocker, Ellen Marie Wilbur

### *Classics-English*

Lauren Victoria Frances Fiorelli

### *Computer Science*

Peter Akira Graham, Sarah Marguerite Harmon, Leah Rachel Perlmutter, David Andrew Quigley, Katherine Sophia Towner Smith, Adam Paul Sztatowski

### *East Asian Studies*

Annie Chen, Christopher Franklin Crabbe, Peter Akira Graham, Fiona Rose Masland, Martin Tengler

### *Economics*

Anne McKay Burton, Jordan Evan Cadorette, Xinyi Chen, Nathaniel Malcolm Cooper, Michael James Doherty, Kelley Lauren Foster, Samuel Alexander Grant, Connor William Johnson, Brady Rebmann Lenahan, Thomas James McGinn, John Conor O'Brien, Kelly Patricia Potvin, Matthew Brent Rappaport, Michael James Reilly, Clare A. Saunders, Amy Leigh Slipowitz, Thomas Ripley Sanford Smith, George Stevens III, Hadrien Benoit Vasdeboncoeur, Andrew James Wade, Kathy Der-Yuan Wan

### *Economics-Mathematics*

Nikolas Silas Atsalis, Sanjay Bahl, Kathleen Ann Davis, Jeremy David Lachtrupp, Alexandra Danielle Merriweather, Samantha Elizabeth Merriweather, Kento Momma, Jacob Gordon Penglase, Bradley Earl Turner II, Gemma Kim Yie

### *Educational Studies (Independent)*

Nicole M. Hewes

### *English*

Emma Hopkins Creeden, Angelica Leigh D'Aiello, Veronica Giles Foster, Rachel Leigh Goff, Jenna Rebecca Gundersen, Chase Hammond, Katherine Michael Herriman, Nicole M. Hewes, Sarah G. Hirsch, Lindsey Kira Hunterwolf, Reesa Jeri Kashuk, Colleen Agnes Kenny, Robyn Danielle Levin, John Christopher Lewis, Matthieu Robert Nadeau, Katharine Brown O'Reilly, Grant William Patch, Lindsay Charlotte Putnam, Dana Lee Roberts, Faye Shneider, Chelsea Kay Sonksen, Jennifer Anne Stephens, Emily Cowenhoven Stuart, Dashiell Noa Wasserman, Aliya Chaye Weiss, Winsor John Fuller Wesson, Lucy Valda Wilhelms, Courtney Elizabeth Yeager

### *Environmental Studies*

Daniel Drummond Homeier, Anna Hutcheson Leavitt, Katherine Earle Murray, Yiyuan Qin, Elizabeth Marie Schneider

### *Ethnomusicology in African Diaspora (Independent)*

Cosme Paix Del Rosario-Bell

### *French Studies*

Dominique Caroline Brunelle, Aileen Pamela Evans, Hannah Elizabeth Goodwin, Margaret Anne Hunziker, Tate Elizabeth Mieko Kaneshige, Michelle Mathai, Madeleine Emma Purcell, Caroline Ashley Riina, Julie Elizabeth Solomon, Lucy Valda Wilhelms

*Geology*

Emma Nye Beck, Chishala Elizabeth Kapupu, Nathan James Katsiaficas, Brianna Marie Lind

*German Studies*

Rebecca Lynn Chenard, Susannah Hufstader, Mallory Elaine Livingston, Elizabeth Marie Schneider,

*Global Studies*

Samantha Ellsworth Bassman, Francesca Louise Breene, Xinyi Chen, Jillian Ferraro Howell, Benjamin Richard Hummel, Margaret Anne Hunziker, Julie Michelle Kafka, Lauren Michelle Kerr, Thomas Forland Lampert, Coline Zoe Ludwig, Laura Jane Maloney, Fiona Rose Masland, Charlotte Laura Ashton Olena, Madeleine Emma Purcell, Katherine Louise Selin, Lucas Nelson Siebert, Martin Tengler, Vincent James Todd, Sarah Jean Trankle, Hadrien Benoit Vasdeboncoeur, Kathryn Margaret Wassam

*Government*

Anne McKay Burton, David Iverson Cramer, Andrew Michael Estrada, Meghan Elizabeth Kelly, Thomas Forland Lampert, Elizabeth Sarah Lerret, Laura Jane Maloney, Kelly Patricia Potvin, Raymond Russell Rieling IV, Katherine Louise Selin, Morgan Desiree Shayer, Andrew James Wade

*History*

James Alexander Hubbard, Susannah Hufstader, Spencer Alexander Kasko, Robyn Danielle Levin, Keith William Lyons, Matthieu Robert Nadeau, Robert Gerald O'Connor

*Human Development (Independent)*

Aileen Pamela Evans

*Latin-American Studies*

Heidi Christina Blair, Dana Jessica Leeds Salomon, Kathryn Margaret Wassam

*Mathematical Sciences*

Eric Harvey Hochberg, Christopher Wilson Hoder

*Mathematical Sciences: Statistics Concentration*

Jordan Evan Cadorette, Mark Daniel Chaffin

*Mathematics*

Jennifer Elizabeth Beatty, Anika June Lindemann, Adam Paul Szatrowski,

*Medieval and Renaissance Studies (Independent)*

Lena Hagen Frostestad

*Middle Eastern Studies (Independent)*

Morgan Desiree Shayer

*Music*

Jesse Matthew Goldman, James Gregory Lasher

*Philosophy*

Alexander Lucian Forsythe, Christopher James Fraser, Mallory Elaine Livingston, Clare A. Saunders

*Physics*

Austin Alexander Duncanson, Samuel Gilmour Grant, Austin Thomas Hoag, Christopher Wilson Hoder, David Gannon Jensen, Anika June Lindemann, Kento Momma, Daniel Joseph Pennachio, Nirakar Poudel

*Psychology*

Jessica Eleanor Blais, Kristen Jane Erickson, Sarah Michelle Falkof, John Edward Gardner, Jenifer Cahryn Goldman, Claire Elisabeth Grady, Lisa Ha, Brittany Catherine Hughes, Lindsay Marie Hylek, Reesa Jeri Kashuk, Meghan Elizabeth Kelly, Stephanie-Ann Margaret LaRose, Carolin Maney, Kira Helena Novak, Devin Charles O'Brien, Nicole Jeannette Pickering, Robyn Michele St. Laurent, Derek Lindblad Wise

*Religious Studies*

Madelaine Sarah Bergier, Todd Johnson Curcuru, Andrew Michael Estrada, Rachel Leigh Frenkil, Spencer Alexander Kasko, Sierra Noëlle Medling, John Edward Vihstadt Jr.

*Russian Language and Culture*

Allison Lindsey Brown, Rebecca Lynn Chenard, James Gregory Lasher, Jason Morgan Parrett

*Science, Technology, and Society*

Robert Thomas Golden Canning, Kyle Patrick Donovan, Katherine Ella Graichen, Christopher John Kasprak, Thomas Philip Meehan Jr., James Arya Moallem, Spencer Cole Phillips, Amanda Lyn Reynolds, Nicole Gloria Sintetos, Margie Lynn Weiner

*Sociology*

Jessica Christine Boyle, Amanda Catherine Ferguson, Hannah Hillis Ricketts, Hannah Elizabeth Smythe

*Spanish*

Sarah Michelle Falkof, Rachel Leigh Frenkil, Nicole Lynn Jacobson, Oscar Mancinas

*Theater and Dance*

Sara Maria Meehan, Alison Ruth Reader, Michael Craig Trottier

*Women's, Gender, and Sexuality Studies*

Veronica Giles Foster, Ashley Jean Oliver

**Phi Beta Kappa**

Stanley Kenyon Abrams, Jennifer Elizabeth Beatty, Kristina Blazanovic, Anne McKay Burton, Jordan Evan Cadorette, Mark Daniel Chaffin, Xinyi Chen, Rebecca Lynn Chenard, Emma Hopkins Creeden, Todd Johnson Curcuru, Lindsay Elaine Dale\*, Kathleen Ann Davis, Lauren Victoria Frances Fiorelli, Veronica Giles Foster, Sandhya Irina Fuchs, Jennifer Bailey Gemmell, Jenifer Cahryn Goldman, Hannah Elizabeth Goodwin, Samuel Alexander Grant, Nicole M. Hewes, Christopher Wilson Hoder, Daniel Drummond Homeier, Susannah Hufstader, Benjamin Richard Hummel, David Gannon Jensen, Spencer Alexander Kasko, Meghan Elizabeth Kelly, Margaret Louise Kruithoff, Stephanie-Ann Margaret LaRose, James Gregory Lasher, Keith William Lyons, Laura Jane Maloney\*, Fiona Rose Masland, Sara A. Mason, Ashley Jean Oliver, Jacob Gordon Penglase, Daniel Joseph Pennachio, Nirakar Poudel, Erin Anne Powers\*, Elizabeth Marie Schneider, Morgan Desiree Shayer, Faye Shneider, Emily Cowenhoven Stuart, Kathryn Margaret Wassam, Michael C. Wismer, Travis Edward Wright, Courtney Elizabeth Yeager

*\*elected in junior year*

**Julius Seelye Bixler Scholars**

Anne McKay Burton, Lindsay Elaine Dale, Kathleen Ann Davis, James Gregory Lasher, Laura Jane Maloney, Erin Anne Powers

**Charles A. Dana Scholars**

Jordan Evan Cadorette, Mark Daniel Chaffin, Xinyi Chen, Nicole M. Hewes, Christopher Wilson Hoder, Fiona Rose Masland, Ashley Jean Oliver, Daniel Joseph Pennachio, Emily Cowenhoven Stuart

**Ralph J. Bunche Scholars**

Shreya Balakrishna, Abhimanyu Chandel, Karyn Renée Aleta King, Frances Lee, Nicole Gloria Sintetos

**Senior Scholars**

Bogumił Kazimierz Giertler, *Augmenting Your Daily Reality, A Study in Accessible AR*  
Nicole M. Hewes, *More Than Just Verse?: The Language of Dr. Seuss and Children's Literacy*