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COLBY COLLEGE CATALOGUE

2005-2006



Colby



COLBY COLLEGE CATALOGUE

September 2005-August 2006

Waterville, Maine

II

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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 Non-Discrimination

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 non-discrimination.

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. More up-to-date information may be found on the Web at www.colby.edu/catalogue/.

TABLE OF CONTENTS

- 0 **GENERAL INFORMATION**
- 1 The Essence of Colby's Mission
- 2 About Colby
- 3 Colby's Presidents
- 3 Accreditation and Memberships
- 4 Summary of Values
- 5 Other Colby Publications
- 6 Admission
- 10 Fees and Charges
- 14 Financial Aid
- 16 The Colby Plan: Mission and Precepts

- 17 **ACADEMIC INFORMATION**
- 18 Libraries
- 19 Information Technology
- 20 Academic Advising and Placement
- 21 January Program
- 21 Off-Campus Study
- 22 Goldfarb Center for Public Affairs and Civic Engagement
- 22 Oak Institute for the Study of International Human Rights
- 23 Research
- 24 Farnham Writers' Center
- 24 Career Services
- 25 Professional Preparation
- 26 Museum of Art

- 27 **ACADEMIC PROGRAM**
- 28 Requirements
- 34 Academic Honors
- 35 Academic Procedures
- 43 Academic Programs
- 44 Opportunities to Study Abroad

47 DEPARTMENTS, PROGRAMS, AND COURSES OF STUDY

50 Key to Courses of Study

52 Courses of Study

249 ATHLETICS

250 STUDENT SERVICES AND CAMPUS LIFE

251 Colby Experience

251 Student Support Team

251 Orientation

251 Housing

252 Dialogue Housing

251 Dining Services

251 Student Activities and Organizations

252 Multicultural and International Affairs

252 The Pugh Center

252 Governance

252 Safety and Security

253 Health and Counseling Services

253 General Regulations

253 Behavior

254 Access Policy

254 Health Policy

255 Student Records

255 The Colby Name

256 DIRECTORIES, APPENDICES, INDEX, AND CALENDARS

257 Corporation

265 Faculty

293 Administration

298 Enrollment by States and Countries

299 Degrees Awarded 2005

305 Honors Awarded

314 Index

320 Academic Calendar 2005-06

321 Academic Calendar 2006-07

GENERAL INFORMATION

- 1 The Essence of Colby's Mission
- 2 About Colby
- 3 Colby's Presidents
- 3 Accreditation and Memberships
- 4 Summary of Values
- 5 Other Colby Publications
- 6 Admission
- 10 Fees and Charges
- 14 Financial Aid
- 16 The Colby Plan: Mission and Precepts

THE ESSENCE OF COLBY'S MISSION

Colby College gives students a broad acquaintance with human knowledge, an array of intellectual tools, experience as active participants in a diverse community of scholars, and opportunities to engage the world.

To fulfill its mission and to help each student achieve his or her potential, the College has adopted this set of educational precepts:

- to develop one's capability for critical and creative thinking;
- to learn to communicate ideas;
- to learn to work independently;
- to learn about American culture and the current and historical interrelationships among peoples and nations;
- to become acquainted with other cultures by learning a foreign language and by living and studying in another country or by closely examining a culture other than one's own;
- to learn how people different from oneself have contributed to the richness of society, how prejudice limits such enrichment, and how each individual can confront intolerance;
- to understand one's values and the values of others;
- to become familiar with the art and literature of a wide range of cultures and historical periods;
- to explore in detail one or more scientific disciplines, including experimental methods, and to examine the interconnections between developments in science and technology and the quality of human life;
- to study the ways in which natural and social phenomena can be portrayed in quantitative terms and to understand the effects and limitations of using such data in decision making;
- to study one discipline in depth to gain an understanding of that discipline's methodologies and modes of thought, areas of application, and relationship to other areas of knowledge;
- to explore one's responsibility to contribute to the world beyond the campus.

(For Colby's Mission and Precepts, see page 16.)

ABOUT COLBY

Colby is a coeducational, residential undergraduate liberal arts college and confers the bachelor of arts degree. Chartered by the General Court of Massachusetts in 1813, seven years before Maine became a state, Colby is the 12th-oldest independent liberal arts college in the nation. In 1871 it became the first previously all-male college in New England to admit women. Before World War II trustees voted to move the College from its crowded original site in downtown Waterville to the handsome Mayflower Hill campus of more than 700 acres, where more than 60 buildings have been constructed since 1937. In 2004 Colby completed the Colby Green, a new campus district created to accommodate several new academic buildings and an alumni center that are part of the College's strategic plan.

The Colby experience is characterized by intellectual challenge, active community life, and connections to the world. Academics are the core of Colby, and excellence in undergraduate education is the College's central mission. Colby combines academic challenge with a rich student life that offers students countless opportunities to participate in and to lead organizations as well as venues for volunteer work and civic engagement. Colby is recognized as a leader in internationalism, which is manifest in its emphasis on study abroad programs, in the international diversity of the student body and faculty, and in the ways global issues permeate the curriculum.

Students may choose from some 500 courses in 53 major fields and have wide flexibility in designing independent study programs, electing special majors, and participating in internships and exchange programs.

Historically, Colby has valued understanding of and concern for others, diversity of thought and culture, open access to campus groups and organizations, and personal and academic honesty. In order to embrace and support these values, members of the College community bear a special responsibility, in all of their words and actions, to honor and protect the rights and feelings of others.

In 1984, following an investigation of campus life commissioned by the Board of Trustees, a decision was made to withdraw recognition from Colby's fraternities. The fraternity decision opened up housing throughout the campus to all students on an equal basis, and it created opportunities for students to play a significant role in governance at Colby. Student-faculty collaboration has long been an important part of the culture, and programs to enhance those relationships were instituted.

Today Colby's 1,800 students, evenly divided between men and women, come from virtually every state and about 70 foreign countries. In 2005 Colby was presented the Senator Paul Simon Award for Campus Internationalization. The College is a leader in environmental awareness and has won environmental awards for its commitment to sustainable practices on campus, including an Environmental Protection Agency (EPA) Environmental Merit Award for 2003 and two Maine Governor's Awards for Environmental Excellence, in 2002 and 2004.

Alumni, now numbering more than 23,000, are represented in all 50 states and 75 foreign countries. Alumni remain engaged with the College through alumni programs, affinity groups, and a directory and related services online, all offered by the Office of Alumni Relations.

COLBY'S 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 |

ACCREDITATION AND MEMBERSHIPS

Accredited by New England Association of Schools & Colleges, Maine Department of Education, American Chemical Society, Accreditation Council for Continuing Medical Education, and Accreditation Association for Ambulatory Health Care. Member of The College Board, College Scholarship Service, American Council on Education, National Association of Independent Colleges and Universities, New England Board of Higher Education, Council on Undergraduate Research, Council for the Advancement and Support of Education, American Library Association, New England Library Network, Consortium for High Achievement and Success, Center for African and Afro-American Studies, New England Regional Conference of the National Council for Black Studies, American Institute of Indian Studies, and American Studies Association. College member of American Association of University Women, chapter of American Association of University Professors, member of New England Small College Athletic Conference. Colby chapter of Phi Beta Kappa founded in 1895. Colby College Museum of Art accredited by the American Association of Museums.

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 College 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.

Non-discrimination

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, 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 non-discrimination.

Non-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 permits 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.

Sexual Assault

Sexual assault is sexual activity, of any kind, with a person without that person's consent. Colby College 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.

OTHER COLBY PUBLICATIONS

A viewbook for prospective students may be obtained from the dean of admissions.

Colby magazine is published quarterly. Full text of the magazine is online at www.colby.edu/mag.

The *Colby College Student Handbook* is published annually online at www.colby.edu/dos.

The *Colby Parents Handbook* is published annually and mailed to parents of enrolled students.

The *Annual Report of the President*, published each year in the fall, is available online at www.colby.edu/president/articles.

ADMISSION

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

The College actively seeks applicants who have special qualities or talents to contribute to the Colby community, as well as those who represent diverse geographical, racial, 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.

Eighty-four percent of the members of the Class of 2005 graduated from Colby in four years. The six-year graduation rate of the Class of 2003 was 89 percent.

Application Schedule

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

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

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

January 1: Deadline for filing applications for regular admission.

March 1: Deadline for filing fall transfer applications and financial aid requests. Notification: May 15.

By April 1: Notification of action by admissions committee and of financial aid awards to the applicants for first-year student admission who did not apply early decision.

May 1: Admitted regular applicants confirm intention to attend Colby by payment of \$300 advance tuition deposit.

Interviews Interviews, though not required, are recommended and are available on campus from May 1 to mid-January. Appointments may be scheduled on weekdays, beginning at 8:45 a.m., and on most Saturday mornings in the fall.

Interviews with alumni can be arranged for students who are unable to visit the campus and who would like additional personal contact and information about the College.

Campus Visits A visit to Colby is encouraged. Guides are normally available at the Admissions Office on weekdays, and tours may be arranged on many Saturday mornings in the summer and fall. Group information sessions also are available on most weekdays at 10:45 a.m. and 2:45 p.m.

A list of motels near the campus is available from the Admissions Office. High school seniors who wish to spend a night on campus may do so through the Colby Host Program. The program operates three days a week (Sunday through Tuesday) during selected months of the academic year. Requests for accommodations through the host program should be directed to the Admissions Office. Accommodations are limited to one night.

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 Jetport or the Bangor International Airport.

Tests Colby requires either the College Board SAT-I or the ACT test. Submission of the College Board SAT-II Subject Tests is optional, but a foreign language Subject Test is recommended for students seeking to fulfill the College's language requirement in this manner. All required tests must be taken no later than January of the senior year. Early decision candidates must take these tests earlier in their senior year or in their junior year. Applicants must request that test results be sent to Colby directly from the appropriate testing agency. Students taking the College Board tests should contact College Board SAT Program, P.O. Box 6200, Princeton, NJ 08541-6200. Students taking ACT tests should make requests to ACT, P.O. Box 168, Iowa City, IA 52243. The Colby College test code is 3280. Beginning with applicants to the Class of 2011, all candidates must submit SAT-I or ACT results with a writing test component.

Advanced Standing Colby participates in the Advanced Placement Program of The College Board, providing academic credit for students qualified for advanced standing. Those interested take the College Board advanced placement tests and have the results submitted to Colby for evaluation. Students scoring 4 or 5 receive credit from the College. Scores of 3 and below are evaluated by the appropriate academic departments. Students who earn between 16 and 32 hours of advanced placement credit may, upon application, use that credit to count toward one semester of the eight-semester residency requirement. Students who earn 32 hours or more may, upon application, count those credits toward two semesters of the eight-semester residency requirement.

Colby also recognizes the International Baccalaureate and offers advanced placement and credit based on individual Higher Level examination results as well as performance on the full IB Diploma program. At the discretion of individual academic departments, advanced placement and credit may be earned for scores of 6 and 7 on Higher Level examinations. Students may earn up to a full semester of standing in this manner. A full year of credit may be earned for an IB Diploma point total of 36 or better, assuming all examination scores are 5 or better.

Finally, students who receive an A or B (superior level) on A-levels or comparable scores on the Leaving Certificate (Ireland), the Abitur (Germany), or the Baccalaureate (France) may be eligible for credit and advanced placement. Credits will be granted in consultation with the appropriate department and only after the student has shown satisfactory progress during his or her first semester at Colby.

Early Admission A small number of students are admitted without completing the senior year of secondary school. This is done only with the recommendation of the secondary school. Considerations of academic and personal maturity are important to the candidate and to the College in earlier-than-usual admission.

Midyear Admission Each year more Colby juniors study off campus during the second semester than during the fall, and 35 to 40 spaces for incoming students usually become available at the beginning of the January term. A student who applied for admission in the fall semester may be offered admission for midyear. For these students Colby offers 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.

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

Credits from accredited institutions are generally accepted for courses comparable to those offered at Colby in which grades of C or better are received. No more than 64 transferable semester credit hours may be applied toward a Colby degree.

Veterans may request advanced standing consideration for completion of service schools in advance of matriculation. Credit is not granted for military service or College Level Educational Program (CLEP) tests.

Health Records No student will be allowed to register, attend classes, or participate in any campus activities, including COOT (Colby Outdoor Orientation Trips), until health and immunization records have been received and approved by the College's Health Center. Documentation of a physical examination within the past six months is required. Proof of the following immunizations is also required: tetanus and diphtheria—primary series plus booster within 10 years, polio series plus booster, and two doses of measles and at least one dose of mumps and rubella vaccines given after the first birthday.

Not required but recommended are the hepatitis B immunization series, a meningitis shot, 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 Web page: 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.

Non-matriculated Students Application to enroll as a non-matriculated student must be made to the dean of admissions, who has the responsibility for the admission of all students. Registration in individual courses requires the approval of the course instructor and may be limited; matriculated students have priority in admission to courses with limited enrollments.

All persons seeking to take courses for credit must present evidence that they are qualified to pursue the intended courses and must pay the established fee. A limited number of gifted Waterville-area secondary school students may be recommended by their schools to take a course. Adults from the immediate Waterville area who are not degree candidates may qualify to take courses at one half the usual fee or may audit courses at no charge.

Persons wishing to enroll as auditing students must also apply to the dean of admissions and are referred to the section "Auditing Courses" in the Academic Procedures section.

International Students Colby has traditionally encouraged the enrollment of students from other countries and is actively engaged in programs of international cooperation and exchange.

Applicants to Colby must be able to understand and be understood in English. Oral and writing skills are essential for successful work at Colby. Colby requires the College Board SAT-I or the American College Test (ACT), if either of these tests is offered in a student's home country. In addition, applicants whose native language is not English and whose secondary school experience has been in a school where the medium of instruction is not English must submit the official results of the SAT-II Subject Test in Writing (English), the new SAT-I or ACT with writing component, or the Test of English as a Foreign Language (TOEFL). Submission of other SAT-II Subject Test results is optional. Arrangements may be made to take these examinations in various centers throughout the world by writing to College Board SAT Program, P.O. Box 6200, Princeton, NJ 08541-6200, U.S.A. To ensure that the results are sent promptly to Colby, please use the Colby College code, 3280. United States embassies and consular offices can provide pertinent information about these examinations. These offices often have booklets describing the tests and may have practice tests for applicants' use.

Financial aid for international students is available in limited amounts. Applicants for financial aid should complete the International Student Financial Aid Application, which, upon request, is sent with Colby admissions materials. All applications are due in the Admissions Office, with supporting documents, by January 1.

An associate dean of students is responsible for multicultural activities, and another associate dean of students is responsible for international activities and serves as the advisor to international students on immigration matters. An intensive English Bridge Program during the fall semester serves conditionally admitted students whose TOEFL or other verbal scores are below Colby's minimum for acceptance. Individual English language tutoring is available to any international student at any time during the academic year.

FEES AND CHARGES

Annual Basic Charges 2005-2006

| | <i>Sem. 1</i> | <i>Sem. 2</i> | <i>Total</i> |
|-------------------|---------------|---------------|--------------|
| Comprehensive Fee | \$20,885 | \$20,885 | \$41,770 |

Calendar of Payments 2005-2006

| | | | |
|--|--|--|----------|
| <i>Upon Acceptance for Admission:</i> Admission deposit—new students only (nonrefundable). | | | \$300 |
| August 1: One half of annual basic charges, less admission deposit if applicable. | | | \$20,885 |
| August 1: Colby Outdoor Orientation Trip fee—new students only. | | | \$225 |
| January 1: One half of annual basic charges. | | | \$20,885 |

Deposits

Admission Deposit for All New Students: A nonrefundable deposit of \$300 is due on or before the date of confirmation of intention to attend. This deposit is credited against the charges for the student's initial semester of enrollment and will be forfeited if the student does not enroll.

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

Comprehensive Fee

Tuition: All matriculating students are required to enroll for at least nine credit hours each semester. Exceptions are made by the dean of admissions in the case of nontraditional students and by the dean of students in certain cases of regular students with extenuating circumstances that prohibit them from carrying a normal course load. Students who receive 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 \$1,230 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 \$1,140 per semester and will receive 100 meals per semester.

Room: Students are expected to occupy College housing facilities to the full extent of their availability. Other arrangements may be made only with specific approval of the dean of students. Residence hall reservations are made through the Office of the Dean of Students.

Room and Board Rebate: Students enrolled on campus who are approved to live off campus will receive a room and board rebate of \$2,490 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 College. All students are automatically enrolled in the plan underwritten by Commercial Travelers Mutual Insurance Company and billed the \$625 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 Insurance Information/Waiver Form. This form must be submitted by August 1, 2005. **No refunds will be granted after September 1, 2005.**

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 2005-2006 Colby off-campus programs are as follows:

Semester Charges

| | |
|-------------------------|----------|
| Colby in Cork | \$20,885 |
| Colby in Dijon | \$20,885 |
| Colby in St. Petersburg | \$20,885 |
| Colby in Salamanca | \$20,885 |
| Sri Lanka/ISLE | \$20,885 |
| Colby in Washington | \$14,480 |

Students who expect to transfer credits for full-time study in an approved non-Colby program will be subject to a fee of \$1,000 per semester. This fee will be charged on the Colby tuition bill.

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

January Program

A January Program that requires extensive travel, special materials, or highly specialized outside instruction carries a fee calculated to reflect the costs of the individual program. Such fees are published annually in the January Program brochure.

Students who are not enrolled on campus for either the fall or spring semester will be charged a fee of \$3,540 for tuition only for participating in the January Program. If on-campus housing is provided, an additional charge will be assessed.

Miscellaneous Charges

Applied Music: A student receiving musical instruction in the applied music program during any semester is charged a fee of \$480 per semester for one hour of instruction per week (or \$240 per semester for half hour lessons). Music majors are eligible for subsidized instruction; refer to Music in the Departments, Programs, and Courses of Study section.

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

Fines: Fines are charged for: failure to register automobiles, parking violations, late return of library books, checks returned as uncollectible, and disciplinary actions.

Damage to or Loss of College Property: Liability for damage or loss of College property located within individual residence hall rooms lies with the resident(s) of the room. When

damage or loss of College property occurs in residence hall common areas (e.g., lounges, hallways, lobbies, bathrooms), the Office of Residential Life will make every effort to identify the individuals responsible and to bill them. In cases in which residential life staff determines that responsibility lies with the residents of a specific section of a residence hall, those students will be billed. When the individuals responsible for damage or loss of College property cannot be identified, the cost of repair or replacement is accumulated by the residence hall. At the end of each semester, Residential Life, in cooperation with the Physical Plant Department, determines the cost of all unidentified damage and loss of College property and bills the residents of each residence hall on a pro rata basis. Any conflicts regarding assignment of responsibility may be directed to the Judicial Board.

Payment of Bills

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

Prior to registration day each year, student accounts must be paid or satisfactory arrangements made with Student Financial Services. If the balance on the account is to be paid by an outside scholarship, a 30-day late fee waiver will be granted for the amount of the scholarship only if the student notifies Student Financial Services of this information prior to registration day. It is the student's responsibility to ensure that all financial matters are resolved prior to registration. Payments are applied against charges in the order in which the charges appear on the student's account.

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

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

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

Late Payment Fees

A late payment fee of 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 registration rather than with the first day of those months. In order to avoid late payment assessments, please allow ample time for mail delivery to Colby's Connecticut bank as Colby is not responsible for delays caused by mail delivery. Correspondence should be forwarded to Student Financial Services at the Waterville address (4130 Mayflower Hill) and should not be mailed to the lockbox address.

Loan and Payment Plans

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

Refunds

In cases of voluntary withdrawal during the period for which a student has been billed, a student may be eligible for a refund of basic charges as follows (except as outlined below):

Fall Semester

| | |
|----------------------------------|-----|
| September 7 through September 17 | 90% |
| September 18 through October 8 | 50% |
| October 9 through October 29 | 25% |
| October 30 through December 19 | 0% |

Spring Semester

| | |
|--------------------------------|-----|
| February 6 through February 11 | 90% |
| February 12 through March 4 | 50% |
| March 5 through April 1 | 25% |
| April 2 through May 22 | 0% |

Pro rata refunds of the basic charges will be made for students who withdraw upon advice from the College physician during the fall and spring semesters. (Refunds of basic charges are not granted to full-time students withdrawing during the January Program.) A similar refund policy is in effect for Colby off-campus programs; however, as starting and ending dates vary, the specific dates are determined by individual programs as they correspond to the relevant percentages of the semester's duration.

The College offers an optional tuition refund insurance designed to reduce the financial loss caused by a medical withdrawal. Brochures are mailed in July to the billing address.

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

Federal regulations determine the amount and the order in which federal loans and scholarships are to be refunded.

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.

FINANCIAL AID

Colby offers financial aid to admitted students who demonstrate financial eligibility and are enrolled full time. In order to ensure equal access and opportunity for students from all economic backgrounds, Colby awards more than \$20.9 million annually in grants, loans, and campus employment to approximately 1,100 full-time students, or 65 percent of the enrollment.

The average aid package awarded to 711 grant recipients in 2004-2005 was \$27,580. In addition to Colby's own programs, these awards include the full range of federal and state financial aid programs, including Federal Pell Grants, Federal Supplemental Educational Opportunity Grants (FSEOG), Federal Perkins Loans, Federal College Work-Study, and Federal Stafford Loans.

Colby requires all aid applicants to submit the Free Application for Federal Student Aid (FAFSA) to the federal processor before February 1. On the basis of the FAFSA, parents' and students' tax returns, and either the Colby financial aid application or the College Scholarship Service Profile form, the College determines eligibility within the context of Colby policy and federal regulations. Students who do not apply for financial aid prior to admission will not be considered for Colby grant assistance for two award years, unless their family financial circumstances change unexpectedly.

Early decision applicants for financial aid must file either the Colby financial aid application or the CSS Profile form before November 15 for Round 1 Early Decision candidates and before January 1 for Round 2 Early Decision candidates.

To provide flexibility, Colby also accepts an outside payment plan and a number of parent loan programs. Students who seek more detailed information may write for the pamphlets "Financial Aid and the Value of a Colby Education" and "Financing a Colby Education" or contact the Office of Admissions and Financial Aid.

Aid also is available for programs of study abroad and domestic programs of study away that are approved by the Office of Off-Campus Study. The only domestic programs for which federal or Colby aid may be used are those listed in the "Off-Campus Study Handbook."

Aid for programs of study off campus is based on the actual cost of the program plus an administrative fee, up to a maximum of Colby's cost. Student loans may enable financial aid recipients to replace term-time earnings, which are not available on foreign campuses.

Parents and students may review information in the Student Financial Services and Career Services offices concerning scholarships offered by non-Colby organizations.

As stated more fully in the section on Academic Procedures in this catalogue, the Committee on Academic Standing reviews the records of all students at the end of each semester to determine if each is maintaining satisfactory academic progress. Decisions of this committee govern eligibility for financial aid in accordance with federal regulations and Colby policy.

Committee decisions of dismissal may be appealed. When students have been readmitted after academic dismissal, federal Title IV assistance (to a maximum of 10 semesters) will be awarded on a cumulative basis according to Colby's published funding priorities for financial aid. All standards are in accordance with federal laws with respect to satisfactory progress. 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 in the second semester of the freshman year is considered for up to seven semesters of aid.

THE COLBY PLAN: MISSIONS 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.

Academic Information

- 18 Libraries
- 19 Information Technology
- 20 Academic Advising and Placement
- 21 January Program
- 21 Off-Campus Study
- 22 Goldfarb Center for Public Affairs and Civic Engagement
- 22 Oak Institute for the Study of International Human Rights
- 23 Research
- 24 Farnham Writers' Center
- 24 Career Services
- 25 Professional Preparation
- 26 Colby College Museum of Art

LIBRARIES

Colby's libraries—Miller Library, the Art and Music Library, and the Science Library—have a rich collection of more than 900,000 books, journals, microfilms, music scores, sound recordings, videos/DVDs, and manuscripts. They provide access to more than 100 Internet databases and more than 6,500 electronic journals. Computer labs, wireless networks, laptops, study areas, and a listening center are available for student use.

Miller Library stands at the center of campus and houses the humanities and social science collections, the College archives, and Special Collections. Miller also contains a computer cluster and study areas that are open around the clock, and it is equipped with wireless Internet access. The Art and Music Library, in the Bixler Art and Music Center, features an extensive collection of art and music books, journals, sound recordings, music scores, a computer lab/listening center, and study spaces. Internet ports and wireless access are provided. The Science Library, in the F.W. Olin Science Center, houses books, journals, videos, and topographic maps that support programs in the natural sciences, computer science, and mathematics. Study areas with Internet access are available.

An open-stack system allows easy access to more than 900,000 items, and the online catalog and the library's electronic indexes and Internet files are available on library workstations and computers campus-wide. The collection strongly supports all curriculum areas and contains more than 1,300 currently received print journals and another 8,500 electronic journals, many long runs of retrospective periodicals, and domestic and international daily newspapers. The Colby libraries are a repository for U.S. and Maine state documents.

As a member of both the Colby-Bates-Bowdoin consortium of libraries and Maine Info Net, Colby provides access to a merged catalogue of more than six million items and daily courier service from libraries in Maine. A new consortium, NExpress, comprising Colby, Bates, Bowdoin, Northeastern, Wellesley, and Williams, provides additional access to research materials. Reference librarians and interlibrary loan staff help researchers identify and obtain additional resources. Ten 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.

Miller Library's special collections of 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 in the Robinson Room include A.E. Housman, Sarah Orne Jewett, Kenneth Roberts, Henry James, Willa Cather, John Masfield, William Dean Howells, and Thomas Mann.

The John and Catherine Healy Memorial Room contains the James Augustine Healy Collection of Modern Irish Literature, with 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 on the Web at www.colby.edu/library/.

INFORMATION TECHNOLOGY

Information technology resources, including computers and network resources, are tools for scholars in all disciplines, used by faculty members and students, and 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.

The College has had a dual Macintosh and Windows computer-standard strategy in place since 1998. Macintosh and Windows systems are available for student use in the Lovejoy cluster (Lovejoy 400). Macs are located in the Olin computer classroom (Olin 323), and Windows computers are located in the library cluster (Miller 16) and the Davis Educational Foundation Electronic-Research classroom. Specialized computing facilities dedicated to particular departments are located in biology, chemistry, computer science, economics, geology, mathematics, music, physics, and psychology, as well as in the Language Resource Center. Advanced UNIX/Linux systems are available in the Schupf Scientific Computing Lab. Central computing systems include several Sun and Hewlett Packard UNIX minicomputer systems for academic use.

About 95 percent of all students own a computer. It is expected that students will be able to use both Windows and Macintosh computers. A Colby account is set up for each student, providing integrated electronic mail and storage of personal Web pages linked to the campus Web server. Access to the network is available from computers in all public clusters, from student rooms, and from wireless zones at various locations.

Colby's data communications network, built around a gigabit Ethernet backbone through the academic buildings, is available in all student computer clusters and in every faculty office and all classrooms. All residence halls have direct Ethernet access to the network with a port available for each student and additional ports located in many lounges and study areas. Wireless network access (802.11abg) is available in most of Cotter Union and Miller Library, the Language Resource Center in Lovejoy, the Science Library in Olin, and the Art and Music Library in Bixler. The College has high-speed 40 Mbps (over two partial T3s) Internet access.

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. Antivirus software also is licensed by the College for each student to use.

Assistance can be obtained from student consultants at Student Computer Services and from the Information Technology Services (ITS) staff. Workshops are scheduled to introduce the computer and network systems, Microsoft Office applications, e-mail, and Web use, and to provide advanced information on specific topics. ITS publishes a newsletter, and the ITS Web pages (www.colby.edu/info.tech) provide information online.

All classrooms are served by data/video/audio presentation technology, most of them with systems installed. Equipment (e.g. overhead projectors, portable computer projection systems, camcorders, and sound systems) is available for student and faculty use, as are video conference facilities. Satellite downlink and commercial cable services facilities provide multilingual and special-interest programming to the campus via cable TV, which is available in the residence halls.

The Information Technology Committee, made up of faculty, staff, and students, advises ITS and the president. All meetings are open, and those interested in computing issues are encouraged to participate in discussions.

ACADEMIC ADVISING AND PLACEMENT

For their first year, students are assigned to faculty advisors through the Office of the Dean of Students. 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. At the midpoint of the second semester, when students may elect a major, they will either move under direct advisorship of a major department or program or, if they declare themselves undecided, may remain with their first-year advisor or select a new advisor. The chair of each department or program designates academic advisors for student majors. Students must elect a major by the end of the sophomore year.

Faculty advisors are urged to use Colby's ten educational precepts as a framework for conversations with their advisees. Faculty advisors, 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 Mathematics 212, 231, 253, or 274 should consult with his or her advisor and with the chair of the Department of Mathematics.

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

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

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

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

JANUARY PROGRAM

The January Program was introduced in 1961-62 to allow students to pursue focused or independent study, field experiences, or internships. Colby was the first college in the country to add the January Program, known as Jan Plan, to an existing semester calendar. Each student who is in residence for seven or more semesters must complete three January Programs (two if in residence for six semesters or fewer).

Jan Plan options include courses offered for credit, independent study projects supervised by a faculty member, approved field experience and/or internships that have a faculty sponsor, and noncredit courses that count toward the January Program requirement but do not earn course credits. A full description of Jan Plan courses is available on the Web in October, and students elect for January at that time.

OFF-CAMPUS STUDY

The opportunity to study in another country is an integral part of Colby's educational philosophy. As articulated in Colby's precepts, 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 these principles, Colby's Office of Off-Campus Study asserts that:

- off-campus study should be part of the student's overall academic plan developed by the student and advisor and should enhance the program of study during the year(s) following the student's return to Colby;
- study abroad should provide a cultural experience substantially different from the student's own;
- study abroad should involve, when appropriate, a language different from the student's own; and
- financial aid should be applicable to Colby programs and portable to other approved programs.

The Off-Campus Study Office ensures that Colby's programs abroad, as well as other programs approved by the College, conform to these principles. Colby-approved study programs abroad must:

- provide an educational experience that is consistent in quality with the educational experience at Colby and that can reinforce, complement, and broaden a student's educational program at Colby;
- 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.

To maintain these goals and standards, the Office of Off-Campus Study, works closely with a network of faculty liaisons and an Advisory Committee on Off-Campus Study, which includes student members. The office is charged with helping students make appropriate study plans, preparing students for departure, evaluating programs abroad, administering Colby's programs (see Academics Programs section), and monitoring the program selection and application process.

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, has organized and focused 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.

The Goldfarb Center connects teaching and research with current political, economic, and social 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 can develop creative, interdisciplinary approaches to complex local, national, and global challenges. Students are actively involved in all aspects of center activities—as research assistants, conference planners, and presenters as well as participants in center-sponsored events. The Goldfarb Center will be housed in the new Diamond Building, scheduled to open during the 2006-07 academic year.

The Goldfarb Center for Public Affairs and Civic Engagement was established to:

- serve as a forum for intellectual exchange and collaboration among Colby faculty, students, and visiting scholars;
- build ties within the community, foster active learning opportunities for students, and create research opportunities for faculty;
- develop and support internships and research projects that allow students to expand their learning opportunities beyond the classroom;
- support faculty in developing academically rigorous civic-engagement courses that enhance student learning and benefit the community;
- sponsor lectures, seminars, and colloquia for the Colby community and the residents of Central Maine.

Volunteer programs operating within the Goldfarb Center include Colby Cares About Kids and the Colby Volunteer Center. In 2004-05 Colby Cares About Kids matched more than 200 Colby mentors with schoolchildren from Waterville and surrounding towns. The Colby Volunteer Center involved 434 Colby students who helped out at 24 area organizations and programs.

OAK INSTITUTE FOR THE STUDY OF INTERNATIONAL HUMAN RIGHTS

The Oak Institute for the Study of International Human Rights, established in 1998, annually names and brings to campus a prominent practitioner in international human rights work. While in residence the Oak Human Rights Fellow teaches, pursues research, and organizes lectures and other events centered around his or her area of expertise. The 2005 Oak Human Rights Fellow is Frances Lovemore, M.D., the medical director of the Amani Trust, which is the key organization in Zimbabwe providing services and support to victims of human rights abuses. For 2006 the Oak Institute seeks a fellow working on environmental issues that affect the rights of individuals and communities.

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 500 student authors and co-authors.

INBRE The IDeA Network of Biomedical Research Excellence (INBRE) is a \$17.8-million program funded by the National Center for Research Resources and the National Institutes of Health to advance biomedical research in Maine. In the network, Colby and six other undergraduate institutions in Maine collaborate with Mount Desert Island Biological Laboratory and The Jackson Laboratory to augment and strengthen Maine's biomedical research capacity for students and faculty.

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 six 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.

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, 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.

THE FARNHAM WRITERS' CENTER

The Farnham Writers' Center is a resource for all Colby students, faculty members, staff, and members of their families. 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 selected evenings. More information is online at www.colby.edu/writers.center.

CAREER SERVICES

Colby's commitment to the liberal arts embraces the belief that the breadth and quality of a Colby education should include an equally broad choice of rewarding career opportunities. Located in the Eustis Administration Building, the Office of Career Services strives to acquaint students with career options, to offer insight into various professions, and to assist in students' preparation for their career search. Students, parents, and alumni are invited to visit the office to discuss career concerns, offer suggestions, and use the resources available.

The staff works with academic advisors and other members of the faculty and staff to assist students in the selection of courses and experiential options that best meet their individual interests and needs. Students considering careers in medicine, veterinary medicine, and dentistry are advised to meet with a member of the Health Professions Preparation Committee as early as possible in the first year, and those interested in law and business should see the pre-law or pre-business advisors.

The Career Services library includes extensive information on career fields, job-search techniques, current employment openings for permanent and summer positions, internships, and graduate-degree programs. Computers and typewriters also are available for student use.

Students are encouraged to experiment with FOCUS and Do What You Are, computer programs that provide interest testing and value determination as well as information about hundreds of professions. Workshops and individual counseling on career exploration, job search, and interviewing techniques can be as helpful to the underclass student seeking a summer job or January internship as to the senior seeking a permanent career opening. In addition, a reference file may be opened at any time, and a weekly e-mail newsletter is distributed listing current activities and programs as well as career-related opportunities. All job openings also are posted on the Career Services searchable Web site (www.colby.edu/career.serv).

For seniors, a recruitment program brings representatives from graduate and professional schools to the campus in the fall and from a wide variety of employers throughout the year. Consortium programs with other institutions allow opportunities to interview with a variety of additional firms and organizations at single locations in Boston and New York. In the office seniors may obtain information about and applications for the Graduate Record Examinations, Graduate Management Admission Test, Law School Admission Test, Medical College Admissions Test, National Teachers Examination, and the Foreign Service Examination. The LSAT and GRE subject tests are administered at Colby each year.

With the generous support of Colby graduates and parents of current students, a broad network of persons in various professions and widespread geographical locations exists to assist students and alumni in career exploration. Parents and alumni have agreed to conduct informational interviews, to be hosts for on-site visits, and to sponsor internships for January and the summer, and they can be contacted through an online directory. Information on these opportunities can be obtained from the Office of Career Services. More specific information on January internships is available in the Office of Career Services.

PROFESSIONAL PREPARATION

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

Business: The pre-business advisor, with the assistance of the Department of Economics, counsels students preparing for careers in business. Pre-business students may major in any field, but they will benefit from early consultation with the pre-business counselor regarding appropriate course selection, internships, and postgraduate work experience required by most business schools.

Law and Government Service: The prelaw advisor counsels students preparing for careers in these areas. Prelaw students may major in any field, but they will profit from early consultation with the prelaw advisor on courses that provide the strongest possible liberal arts background for the study of law.

Medicine and Dentistry: Medical schools do not require a particular major but do require high academic standing and the inclusion of biology, chemistry, physics, mathematics, and English in the student's college program. The Health Professions Preparation Committee provides formal advising and other support to assist students throughout their years at Colby. Students should meet with one of the premed advisors during the student's first year.

Theology: Members of the Department of Religious Studies, in cooperation with the College chaplains, serve as advisors to students who plan to enter seminaries.

COLBY COLLEGE MUSEUM OF ART

Founded in 1959 and now comprising four wings, more than 5,000 works, and more than 30,000 square feet of exhibition space, the Colby College Museum of Art has built a significant permanent collection that specializes in American and contemporary art. Central to its mission is the museum's role as a teaching resource for academic departments and interdisciplinary programs at the College.

Major American works by John Singleton Copley, Gilbert Stuart, Winslow Homer, Albert Bierstadt, Mary Cassatt, and William Meritt Chase form part of the historical collection. The modern movement is represented by important works by John Marin, Marsden Hartley, Georgia O'Keeffe, George Bellows, and Rockwell Kent. The museum also features an important contemporary collection, including works by Chuck Close, Agnes Martin, Sol LeWitt, Dan Flavin, Kara Walker, Terry Winters, and Alex Katz. The collection includes 18th-century American portraits, the American Heritage Collection of Folk Art, primitive portraits and weathervanes, as well as work by the American Impressionist painters.

Though the majority of the museum's works are American, excellent examples of European prints, drawings, and paintings as well as special collections like the Bernat Collection of Oriental Ceramics are integral parts of the collection. Supplementing the permanent collection are a superb set of prints by James McNeill Whistler and a world-class collection of ancient Chinese ceramics, both on loan to the museum.

The Lunder Wing, designed by architect Fred Fisher and completed in 1999, presents 13 galleries of works that trace the development of American art from the 18th to the early-20th century. Two galleries are dedicated to the works of American modernist John Marin, who spent most of his summers in Maine between 1913 and his death in 1953. The John Marin Collection, the largest collection of Marin's work in any academic museum in the country, includes the full spectrum of his work, including oil paintings, watercolors, drawings, and etchings.

The Paul J. Schupf Wing for the Works of Alex Katz displays a diverse collection of the artist's large-scale landscapes, portraits, cutouts, prints, and preparatory studies.

The Joan Whitney Payson Collection is exhibited for one semester every two years and features French Impressionist and Post-Impressionist paintings by Edgar Degas, August Renoir, Claude Monet, Pablo Picasso, Paul Gauguin, John Singer Sargent, James McNeil Whistler, and Andrew Wyeth.

4-5-6, a 90-ton site-specific solid steel sculpture by the contemporary sculptor Richard Serra, is located in the Paul J. Schupf Sculpture Court, at the museum's main entrance. Sol LeWitt's *Seven Walls*, a gift of the artist, is a major outdoor sculpture located just to the east of the Lunder and Schupf wings.

Information about the museum is online at www.colby.edu/museum.

ACADEMIC PROGRAM

- 28 Requirements
- 34 Academic Honors
- 35 Academic Procedures
- 43 Academic Programs
- 44 Opportunities to Study Abroad

REQUIREMENTS

Summary of Requirements for Graduation

- **Residence Requirement:** at least 64 credit hours
- **Credits Hours:** a minimum of 128 credit hours
- **Quality:** a minimum 2.00 cumulative GPA
- **Distribution** (number of courses):
 - English Composition (1)
 - Foreign Language
 - Arts (1)
 - Historical Studies (1)
 - Literature (1)
 - Quantitative Reasoning (1)
 - Natural Sciences (2)
 - Social Sciences (2)
 - Diversity (1 or 2)
 - FYSS/Wellness
- **Major:** satisfy requirements of a major
- **January Program:** complete two to three January programs, (two for students in residence fewer than six semesters)

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 senior year. A resident student is defined as a full-time student taking at least 12 credit hours and paying tuition charges at the semester rate.

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

Quantity Requirement (Credits)

A minimum of 128 credit hours earned in at least eight 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, and up to 16 may be applied from field experience credits.

Quality Requirement

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

- *A* earns four points
- *B* earns three points
- *C* earns two points
- *D* earns one point
- Each plus mark earned 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 or field experience credits.

English Composition

English 115 (English Composition) is required.

Foreign Language

This requirement may be met in one of four ways:

- (1) By attaining before entrance a score of 64 or higher on the SAT-II Subject Test in a foreign language or in the Colby language placement test taken during orientation, 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 subsidiary exam. Refer to the section on placement in foreign languages in the Academic Information 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").

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

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

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 three years. Course descriptions using letter designations A, H, L, Q, N, and S in the catalogue include a key to the appropriate area(s) met by specific courses.

- **Area I Arts:** Courses in the history, theory, and/or practice of the creative arts. (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. At least one course taken to satisfy Area V must contain a substantial laboratory component. (N)
- **Area VI Social Sciences:** Courses that focus on theoretically and methodologically directed inquiry into various aspects of human behavior and interaction. (S)

Diversity

Students prior to the Class of 2007 are required to pass one course centrally concerned with how diversities among peoples have contributed to the richness of human experience. Courses that may be taken to fulfill the requirement are those that (a) focus on history, perspectives, or culture of non-Western peoples or on a culture whose origins lie outside of the European traditions; (b) focus on issues and/or theories of ethnicity, gender, or class as these may be found anywhere in the world; or (c) examine the nature, history, and workings of prejudice as experienced by any group.

Beginning with the Class of 2007, students are required to pass two courses that are centrally concerned with: (a) the structures, workings, and consequences of; and/or (b) efforts at political and cultural change directed against; and/or (c) progress in overcoming prejudice, privilege, oppression, inequality, and injustice. One of these courses must deal with these issues as they concern the United States, and one must deal with these issues in a context other than the United States.

Courses meeting this requirement are identified in catalogue descriptions. (D) indicates courses fulfilling the requirement for members of the Class of 2006; (U) and (I) indicate courses fulfilling requirements for the Class of 2007 and higher.

First-Year Supper Seminars/Wellness Program

Students must attend dinner lectures offered for all first-year students as part of the extended orientation called the First-Year Supper 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 classes in their second year, all students must have attended five of seven dinner/lectures in the first year.

Major Requirement

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

With the consent of the departments or programs concerned, a student may change majors. Forms for officially effecting such change can be obtained from the Registrar's Office. A student may change majors at the end of the junior year if the equivalent of at least 12 credit hours with a 2.00 average has been earned in the new major. If in the senior year the average in courses completed toward the major falls below 2.00, the major requirement is not fulfilled and the degree cannot be awarded.

Any student whose major average falls below 2.00 will be placed on probation by the Committee on Academic Standing. A student who fails to regain a 2.00 major average in the subsequent semester has lost the right to continue with that major. Each department or program designates the courses to be calculated toward retaining the major.

Majors Offered

Students may elect majors in the following disciplines:

African-American/American Studies
 American Studies
 Anthropology
 Art
 Biology
 Chemistry
 Chemistry-A.C.S.
 Chemistry-Biochemistry
 Classical Civilization
 Classical Civilization-Anthropology
 Classical Civilization-English
 Classics
 Classics-English
 Computer Science
 East Asian Studies
 Economics
 Economics-Mathematics
 English
 Environmental Studies: Policy
 Environmental Studies: Science
 French Studies
 Geology
 Geoscience
 German Language and Literature
 German Studies
 Government
 History
 International Studies
 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
 Women's, Gender, and
 Sexuality Studies

Options

These specific options are available within above majors:

Art: Art History
 Art: Studio Art
 Biology: Cell and Molecular
 Biology/Biochemistry
 Biology: Environmental Science
 Biology: Neuroscience
 Chemistry: Cell and Molecular
 Biology/Biochemistry
 Chemistry: Environmental Science
 Economics: Financial Markets
 Economics: International
 Economics
 Economics: Public Policy
 Psychology: Neuroscience

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 | Environmental Studies |
| African Studies | Geology |
| African-American Studies | Human Development |
| Anthropology | Indigenous Peoples of the Americas |
| Art | Italian Studies |
| Chemistry | Japanese |
| Chinese | Jewish Studies |
| Classical Civilization | Mathematics |
| Classics | Music |
| Computer Science | Philosophy |
| Creative Writing | Physics |
| East Asian Studies | Religious Studies |
| Economics | Russian Language and Literature |
| Education | Science, Technology, and Society |
| Education: Professional Certification | Theater and Dance |
| Environmental Education | 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 Studies 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 field experience.

The January Program, introduced in 1961-62, grew from a desire to extend to students a greater measure of academic responsibility. January is a period during which topics may be pursued single-mindedly, free from the competing demands of an orthodox curriculum. Selected courses, designated in the catalogue with "j," are offered during January. Most

January courses appear only in the online catalogue and are available there beginning in October. January courses are offered for two or three credit hours. 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:

- (1) *Courses Offered for Credit.* Some are created specifically for January; others, originally designed to be offered during semesters, may be modified for January. Such courses are graded in the same manner as semester courses, except that nongraded January courses will be marked credit or fail.
- (2) *Independent Study.* An academic project under the direct supervision of a Colby faculty member. Projects ordinarily involve the preparation of an extensive paper or other suitable indication of the student's independent research or artistic efforts. Two options exist for electing January independent study: (a) for course credit that can be applied toward graduation requirements, to be graded as in (1) above; and (b) for January Program credit only, to be graded *honors, pass, or fail*.
- (3) *Field Experience and/or Internships.* These projects are usually carried out away from the campus. Though students doing such projects do not work under the direct supervision of a faculty member, their programs require a faculty sponsor. Credits earned through field experience or internship are nongraded and may be applied toward the graduation requirements. Field experience and internships may be elected for January Program credit only, to be graded *honors, pass, or fail*.
- (4) *Noncredit Courses.* These courses fulfill the January Program requirement, but students do not earn course credit that can be applied toward the credit hours required for graduation. These courses may be offered by experts in fields not included in the regular curriculum and will be graded *credit or fail*.

Other than the grades indicated above, marks of *Abs* (absent from final examination) or *Inc* (work otherwise incomplete) may be given only in cases in which the student has made an acceptable arrangement with the instructor. Grades of *Abs* and *Inc* must be made up within limits set by the instructor and not later than the second day following spring recess.

A full description of January courses is 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. January Program options in field experience and internships must also be approved in advance by the field experience coordinator in the Office of Career Services. Appropriate deadlines for the satisfactory/unsatisfactory option in January and for requesting approval for field experience or internship credit are established each year.

Requirement for Returning Students

A student returning to college after an absence must meet any new requirements for graduation if fewer than 65 Colby credit hours had been earned prior to the absence. If more than 64 credits had been earned, the student may elect to meet either the new requirements or those in effect at the time of initial enrollment.

ACADEMIC HONORS

Phi Beta Kappa In American colleges, 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.

Latin Honors The degree of bachelor of arts with honors is awarded in three grades: *summa cum laude* to those who attain a 3.75 grade point average; *magna cum laude* to those with a 3.50 grade point average; *cum laude* to those with a 3.25 grade point average.

Honors in [Major] Honors programs are offered in American studies, anthropology, biology, chemistry, computer science, East Asian studies, economics, English, environmental studies, French, geology, government, history, international studies, Latin American studies, mathematics, music, philosophy, physics, psychology, religious studies, sociology, Spanish, 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 [major]." Independent majors may apply for honors to the chair of the Independent Study Committee.

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.

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

Named Scholarships Academic excellence is recognized at a convocation each fall for the Julius Seelye Bixler, 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.

The Dean's List Recognition by the Dean's List requires an average of all marks in the previous semester of at least 3.20 for upperclassmen (3.00 for first-year students) in a minimum of 12 credits, exclusive of satisfactory/unsatisfactory credits. A student with any mark of incomplete (unless as a result of illness or critical emergency), U, or WF is not eligible for Dean's List.

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

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

ACADEMIC PROCEDURES

Student's Responsibility

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

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

Student's Program

The student at Colby normally takes from 12 to 18 credit hours in each semester and one offering during the January term. Full-time standing during a semester requires a minimum of 12 credit hours. A student may carry fewer than 12 credit hours only with the explicit approval of the dean of students. In so doing, a student will be subject to review by the Committee on Academic Standing. Varsity athletes must consult with the director of athletics, the associate dean of students for academic affairs, and their academic advisor regarding how the reduced course load may affect athletic eligibility.

Each first-year student has a faculty advisor to assist in planning the academic program. A new faculty advisor is assigned when the student has selected a major. Approval of the faculty advisor(s) is required for all procedures affecting a student's academic program.

Prospective students frequently ask what subjects they will study—especially in the first year. It would be misleading to present any specific pattern of courses for either of the first two years. The programs of individual students may vary widely because there is considerable latitude within the requirements. To prepare for their lives in an increasingly complex society, students are encouraged to learn quantitative skills, to learn to write well, and to take courses that expose them to cultures other than their own.

To ensure distribution among the divisions, first-year students must include English composition, a foreign language (unless exempted by examination), and courses to meet area requirements. Students are urged to complete all distribution requirements by the end of their sophomore year. Students are encouraged to elect subject areas that are new to them and are advised to avoid 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 major departments in both the natural and social sciences recommend mathematics in the first year. The student and assigned advisor should discuss a prospective program, noting carefully the recommendations and requirements in areas of major study. The initial selection of a major is by no means final; students are encouraged to explore alternative options throughout their sophomore year.

Selection of Courses

Each semester students select programs of study for the following semester. Students select courses via the Web after consultation with academic advisors. Selections are confirmed or denied following review of courses against academic departments' criteria for course

limits and priorities, after which students may add or drop courses via the Web, subject to rules stated for each course.

Deadlines for voluntary changes—adding, dropping, or withdrawing from a course, changing sections within a course, declaring or revoking the satisfactory/unsatisfactory option, augmenting or decreasing credit in courses offered for variable credit—appear in “Critical Dates and Deadlines,” published annually by the registrar and available on the Web.

No student may register for more than 18 credit hours in any semester unless one of the following stipulations is satisfied: (1) at least a 3.00 overall grade point average in two or more Colby semesters, (2) at least a 3.25 grade point average during the previous two semesters (cumulative), or (3) special permission from the faculty advisor(s) and the dean of students.

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

Registration

Other than in exceptional circumstances specified in advance in writing by the dean of students, a student will not be permitted to register later than the seventh class day of a semester.

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

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

Adding Courses

Students in any class year are permitted to add courses to their schedules, with the permission of the instructor, during the first eight class days (hereafter referred to as the “add period”) in either semester.

Dropping Courses

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

Students’ schedules are available on the Web. It is each student’s responsibility to ensure that his or her registrations are accurate and total at least 12 credits, the minimum for full-time status (see “Student’s Program” on previous page). “Dropped” courses will not appear on the student’s permanent record or transcript. Students may not drop a course simply by absenting themselves from its meetings. Absence without formally dropping a course subjects the student to a mark of F in the course.

Withdrawal from Courses

Only first-year students may withdraw from courses until the last day of classes and receive the mark of W. Appropriate forms, approved by advisor and instructors, must be filed with the Registrar’s Office. If, at the time of withdrawal, the instructor considers the student to be failing, the mark shall be WF. Neither W nor WF is used in calculating the student’s grade point average but will appear on the transcript.

Satisfactory/Unsatisfactory

Students may elect a limited number of courses on a satisfactory/unsatisfactory basis; these cannot include distribution requirements. Most departments specify that major courses must be taken on a conventionally graded basis.

Forms for declaring satisfactory/unsatisfactory options can be obtained at the Registrar's Office. The form must be completed and returned by the end of the add period in the term in which the course is taken. A satisfactory/unsatisfactory election may be voluntarily revoked by a deadline established for each term. Letter grades submitted by instructors will be converted to S (for grades A through C-) or U before being posted on permanent records; any grade below C- is unsatisfactory and will be recorded as a U on the grade record. The Registrar's Office cannot release more specific information on the quality of the S, even upon request of the student who earned it.

Attendance

Students are expected to attend all of their classes and scheduled course events in any semester or January and are responsible for any work missed. Failure to attend can lead to a warning, grading penalties, and/or dismissal from the course with a failing grade.

Religious Holidays

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

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

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

Academic Honesty

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

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 explicit, written approval of the instructors involved, registration for two or more courses scheduled to meet concurrently is a form of academic dishonesty.

Hour Exams and Quizzes

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

Warnings

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

Semester Exams

Six days are set aside at the close of each semester for two-hour final exams. The Registrar's Office schedules the time and place of semester exams in all courses except those that are specifically exempted by the appropriate department chair.

An excused absence for a semester exam is granted if:

1. The instructor gives permission because of illness or grave emergency.
2. The registrar has been notified (on the appropriate form) of a valid conflict involving three exams on one day, four in consecutive order, or two courses with the same exam number (the last must be resolved at the time of registration).

A student with three exams scheduled in one day or four exams in sequence may choose the exam to be postponed.

A postponed exam may be taken on the designated make-up day or at another time subsequent to the scheduled exam agreeable to both the student and the instructor. There is no make-up for failed exams.

The mark for the exam may constitute up to half of the total course mark.

Marks

A student may obtain marks from instructors, but the only official College record is that maintained in the Registrar's Office. Grades can be viewed on the Web the day following the faculty's grade reporting deadline; semester reports are sent to parents upon explicit request of the student. Grade reports may be withheld at the direction of the Business Office for students whose financial obligations to the College have not been met.

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

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

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

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

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

Marks of W and WF indicate withdrawal from a course and represent the student's standing at the time of withdrawal. W indicates either passing or no basis for judgment. WF indicates failing. These marks are excluded from computation of all averages.

F indicates failure or abandonment of a course without formal withdrawal.

Academic Review

The Committee on Academic Standing reviews all current student records at the end of each semester to determine that all enrolled students are making satisfactory progress toward the degree. Students who earn fewer than 12 credits or less than a 2.00 grade point average in any semester, exclusive of the January Program, are subject to probation or dismissal from the College. Only when there are compelling extenuating circumstances (e.g., illness, unusual personal problems) is it advisable for a student to carry fewer than 12 credits; such a reduced program must be approved by the dean of students.

A student who is on probation must earn 12 credits and a C (2.00) average in the subsequent semester. The January term will be considered as part of the full year's performance in evaluations made by the committee at the end of the second semester. A student placed on probation in the major must regain or change that major in the subsequent semester (refer to the section "Major Requirement" in this catalogue).

Students who have been dismissed may, after one year, apply to the committee for reinstatement; during the required interview the student must be prepared to demonstrate an improved commitment to scholarship. A second dismissal is final.

Any student on academic probation is required to consult with his/her advisor and with any extracurricular advisor, such as a coach, to discuss whether the student should continue participation in extracurricular activities. A student on academic probation for a second

or subsequent semester will be declared ineligible to participate in any College-sponsored extracurricular activities unless, in consultation with the academic and extracurricular advisors and with the approval of the associate dean of students, the student develops a plan for allocating time to course work and extracurricular activities.

Upon a student's return to the College, his or her records on study programs elsewhere are subject to review and action by the Committee on Academic Standing.

Academic Standing

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

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

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

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

Senior standing: 90 or more credit hours and six or more semesters.

Class standing is not automatically changed to a higher level upon the posting of additional credits; students who believe themselves eligible for a change of class year should consult the registrar.

Exemption by Examination

When appropriate, distribution requirements, as well as certain requirements for the major, may be absolved by examination without course enrollment at the discretion of the department concerned. Matriculated students may earn credit by examination in 100- or 200-level courses to a maximum of 12 hours. Departmental examinations or external examinations approved by the department may be used, with credit given for the equivalent of at least C-level work. The cost of each examination is borne by the student. The College will exempt students from the language requirement for attaining before entrance a score of 64 in an SAT-II Subject Test in a foreign language or for attaining a score of 64 in Colby's placement test during first-year orientation; in either case, no academic credit will be granted.

Transferred Credits for Newly Admitted Students

Courses taken at other accredited institutions, in which grades of C or higher have been earned, may be credited toward the Colby degree under the conditions and circumstances listed below and those specified in the sections on "Residence Requirement" and "Quantity Requirement" in this catalogue. All credits presented for transfer toward a Colby degree must be supported by official transcripts issued by the college or university where the credits were earned.

- (1) When students are admitted by transfer, their records are tentatively evaluated by the registrar to determine the transferable equivalent in Colby courses. These courses are credited subject to confirmation through satisfactory progress at Colby.
- (2) College-level courses taken on college campuses by students prior to matriculation as first-year students are evaluated on the same basis as courses presented by new transfer students.
- (3) Refer to "Advanced Standing" in the section titled "Admission" in this catalogue for additional programs in which credit may be earned.

Transferred Credits for Currently Enrolled (Matriculated) Students

Courses taken at other accredited institutions, in which grades of C or higher have been earned, may be credited toward the Colby degree under the conditions and circumstances listed below and those specified in the sections on "Residence Requirement" and "Quantity Requirement" in this catalogue. All credits presented for transfer toward a Colby degree must be supported by official transcripts issued by the college or university where the credits were earned.

1. Students seeking to transfer credits for full-time study away from Colby must file application forms by the established deadlines with the Office of Off-Campus Study. Approval must be obtained prior to beginning such study. Deadlines are listed under "Academic Programs" in this catalogue. The Office of Off-Campus Study must be notified immediately of any subsequent change in the approved program.
2. Graded credits earned at an accredited degree-granting institution may be transferred toward a Colby degree by matriculated students, including students dismissed for academic reasons by the Committee on Standing, if approved in writing, prior to enrollment in specific courses at the other institution, by the appropriate College authorities. Forms on which to seek approval can be obtained from the Office of the Registrar. The Registrar's Office must be notified immediately of any subsequent change in the approved program.
3. No student may receive transfer credit for more than 14 credit hours taken for the purpose of making up deficiencies incurred at Colby. Credits earned at summer school will not constitute a semester to apply to the eight semesters required for the Colby degree.

Repeated Courses

Students with a need to earn a higher grade may repeat a course previously passed; both the first and subsequent enrollments and grades will be permanent entries on the academic record and transcript, and both grades will be used in computing the grade point average. No additional credit will be granted for the repeated course. Exceptions: Some courses build skills or change content in ways that make them repeatable regardless of grades given. Catalogue descriptions for such courses include the statement "May be repeated for additional credit." More specific information about repeatable courses may be obtained from the chair of the department concerned.

Auditing Courses

A matriculated Colby student may arrange to audit courses with the consent of the instructor. No credit is earned, and the audit is not recorded on the student's permanent record.

An auditor is not permitted to submit papers or perform any other function for which course credit is usually given. For this reason, auditing is seldom permitted in courses where the method of instruction involves significant individual attention and criticism. Under no circumstances can academic credit be given to an auditor, nor can an audited course later be converted into an accredited course. The decision whether the course is to be audited or taken for credit must be made at entry.

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

Withdrawal from College, Leave of Absence

Students who leave Colby while a semester is in progress are required to withdraw formally, as are students who leave at the end of a semester with no definite plans for return. Students who withdraw are not permitted to return without approval of the dean of students. Students who withdraw for medical reasons must have the permission of the College physician in order to apply for readmission. Eligibility for initial or continued financial assistance from the College will be subject to review and action by the College's Student Financial Services.

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

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

All withdrawals and leaves of absence must be effected officially by filing a form obtained from and signed by the dean of students. The proper exit procedure, which includes the surrendering of residence hall and post office keys, must be followed to be eligible for any refunds that may be due (see "Refunds" in the section titled "Student Fees"). A student who leaves without official notification is not eligible for refunds, which are calculated from the date the withdrawal is approved by the dean of students.

Transcripts

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

ACADEMIC PROGRAMS

Divisions, Departments, and Programs

Colby College academic departments and programs are classified in the following divisions:

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

Division of Social Sciences, Professor Randy A. Nelson, chair, includes the departments of Administrative Science, Anthropology, Economics, Government, History, Psychology, Religious Studies, and Sociology.

Division of Natural Sciences, Professor Fernando Q. Gouvêa, chair, includes the departments of Biology, Chemistry, Computer Science, Geology, Mathematics, and Physics and Astronomy.

Division of Interdisciplinary Studies, Professor Cheryl Townsend Gilkes, chair, includes the programs in African Studies; African-American Studies; American Studies; Creative Writing; Education; Environmental Studies; International 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 aspect of world civilization from the perspective of several disciplines. The Integrated Studies semester provides an opportunity for students to learn about a subject in depth and to make broad connections between disciplines that will help reveal the essential unity of human knowledge and experience. Structured around clusters of courses, the program is open to all classes. The program and the individual courses are described under "Integrated Studies" in the Courses of Study section of this catalogue.

OPPORTUNITIES TO STUDY ABROAD

Colby maintains an Office of Off-Campus Study (see Academic Information section) to help students make plans to study abroad or at a few domestic off-campus programs that are integrated into each major and academic program. Applications are processed through this office in advance of the student's enrollment in a program of study away from Colby. Students who transfer credits for full-time study in a non-Colby program are subject to a fee of \$1,000 per semester. Financial aid may be applied, for qualified students only, to Colby programs and approved non-Colby programs. Students are required to consult their major advisor and the off-campus faculty liaison in their major department before making plans for study abroad. Sophomores will receive a handbook detailing procedures and listing approved Colby and non-Colby programs early in the fall semester. Applications for off-campus study during the year 2006-2007 are due by March 15, 2006, 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 taken two years of high school French. The program is offered in the fall semester.

Colby-Sponsored First-Year Programs

The College offers the following programs abroad designed specifically for entering first-year students:

Colby in Salamanca: Refer to description above.

Colby in Dijon: Refer to description above.

Colby-Sponsored Programs Abroad for Juniors

While courses needed for most liberal arts majors are offered at the College, many students are attracted by the opportunity to study abroad for a comparative examination of their major field or a different perspective on their studies. Such programs are generally undertaken during the junior year. Colby offers study programs in 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 with any major may be accepted, but they must 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). Teaching is done by qualified instructors and takes place at the St. Petersburg Classical Gymnasium, where United States students teach two classes in English to Russian high school students. Students live with Russian families, and a full cultural program is offered, including excursions.

Other Study Programs Abroad

For programs not sponsored by Colby, the College requires that students obtain approval for their course of study before the stated deadline; without such prior approval, credit will not be transferred to Colby. Approval forms and a handbook of approved programs are available from the Office of Off-Campus Study. For study abroad during the academic year 2006-2007, a preliminary application must be filed with the Off-Campus Study Office by November 15, 2005, and a final application submitted by March 15, 2006. Students receiving financial aid continue to receive that aid if they attend a Colby-approved program.

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. With the exception of Colby's language acquisition programs in Salamanca and Dijon, students who wish to study in a country whose language is taught at Colby must have taken the equivalent of at least three semesters of the language before departure (some programs and majors require more advanced preparation). In other countries, students are required to take courses in the host-country 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 (spring or fall) and that opportunities to study abroad for the full year are restricted. Colby students cannot get credit for study abroad undertaken in any country for which a U.S. State Department Travel Warning was issued prior to program departure.

Foreign Exchange

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

An agreement with the Universidad de Salamanca in conjunction with Colby's junior-year abroad, allows a Spanish student to spend a year at Colby as the Spanish language assistant.

Approved Domestic Programs

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

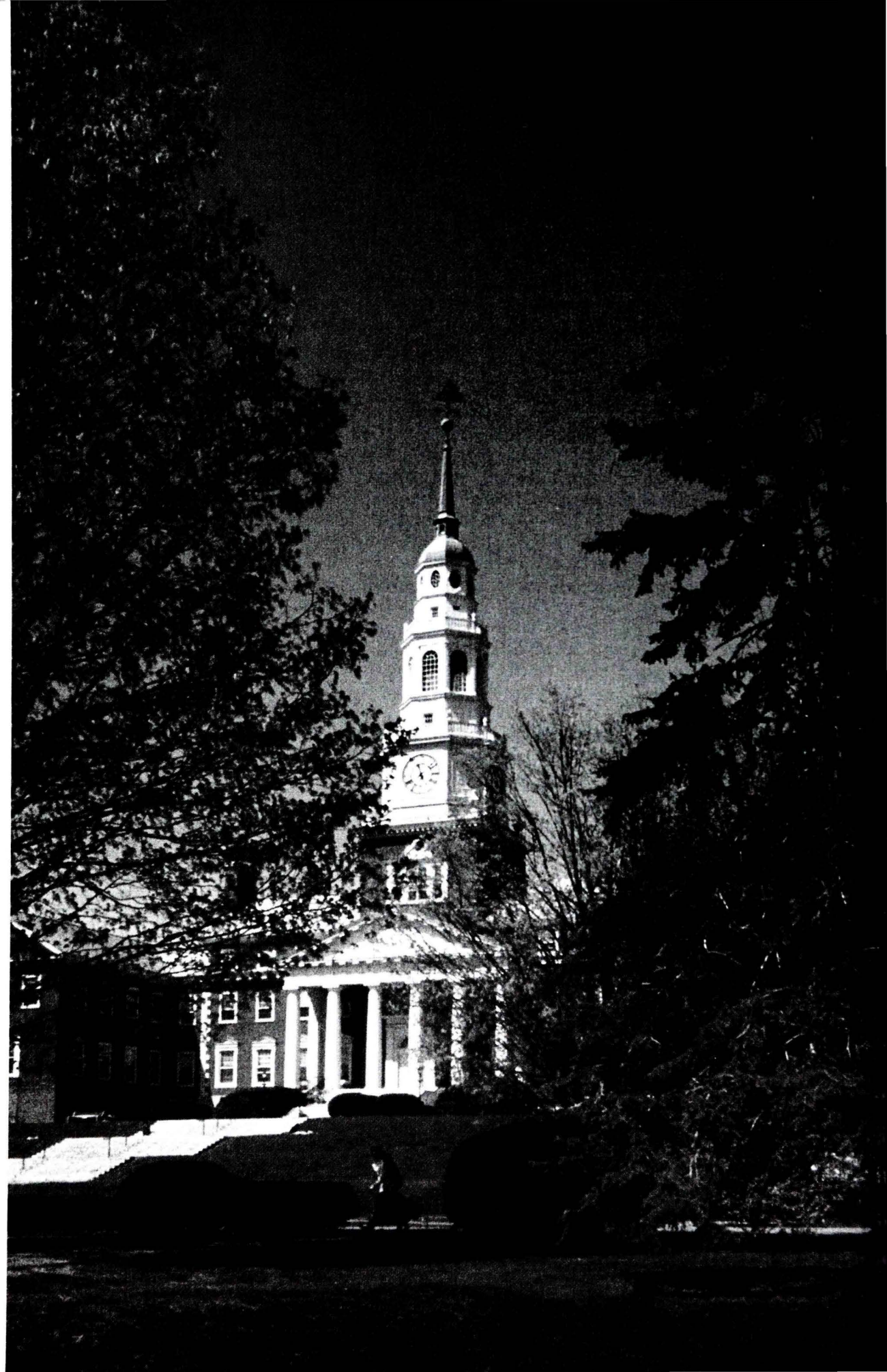
Exchange programs: Colby participates in student exchange programs with Howard University in Washington, D.C., and Clark Atlanta University in Atlanta, Georgia. Ordinarily, exchanges are arranged for a single semester of the junior year. Each student pays tuition, board, and room charges at the home institution; travel is at the student's expense.

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

Engineering Programs: Colby has 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. For more information, contact the engineering advisor in the Department of Physics and Astronomy.

Course Exchange: A course exchange program is in effect with Bates, Bowdoin, and Thomas colleges. 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.



DEPARTMENTS, PROGRAMS, AND COURSES OF STUDY

50 Key to the Courses of Study

52 Courses of Study

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 eligible to take the course:

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

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

Prerequisites

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

Curriculum

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

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

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

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

Faculty on leave or directing Colby programs abroad are listed at the end the Faculty Directory.

Area Requirements

Catalogue descriptions of courses that fulfill distribution area requirements (see page 29) include a bold-faced capital letter following the number of credit hours:

A: Arts

H: Historical Studies

L: Literature

N: Natural Science

Q: Quantitative Reasoning

S: Social Sciences

Courses that fulfill the requirement in *Diversity* are designated by a bold-faced **D** for students prior to the Class of 2007 and by a bold-faced **U** or **I** for students in the Class of 2007 and following classes. 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 and seminars in which subject matter varies, courses may not be repeated for additional credit.

Critical Dates and Deadlines

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

ADMINISTRATIVE SCIENCE

Chair, PROFESSOR LEONARD REICH

Professors Randy Nelson and Reich; Visiting Assistant Professor Barry Farber

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

Requirements for the Minor in Administrative Science

Administrative Science 212, 221, 311; Economics 133, 134; and two courses chosen from Computer Science 113, Economics 331, Mathematics 112 or 231, or other courses in administrative science.

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

Successful completion of the minor requires a 2.0 average for all requirements above. None of the required courses may be taken satisfactory/unsatisfactory.

Course Offerings

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

221f Financial Accounting The underlying theory and analytical aspects of the measurement, recording, and reporting of a firm's financial information to external users. Emphasis is on the conceptual and communication aspects of the financial accounting model in modern society—its relationship to law, economics, and social policy. *Three credit hours.* FARBER

[231] Introduction to Financial Decision Making An introduction to the analytical tools, including compound interest, discounting, diversification, asset valuation, portfolio theory, used to analyze a broad range of financial problems. The tools are then used to analyze problems faced by individuals rather than corporations. For students with little or no background in economics or finance; students may not receive credit for both Administrative Science 231 and either 311 or 322. *Four credit hours.*

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

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

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

333f Marketing in America Understanding of marketing as a pervasive organizational function. Emphasis is on the processes by which organizations make product, service, and social marketing decisions and on the societal consequences of those decisions. *Prerequisite:* Administrative Science 212. *Three or four credit hours.* MCALEER

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

354s 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 is placed on the interaction between the business community and legal environment in the context of business ethics and integrity utilizing a systematic analysis, including cases, class participation/discussion, debates, and mock trial. *Four credit hours.* S. INSTRUCTOR

[356] The Biography of Oil Listed as Science, Technology, and Society 356 (q.v.). *Four credit hours.* S.

[373] Operations Research Listed as Mathematics 373 (q.v.). *Four credit hours.*

491f, 492s Independent Study Individual projects devoted to organizational issues in which the student has demonstrated the interest and competence necessary for independent work. *Prerequisite:* Permission of the instructor. *One to four credit hours.*

AFRICAN STUDIES

Director, PROFESSOR CATHERINE BESTEMAN

PROGRAM FACULTY AND ADVISORY COMMITTEE: Professors Besteman (Anthropology), Laura Chakravarty Box (Theater and Dance), Suellen Diaconoff (French), Anindyo Roy (English), James Webb (History); Martha Denney (Off-Campus Study)

One of the culturally and ecologically richest areas in the world, Africa is a vast continent of 30 million square kilometers embracing 54 countries and 748 million people. With a history and a future integrally connected to both the Americas and Europe, the African continent represents a prime area for study and research in the decades ahead. Some even argue that the 21st century will be the "Century of Africa."

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

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

The minor is composed of six courses, including a research seminar in which a major piece of writing on an African subject will be produced. Foreign experience is an essential complement to traditional class work on campus, and all students are strongly encouraged to include study abroad on an approved academic program in Africa.

Requirements for the Minor in African Studies

- (1) Six courses including: two core courses, History 261 and Anthropology 237;
- (2) Two additional courses such as the following or from approved study abroad courses: English 348 Postcolonial Literatures, French 238 Introduction to the French Francophone World, French 372 France and Africa, History 364 African Economic History, Music 118 African Music; Sociology 238 Genocide and Political Violence, Sociology 259 Social Movements in Comparative Perspective.
- (3) One course in African-American studies from the following: American Studies 276 African-American Culture in the United States, Anthropology 231 Caribbean Society and Culture, English 343 African-American Literature, History 247 African-American History, from Slavery to Freedom, Religious Studies 356 The African-American Religious Experience, Sociology 357 Civil Rights, Black Power, and Social Change;
- (4) One research seminar, in the senior year, serving as the capstone experience and requiring a substantial research project dealing with Africa, such as Anthropology 452 Anthropology of Power, Economics 474 Economic Demography, Government 451 Political Violence, Revolutions, and Ethnic Conflict, History 446 Historical Epidemiology, or French 493 when the theme is appropriate.

Course Offerings

491f, 492s Independent Study Individual study of special problems in African 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.*

AFRICAN-AMERICAN STUDIES

Director, PROFESSOR CHERYL TOWNSEND GILKES

PROGRAM FACULTY AND ADVISORY COMMITTEE: Professors Jeffrey Anderson (*Anthropology*), Catherine Besteman (*Anthropology*), Cedric Gael Bryant (*English*), Gilkes (*African-American Studies and Sociology*), Jill Gordon (*Philosophy*), Linda Kim (*Art and American Studies*), Paul Machlin (*Music*), Phyllis Mannocchi (*English*), Margaret McFadden (*American Studies*), David Nugent (*Anthropology*), Maritza Straughn-Williams (*Anthropology and African-American Studies*), James Webb (*History*), and Robert Weisbrot (*History*); and two student representatives

The African-American Studies Program is an interdisciplinary program of courses organized to provide an overview and introduction to the experiences of 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 in African-American/American studies or they may elect a minor in African-American studies built upon courses in anthropology, history, literature, economics, government, music, religious studies, and sociology. Students also may compose an independent major. Although the program exposes students to the history and culture of Africans and people 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.

Requirements for the Major in African-American/American Studies

Fourteen courses selected from American studies, literature, social science, and music, including American Studies 271, 276, 493, English 255, 256, 343, 346, 427, History 131, 132, and 247; one course selected from Music 133 (when appropriate), 232, 238, Art 297, or American Studies 282; History 261 or 364; two courses selected from American Studies 493 (when appropriate), Anthropology 211, 213, 217, 231, 254, 354, Philosophy 213, Religious Studies 356, Sociology 252, 354, 355, 357, 358, or Women's, Gender, and Sexuality Studies 221; and at least one course focused on Africa or the Caribbean, preferably selected from Anthropology 231, 237, 254 and History 261 and 364. Course substitutions and exchanges may be made in consultation with the advisor.

Requirements for the Minor in African-American Studies

Seven courses including African-American/American Studies 276; English 343; History 247; one course selected from Music 133 (when appropriate), 232, 238, Art 297, or American Studies 275, 282; at least one course focused on Africa or the Caribbean; and two courses selected from American Studies 493, Anthropology 217, 231, 254, English 346, 413 (when appropriate), 427, Philosophy 213, Religious Studies 356, Sociology 252, 354, 355, 357, 358, or Women's, Gender, and Sexuality Studies 221. Course substitutions and exchanges may be made in consultation with the advisor.

Interested students also may consider an independent major in African-American studies or an independent major that combines African-American studies with another relevant discipline or program, especially anthropology, Latin American studies, or African studies. Minors and majors are instructed to inform faculty that they are African-American studies minors, African-American studies independent majors, or African-American/American studies joint majors when seeking the permission of the 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/American studies major

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|-------------------------|---|
| <i>American Studies</i> | 271 Introduction to American Studies: The Material Culture of Modern Life |
| | 275 Gender and Popular Culture |
| | 493 Seminar in American Studies |
| <i>Anthropology</i> | 211 Indigenous Peoples and Cultures of North America |
| | 213 Human Rights and Indigenous Peoples |
| | 354 Native American Religion and Empowerment |
| <i>Art</i> | 297 History of African-American Art |
| <i>English</i> | 255 Studies in American Literary History |
| | 256 Studies in American Literary History |
| | 413 Authors Courses (when appropriate) |
| <i>History</i> | 131 Survey of United States History, to 1865 |
| | 132 Survey of United States History, 1865 to the Present |
| | 136 Postwar America |
| <i>Music</i> | 133 American Music |

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

| | |
|-------------------------|---|
| <i>American Studies</i> | 276 African-American Culture in the United States |
| | 282 American Popular Culture |
| <i>Anthropology</i> | 213 Human Rights and Indigenous Peoples |
| | 217 Race and Ethnicity: Cross-Cultural Perspectives |
| | 231 Caribbean Society and Culture |
| | 237 Ethnographies of Africa |
| | 254 Women of the African Diaspora |
| <i>Art</i> | 297 History of African-American Art |
| <i>English</i> | 343 African-American Literature |
| | 346 Culture and Literature of the American South |

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| | 413 Author Course (when appropriate) |
| | 493 Seminar (when appropriate) |
| <i>History</i> | 247 African-American History, from Slavery to Freedom |
| | 261 African History |
| | 342 America in the Sixties |
| | 364 African Economic History |
| <i>Music</i> | 133 American Music (when appropriate) |
| | 232 Jazz History |
| | 238 Burnt Biscuits and Green Onions: From Rhythm and Blues to Soul |
| <i>Philosophy</i> | 213 Philosophical Inquiries into Race |
| <i>Religious Studies</i> | 356 The African-American Religious Experience |
| <i>Sociology</i> | 252 Race, Ethnicity, and Society |
| | 354 Sociology and the American Race Problem |
| | 355 African-American Women and Social Change |
| | 357 Civil Rights, Black Power, and Social Change |
| | 358 The Sociology of W.E.B. Du Bois |
| | 397 The Sociology of Alice Walker |
| <i>Women's, Gender, and Sexuality Studies</i> | 221 Gender, Race, and the Politics of Difference |

Course Offerings

[231] Caribbean Society and Culture Listed as Anthropology 231 (q.v.). *Four credit hours.* S, D, I.

[238] Burnt Biscuits and Green Onions: From Rhythm and Blues to Soul Listed as Music 238 (q.v.). *Four credit hours.* A, D.

[254] Women of the African Diaspora Listed as Anthropology 254 (q.v.). *Four credit hours.* S, D, I.

[276] African-American Culture in the United States Listed as American Studies 276 (q.v.). *Four credit hours.* S, D, U.

491f, 492s Independent Study Individual study of special problems in African-American studies in areas where the student has demonstrated the interest and competence necessary for independent work. *Prerequisite:* Permission of the instructor and of the program director. *One to four credit hours.*

AMERICAN STUDIES

Director, ASSOCIATE PROFESSOR MARGARET MCFADDEN

ADVISORY COMMITTEE: *Professors Richard Ammons (College Relations and American Studies), Jeffrey Anderson (Anthropology), Lisa Arellano (American Studies and Women's Gender and Sexuality Studies), Terry Arendell (Sociology and Women's, Gender, and Sexuality Studies), Cedric Gael Bryant (English), Alec Campbell (Sociology), Debra Campbell (Religious Studies), Daniel Contreras (English), Anthony Corrado (Government), James Fleming (Science, Technology, and Society), Cheryl Townsend Gilkes (African-American Studies and Sociology), Linda Kim (American Studies and Art), Elizabeth Leonard (History), Paul Machlin (Music), Sandy Maisel (Government), Phyllis Mannocchi (English), Michael Marlais (Art), McFadden (American Studies), Thomas Morrione (Sociology), Patricia Onion (English), Jason Opal (History), Leonard Reich (Administrative Science and Science, Technology, and Society), Laura Saltz (American*

Studies and Art), Katherine Stubbs (*English*), and Robert Weisbrot (*History*); Adjunct Instructors Linda Goldstein and Kenneth Eisen

American studies is an interdisciplinary major that enables students to explore the complex interactions of peoples, cultures, social structures, and political institutions that have shaped the experiences of those living in the United States. Students are introduced to canonical and non-canonical literatures, to historical studies, and to main currents in historical and contemporary cultural production, as well as to questions of the relationship of the United States to the rest of the world.

Requirements for the Major in American Studies

The American studies major requires 14 courses—five in American studies (American Studies 271, 393, 493, and two electives), three in American history (History 131 or 231, 132 or 232, and one elective at the 300-level or above), three in American literature (English 255, 256, and one elective at the 300-level or above), and a three-course thematic concentration, approved by the American studies advisor, selected from the following list of appropriate courses. One of the 14 courses also must meet the program's ethnic studies requirement, selected from among the following: American Studies 276, 277, 315, 398, Anthropology 211, 213, 217, 254, 354, English 342, 343, 413, 427, History 247, 281, 397, Music 232, 238, Philosophy 213, Religious Studies 356, Sociology 252, 354, 355, 357, Spanish 276, Women's, Gender, and Sexuality Studies 221, 311.

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

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

Honors Program

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

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

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

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

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| <i>Administrative Science</i> | 212 American Business and Management |
| | 333 Marketing in America |
| | 354 Law in American Society |
| <i>Anthropology</i> | 211 Indigenous Peoples and Cultures of North America |
| | 217 Race and Ethnicity: Cross-Cultural Perspectives |
| | 254 Women of the African Diaspora |
| | 297 African Diaspora |
| | 313 Researching Cultural Diversity |
| | 354 Native American Religion and Empowerment |
| <i>Art</i> | 277 American Visual Arts I |
| | 285 History of Photography |
| | 297 History of African-American Art |
| | 353 Contemporary Art, 1914 to the Present |
| | 398 Seminar on Modern Architecture |
| | 493 Seminar (when appropriate) |
| <i>Economics</i> | 231 Environmental and Natural Resource Economics |
| | 254 The Economics of Women, Men, and Work |

- 274 American Economic History
 312 Topics in Law and Economics
Education 215 Children and Adolescents in Schools and Society
 217 Boys to Men
 231 Teaching for Social Justice
 235 Multiculturalism and the Political Project
 315 U.S. Environmental Justice Issues
 332 Women, Girls, and the Culture of Education
 336 American Education: Historical and Philosophical Foundations
English 255 Studies in American Literary History I
 256 Studies in American Literary History II
 333 Modern American Drama, 1920-1970
 336 Early American Women Writers
 337 What Is Latino Literature?
 338 American Renaissance I: Poe, Hawthorne, and Melville
 339 American Renaissance II
 341 American Realism and Naturalism
 342 American Indian Literature
 343 African-American Literature
 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
 362 Art and Oppression: Lesbian and Gay Literature and
 Modern Society
 398A African-American Poetry
 398B Postmodern American Fiction
 413 Authors Courses (when appropriate)
 427 The Harlem Renaissance
 457 American Gothic Literature
 493 Seminar in American Literature
Government 210 Interest Group Politics
 211 The American Presidency
 212 The American Congress
 213 United States Senate Simulation
 214 Parties and the Electoral Process
 231 United States Foreign Policy: The Cold War
 232 United States Foreign Policy II: After the Cold War
 273 American Political Thought
 297 Urban Government and Politics
 298 Religion and Politics in the United States
 313 Constitutional Law I: Federalism
 314 Constitutional Law II: Individual Rights
 318 Money and Politics
 320 The Rights Revolution and Its Discontents
 331 Business and American Foreign Policy
 335 United States-Latin American Relations
 351 United States Policy Toward the Middle East
 371 Foundations of American Constitutionalism
 412 Tutorial: The Politics of Presidential Elections
 413 Seminar: Policy Advocacy

- 414 Seminar: Ethics in Politics
 432 Seminar: United States Foreign Policy
- History*
- 131 Survey of United States History, to 1865
 132 Survey of United States History, 1865 to the Present
 231 American Women's History, to 1870
 232 American Women's History, 1870 to the Present
 233 Not Work: The Rise of Sport and Leisure in America
 234 The American Revolution
 235 The American Family
 236 The American Frontier, 1600-1900
 238 American Political History, 1600-Present
 239 The Era of the Civil War
 247 African-American History, from Slavery to Freedom
 281 Jews and Judaism in America
 331 Markets, Morals, and Greed in Early America, 1620-1820
 335 Antebellum American Histories, 1830-1860
 337 The Age of the American Revolution
 338 Struggling from Revolution to Civil War
 340 Biographies and Autobiographies of Great American Women
 342 Crisis and Reform: American Society and Politics in the 1960s
 347 America in Vietnam
 433 Research Seminar: U.S. Cultural History, 1890-1915
 435 Research Seminar: The American Civil War
 447 Research Seminar: The Cold War
- Music*
- 133 American Music
 232 Jazz History
 238 Burnt Biscuits and Green Onions: From Rhythm and Blues to Soul
- Philosophy*
- 213 Philosophical Inquiries into Race
 218 Philosophy of Law
 352 American Philosophy
 392 Philosophy Seminar (when appropriate)
- Psychology*
- 253 Social Psychology
 352 Sex and Gender Seminar
 356 Social Psychology Seminar
- Religious Studies*
- 217 Religion in the United States
 256 Religion in Film and Fiction
 257 Women in American Religion
 318 Seminar: Mary Daly
 334 Religion and World War II
 356 The African-American Religious Experience
- Science, Technology, and Society*
- 245 Science, Race, and Gender
 250 Industry, Technology, and Society, 1750-1915
 251 Industry, Technology, and Society Since 1900
 271 History of Science in America
 275 Science, Technology, and Politics
 356 The Biography of Oil
 393 Technology, War, and Society
- Sociology*
- 231 Contemporary Social Problems
 233 Crime and Justice in American Society
 252 Race, Ethnicity, and Society

- 253 Sports and Society
 255 Urban Sociology
 259 Fighting the Power: Social Movements in America
 273 Sociology of Families
 274 Social Inequality and Power
 276 Sociology of Gender
 277 Social Psychology
 292 Social Change
 352 American Critics of American Society
 355 African-American Women and Social Change
 357 Civil Rights, Black Power, and Social Change
 358 W.E.B. Du Bois
 377 Sociology of Sexualities
 493 Senior Seminar in Sociology (when appropriate)
- Spanish* 276 U.S. Latina/Chicana Women Writers
 298A U.S. Latina/o Literatures
- Women's, Gender,
 and Sexuality Studies* 217 Boys to Men
 221 Gender, Race, and the Politics of Difference
 311 Seminar in Feminist Theory

Course Offerings

115j The Image of Women and Men in American Film How Hollywood films of a particular era reflected and helped determine the vast social and psychological changes that women, men, and the country were experiencing—or were denying experiencing—during tumultuous time periods of United States history. Topics include gender roles, genre, directorial style, historical background, the effects of camera placement, movement, and lighting, and the function of narrative; how to “read” a film. This year’s topic: “The Sixties” (1958-1978). Enrollment limited; upperclass students seeking admission should contact Mr. Eisen at shadow@prexar.com. *Three credit hours.* **D.** EISEN

[259] Fighting the Power: Social Movements in America Listed as Sociology 259 (q.v.). *Four credit hours.*

271fs Introduction to American Studies An introduction to methods and themes in American studies, the interdisciplinary examination of past and present United States culture. 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. *Four credit hours.* **U.** KIM, MCFADDEN

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

276s African-American Culture in the United States An interdisciplinary examination of black cultural expression from the slave era to the present—including folk tales, the blues, gospel music, work songs, jazz, sermons, dance, literature, and social institutions—tracing the stages of development of a distinctive black culture in America, its relationship to the historical, social, and political realities of African Americans, and its role in the cultural formation of the United States. Also listed as African-American Studies 276. *Four credit hours.* **S, D, U.** GILKES

[277] **Coming of Age in Asian America: Film and Fiction** An interdisciplinary examination of the experiences and histories of Asian Americans using the coming of age narrative that structures much contemporary Asian-American film and fiction. Critical study of cultural texts will emphasize how they comment upon and shape understanding of U.S. immigration policy and the diversity of ethnic, class, and sexual identities within Asian America; the “perpetual foreigner” and “model minority” myths in the racial hierarchy of the United States; and interracial marriage, biracial identity, and international interracial adoption. *Four credit hours.* D, U.

[282] **American Popular Culture** An interdisciplinary examination of the ways our ideas about race and ethnicity in the United States have been shaped and reshaped by popular cultural forms, from blackface minstrelsy of the 1840s to today. Special attention to the relationship between changing ideologies of race and ethnicity and the social, political, and historical experiences of a diverse range of people living in the United States. Examples from popular theater, recorded sound, radio, silent and sound film, advertising, television, and new computer-based media. *Four credit hours.* U.

285s **History of Photography** Listed as Art 285 (q.v.). *Four credit hours.* KIM

297f **History of African-American Art** Listed as Art 297 (q.v.). *Four credit hours.*
KIM

298s **Introduction to Queer Studies** Listed as Women’s, Gender, and Sexuality Studies 298 (q.v.). *Four credit hours.* ARELLANO

[315] **Contemporary Asian-American Women Writers** Listed as Women’s, Gender, and Sexuality Studies 315 (q.v.). *Four credit hours.* L, D, U.

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

335j **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, January 20-30, 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 2005, including transportation and accommodations: \$1,600. In addition, students will be responsible for their own food and film tickets (at \$10 per film or event); these costs are estimated to be \$400-600. *Prerequisite:* Permission of the instructor. *Three credit hours.* A. MANNOCCI

[376] **Alternative Popular Cultures** Representing contemporary gay, lesbian, bisexual, and transgendered lives. Popular culture aimed at a broad national audience typically has not represented gay, lesbian, bisexual, or transgendered people with much sympathy or accuracy. Drawing on critical models from queer theory, this course offers an interdisciplinary exploration of contemporary popular texts (narrative films, video, television programs, popular fiction, and coming out stories, cartoons, comedy, Internet sites, performance art, and music) created by and for gay, lesbian, bisexual, and transgendered people about their own (quite diverse) lives. Other topics include camp, drag, voguing,

musicals, queering “straight” texts, political activism, and the backlash in the media against the new visibility of GLBT issues (same-sex marriage, gays in the military, the “Ellen” controversy, the dangers of Tinky Winky). *Prerequisite:* American Studies 275 or 282 or English 362. *Four credit hours.* U.

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

393f Proseminar: The American Culture of Work Required of all majors, preferably during the junior year. Fall 2005: “The American Culture of Work.” A focus on the experience of work and labor in the historical and contemporary United States. Exploration of the complex factors that create and limit opportunities for employment such as natural resources, technology, and the social forces of race and gender. The effects of work and labor on other aspects of American life such as family, movements for social change, and consumption. *Prerequisite:* Junior standing as American studies major. *Four credit hours.* U. ARELLANO

397f Picturing Conflict: Photojournalism and War, 1850-Present An examination of photographic representations of wars, beginning with the first photographed war, the Crimean War, and encompassing the Civil War, both World Wars, and recent conflicts in the Middle East and Africa. The preponderance of the course will be on works by American photojournalists and on wars in which the United States was a direct or indirect combatant. In addition to developing a formal analysis of photographs, analysis of the images in terms of the projects of individual photojournalists, technological advances in war and photography, media outlets for photojournalism, and public responses to war photographs. *Four credit hours.* KIM

398As Race, Ethnicity, and Violence A comparative examination of the history of race and ethnicity in the U.S. through eight case studies of lynching and vigilantism from 1836 to the present. Central themes include the relationships among race, ethnicity, economy, labor, and immigration; the interdependence of racial and ethnic stereotypes, constructions of gender, and ideas about sexual practice and “purity”; and the unlikely role of the State as an apex of extralegal citizen violence and activist protest and intervention. *Four credit hours.* ARELLANO

398Bs Thinking September 11th How can we make sense of the events of September 11, 2001? How have artists, writers, musicians, architects, film makers, philosophers, historians, theologians, political theorists, and politicians from around the world conceptualized and analyzed these events? And how has the fallout from September 11th reshaped the culture and politics of the United States and the relationship of the nation to the rest of the world? Topics include the experiences of victims and survivors; the memorializing of “ground zero”; the “war on terror”; the Patriot Act and civil rights; Guantanamo Bay, Abu Ghraib, and the re-definition of torture; the history of the United States in the Middle East; and the role of the media in shaping our perspectives on all these topics. *Four credit hours.* MCFADDEN

[457] American Gothic Literature Listed as English 457 (q.v.). *Four credit hours.* L, U.

483f, 484s Senior Honors Project Research conducted under the guidance of a faculty member and focused on an approved interdisciplinary topic leading to the writing of a thesis. *Prerequisite:* A 3.25 major average and permission of the director of the program. *Three credit hours.* FACULTY

491f, 492s Independent Study Individual study of special problems in American studies in areas where the student has demonstrated the interest and competence necessary for independent work. *Prerequisite:* Permission of the instructor and the program director. *One to four credit hours.*

493Af Seminar: Culture and Politics of the 1930s The virtual collapse of the U.S. economy known as The Great Depression catalyzed a period of creativity in American culture. Not only did F. D. Roosevelt's New Deal reinvent the broken social contract, but a generation of young artists from the working classes produced an outpouring of art, literature, theater, music, Hollywood film, radio programming, and documentary photography that redefined what it meant to be an American for three generations. Interdisciplinary analysis of these 1930s cultural forms in political and economic contexts will be the central focus. *Four credit hours.* MCFADDEN

493Bs Seminar: Culture and Politics Since 1980 An in-depth, interdisciplinary examination of the complex relationships between politics, economics, and cultural production, from 1980 to today. From a grounding in recent history and in cultural theory, how cultural texts like films, novels, music, advertising, plays, television, and news media have been instrumental in shaping contemporary national political culture and American identity. Special attention to the role of cultural texts in representing issues of war and peace and U.S. foreign policy. *Prerequisite:* Senior standing as an American studies major. *Four credit hours.* MCFADDENS.

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

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

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

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

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

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

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

397f Law, Society, and Politics in Ancient Athens An examination of Athenian law and litigation in their social and political context. The origins and development of Athenian law, concepts of justice, and how Athenian trials were conducted. Analyses of historical cases of homicide, assault, sexual misconduct, tort and property, and political and communal misconduct. The rhetoric of presenting a case in court. Students will construct mock trials in which they will play the roles of prosecutors, defendants, and jurors. *Four credit hours.* **H.** J. ROISMAN

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

ANTHROPOLOGY

Chair, ASSOCIATE PROFESSOR MARY BETH MILLS

Professors David Nugent and Catherine Besteman; Associate Professors Jeffrey Anderson and Mills; Assistant Professor Maritza Straughn-Williams; Faculty Fellow Kathryn Fulton

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 and a minor in indigenous peoples of the Americas.

Requirements for the Major in Anthropology

Twelve courses, including Anthropology 112, 113, 313, 333, and one advanced seminar taken in the senior year and chosen from courses at the 400 level; one culture area course selected from Anthropology 211, 231, 235, 237, 239, 264; one topics course selected from Anthropology 213, 214, 217, 254, 256, 273; five elective courses, including at least three at the 300 level or equivalent. A maximum of one course selected from the list of electives (preceding anthropology course descriptions below) cross-listed from other departments may be counted toward the major.

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

Honors in Anthropology

Seniors majoring in anthropology may apply for the honors program during the first two weeks of the fall semester. In addition to securing a faculty sponsor and department approval, the student must have a 3.25 overall grade point average and a 3.60 grade point average in the major. The program involves independent research conducted in Anthropology 483, 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 and 113; one culture area course selected from Anthropology 211, 231, 235, 237, 239, 264; one topical course selected from Anthropology 213, 217, 254, 256, or 273; and two additional courses in anthropology at the 300 or 400 level.

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

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

Note: Anthropology 112 fulfills both the social sciences area (S) and the diversity (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:

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|---------------------------------|---|
| <i>African-American Studies</i> | 276 African-American Culture in the United States |
| <i>American Studies</i> | 276 African-American Culture in the United States 282 American Popular Culture 376 Alternative Popular Cultures |
| <i>English</i> | 348 Postcolonial Literatures |
| <i>History</i> | 473 Historical Roots of Political Violence and Ethnic Conflict in Modern Latin America |
| <i>Philosophy</i> | 213 Philosophical Inquiries into Race 314 Marx and Marxist Philosophy |
| <i>Sociology</i> | 355 African-American Women and Social Change |

Course Offerings

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

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

more, to develop an appreciation for the great diversity of human languages across and within cultures, the multiple functions of language in culture and society, and the cross-disciplinary ways of understanding human communication offered by anthropological linguistics. *Four credit hours.* **S, D, I.** INSTRUCTOR

175f Ordering the Cosmos “Cosmos” is a Greek word meaning “order” or “arrangement.” An exploration of how the ancient Greeks understood and made sense of their world in the “cosmos” of their making. Considering a range of domains from the theological to the social and ethnographic, how various systems of thought worked to produce order in their world, and how these systems complement or contradict one another. Topics include cosmology, religious practices, views of civic order and justice, and the Greeks’ own interest in cultural difference. Requires concurrent enrollment in Philosophy 175. *Four credit hours.* **BARRETT**

[176] Ancient Sites and Their Visitors The sites of ancient Greece have held enormous significance for visitors from ancient times through the modern era. An investigation of the ways people have valued and used these sites from antiquity to the present. Includes travel to Greece with visits to sites in Athens, Delphi, Epidaurus, Olympia, Corinth, and Mycenae. Cost in 2005: \$1,600. *Prerequisite:* Anthropology 175. *Three credit hours.*

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

[213] Human Rights and Indigenous Peoples Throughout its history, anthropology has been committed to and active in maintaining the rights of indigenous peoples against the negative global forces of nation-state power, racist ideologies, assimilative missionization, and industrial resource appropriation. An overview of the contemporary state of indigenous peoples utilizing online research of Internet sites established by indigenous peoples themselves, anthropological groups, international human rights organizations, world news services, national governments, and the United Nations. *Prerequisite:* Anthropology 112. *Four credit hours.* **I.**

217s Race and Ethnicity: Cross-Cultural Perspectives An introduction to the main theories that attempt to explain race and ethnicity, including the notion that both are social and not biological entities. Case studies from around the New World that reflect the ways different socioeconomic, political, and historical structuring contexts encourage varying forms of racial and ethnic identification. Application of the principles derived from this study to understand racial and ethnic interaction and tensions in the contemporary United States. *Prerequisite:* Anthropology 112. *Four credit hours.* **I.** NUGENT

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

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

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

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

252j Hunger, Poverty, and Population: The Anthropology of Development Examining theoretical approaches to problems of development in addition to anthropological studies of different forms of non-Western economies, and an attempt to understand why the majority of aid and development programs provided by industrialized nations toward solving the problems of Third World poverty have failed. A focus on evaluating the consequences of the kind of development advocated by different approaches to development and on assessing the potential contribution of anthropological knowledge to solving recurrent problems in development analysis. *Prerequisite:* Anthropology 112. *Three credit hours.*
NUGENT

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

[256] Land, Food, Culture, and Power An examination of cultural and political aspects of land and other resource use in contexts of culture contact and/or social change, drawing from a variety of ethnographic examples in different parts of the world. A focus on 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.

257f From Communism to Consumerism Listed as East Asian Studies 257 (q.v.). *Four credit hours.*
S. ZHANG

[264] Contemporary Chinese Society: An Anthropological Account Listed as East Asian Studies 254 (q.v.). *Four credit hours.*
S, D, I.

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

293f History of Women, Gender, and Family in Latin America Listed as History 273 (q.v.). *Four credit hours.* **H, D, I.** FALLAW

297Af African Diaspora A survey of the history, present context, and diversity of the many peoples of the Africa Diaspora in the Americas, focusing on past and present forms of political, economic, and social oppression experienced and the strategies of resistance, empowerment, and creativity that peoples of the African Diaspora have used and now use for survival and social change. *Four credit hours.* INSTRUCTOR

297Bf Space, Place, and Culture An anthropological study of how social space and place shape human action and experience through historical memory, group identity, values, control, and collective imagination. A further concern is with how space and place empower some groups against domination while disempowering others as hegemonic forms. Examples of topics include margins, borders, human movement, tourism, and nostalgia. *Four credit hours.* FULTON

313f Researching Cultural Diversity Anthropologists are renowned for their research with exotic peoples in their natural settings. Topics include the development of fieldwork as a means to investigate cultural diversity, both abroad and at home; the goals and ethics of anthropological research; the nature of the fieldwork experience; the interaction with informants and the production of knowledge and how we “write culture.” How the search for “other” also helps us to understand “self.” Students will apply fieldwork concepts and methods to their own study of American culture. *Prerequisite:* Anthropology 112 and one other anthropology course. *Four credit hours.* NUGENT

[332] Ancestors, Descendants, and Legacies—Anthropology and Its Histories Anthropology emerged as a separate discipline in the 1800s, the first systematic attempt to study human social and cultural diversity. While early anthropologists often operated under assumptions that have no place in today’s discipline, many of their questions continue to fascinate their intellectual descendants. The personalities, social currents, and ideas that have shaped the development of anthropology. Diaries, films, biographies, literature, and original ethnographies link the contributions of individual anthropologists both to their particular social contexts and to their legacies for contemporary anthropological thought and practice. *Prerequisite:* Anthropology 112 and one other anthropology course. *Four credit hours.*

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

[334] Anthropology of Creativity Creativity flows continually through all human cultures and languages with spontaneity, novelty, and unfolding meaning. A survey of various anthropological perspectives on the power of individuality, interpretation, resistance, and imagination in the aesthetic process. Considered are music, poetics, literature, and graphic arts in various historical and contemporary cultural contexts. *Four credit hours.* A.

[336] The Meaning of Color and Culture The concepts of race, color, and ethnicity are examined in cases from the United States, South Africa, Europe, Latin America, and the Caribbean to illustrate how race, color, and ethnicity are cultural and social categories. A historical overview of the concepts and the ways in which they have acquired different meanings over time and space. *Prerequisite:* Anthropology 112. *Four credit hours.* S.

339f 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:* Anthropology 112. *Four credit hours.* S, D, I. MILLS

[348] Postcolonial Literatures Listed as English 348 (q.v.). *Four credit hours.* L, I.

[351] Lives and Fictions: Writing Cultural Identities from the Margins Texts that attempt to reclaim or recreate histories of marginalized peoples through the use of (auto)biography, fiction, film, poetry, visual art, and music will be analyzed for the strategies employed by oppressed and exploited peoples to tell the “truth” of their own lives. Also addressed will be questions of objectivity and verifiability and the consequences of historically specific definitions of “fact” and “fiction.” *Four credit hours.*

[354] Native American Religion and Empowerment Native American sacred ways of speaking, acting, knowing, and creating in diverse historical and contemporary cultural contexts. Indigenous views and practices are studied as a groundwork for interpretive and theoretical formulations about the role of religion in Native American history, culture, and language. Native American religious traditions considered as dynamic modes of survival, empowerment, and renewal in the face of Euro-American domination. Indigenous, anthropological, and Euro-American perspectives on religion are brought into balanced dialogue and exchange. *Prerequisite:* Anthropology 112 or 211. *Four credit hours.* U.

[356] The Anthropology of Time The manifold types and functions of “time” in human cultures, societies, histories, and languages; how time both organizes and is shaped by human thought, action, social relations, and communication. Relationships among multiple dimensions of time, including quotidian, clock-based, seasonal, calendric, narrative, life cyclical, genealogical, historical, and cosmic levels. A critical review of the works of Marx, Weber, Durkheim, Mauss, Evans-Pritchard, Whorf, Geertz, Bourdieu, Leach, Bakhtin, Munn, Sahlin, and others. The question of the relationship between time and humanness in both its particularity and generality. Formerly offered as Anthropology 456. *Prerequisite:* Anthropology 112 and one other anthropology course. *Four credit hours.* I.

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

452s Anthropology of Power Social life is about power. Everything we do is a reflection of or has implications for power dynamics in our society and world. Students will use anthropological training to explore conceptions of power, locating power in symbols, rituals, ideas, capital, and the ability to dominate. How power dynamics develop and structure social interaction, undergird ideological systems, drive the global and local

distribution of wealth, and support regimes of terror. Students study instances of dissension, resistance, and rebellion fueled by power inequalities; readings lead through analysis of class, gender, and race into the terrain of cognition and the construction of knowledge. *Prerequisite:* Anthropology 112 and one other anthropology course. *Four credit hours.* I. BESTEMAN

[474] Anthropology As Public Engagement An exploration of innovative ways in which anthropology is utilized 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, non-governmental organizations, popular media, and social movements. *Prerequisite:* Senior standing as an anthropology major. *Four credit hours.*

483f, 484s Honors in Anthropology *Prerequisite:* Senior standing, admission to the honors program, and permission of the supervising faculty member. *Three or four credit hours.*

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

ART

Chair, ASSOCIATE PROFESSOR VÉRONIQUE PLESCH

Professors Michael Marlais, Harriett Matthews, Daniel Rosenfeld, and David Simon; Associate Professors Bevin Engman, Plesch, and Scott Reed; Assistant Professors Garry Mitchell, Dee Peppe, Laura Saltz, and Ankeney Weitz; Visiting Assistant Professor Joseph Feely; Adjunct Instructors Samuel Atmore, Bonnie Bishop, and Nancy Meader; Visiting Instructor Linda Kim

The Art Department includes practicing artists and art historians. With special studios for drawing, photography, printmaking, and sculpture, the department offers a curriculum that allows students not only to explore the intrinsic nature of materials and techniques but also to develop their own expressive abilities. Art history offerings are designed with the recognition that artistic products of any period are related to the social, political, and cultural concerns of that period. Students at Colby are able to approach art from both a practical and historical perspective and thus are better able to understand the total experience of art.

Requirements for the Major in Art

Any two of the following three courses: Art 111, 112, 173. Art 131 and one course in any three of the following four groups:

(1) Art 311, 312, 313, 314

(2) Art 331, 332, 333

(3) Art 351, 352, 353

(4) Art 273, 274, 376

and three additional graded art courses, which may be art history or studio courses in any proportion, making a total of nine courses.

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

Students planning to continue the study of art or art history in graduate school should confer with their advisors to be sure that they have planned a substantial and adequate course of study. Art history graduate programs generally require reading proficiency in two foreign languages.

Attention is called to the interdisciplinary major in American studies.

Requirements for the Concentration in Studio Art

For students who are fulfilling the major in art, the studio concentration is offered to provide a broadly founded studio sequence that will assist in the development of skills and strengthen portfolios for any anticipated graduate studio work. Additional requirements are: Art 221 and 222, or equivalent. The studio concentration *must* include at least a four-course sequence in either painting, printmaking, or sculpture among the requirements for the major, for a total of 12 courses. Students should make every effort to complete the drawing requirement as early as possible, thus allowing their advanced studio work to build upon that experience.

Requirements for the Concentration in Art History

For students who are fulfilling the major in art, the art history concentration is offered to prepare the student for graduate work in the field. In addition to the standard requirements for the major, art history concentrators must take each of the survey courses (Art 111, 112, 173) and two additional art history courses, making sure to have at least one in each of the four distribution areas listed under requirements for the major. Art history concentrators are required to take an art history seminar at the 300 level or above, for a total of 12 courses.

Requirements for the Minor in Art

An art minor is available and should be constructed according to the student's interests and on the advice of an Art Department faculty member. The art minor requires at least seven art courses, including Art 131 (or 161 and 162), two of the following: 111, 112, 173; and four additional courses at the 200 level or above.

Course Offerings

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

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

113j Photography An exploration of photography as a creative medium, providing students with the basic information needed to produce black and white photographs. Topics include camera functions, lens functions, film processing, printmaking, and aesthetics. Considerable out-of-class time required. Evaluation will be based on effort and proficiency. Students must have a 35mm camera. Nongraded. Cost for materials: \$95. *Two credit hours.*
INSTRUCTOR

114j Pottery An introduction to forming clay by pinching, making slabs and coils, and wheel throwing; decorating and glazing; and firing in an electric kiln. Historical and theoretical issues will be discussed. Nongraded. Cost for materials in 2004: \$45. *Two credit hours.* MEADER

115j Advanced Photography An exploration of the more advanced technical controls available to the black and white photographer: the Zone System, applied photographic

chemistry, parametric testing, etc. Students unfamiliar with the terms need not be intimidated. Daily shooting assignments, group and individual critiques, and discussions of aesthetic questions designed to expand students' personal photographic vision. Class meetings, additional assignments, and darkroom work. Required: a working knowledge of basic black and white development and printing techniques and an adjustable 35mm or larger format camera, one with shutter speed and aperture that can be set manually and with either a built-in or hand-held light meter. Nongraded. Estimated cost of materials and membership in the Colby Photography Club for darkroom access: \$165. *Prerequisite:* Permission of the instructor. *Two credit hours.* ATMORE

131fs Foundations in Studio Art A rigorous introduction to the major materials and media of studio art through projects involving design, drawing, and painting. A range of aesthetic possibilities is presented, and the student is encouraged to explore a variety of approaches. Out-of-class work is essential. No prior experience is required. Students who consider continuing in studio art courses are strongly urged to complete Art 131 in their first year at Colby. *Four credit hours.* A. ENGMAN, MITCHELL, REED

[159] Creativity and Communication The nature of the book as a means of communication and as an art form. Students will learn several formats; each will design and create an original book incorporating both art and text. Nongraded. Studio fee of \$60 will cover cost of necessary materials, which must be special-ordered. *Two credit hours.*

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

162s Sculpture II Further exploration of the materials, techniques, and concepts developed in Sculpture I, with the addition of carving in wood and stone. Out-of-class work is essential. *Prerequisite:* Art 161. *Four credit hours.* MATTHEWS

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

197j Art Deco Art Deco is a style that many people, even those who do not consider themselves connoisseurs of art or design, readily recognize. We will explore how a style initially associated with avant-garde formal experiments, principally Cubism, was absorbed into the manufacture of heavy industrial objects such as cars and planes, and finally transformed into kitsch. Principle to our study will be Marxist, materialist, and art historical definitions of form and ideology. Authors include Clement Greenberg, Heinrich Wölfflin, and Erwin Panofsky. We will also explore manifestations in popular culture, including films like Fritz Lang's *Metropolis* and the World's Fairs of the 1920s and '30s. *Three credit hours.* KIM

211f Student Docent Program Independent research on works in the permanent collection of the Colby College Museum of Art, culminating in a gallery lecture and a short paper. Emphasis on practicing public speaking skills and exploring pedagogical strategies for discussing works of art. Nongraded. *Prerequisite:* Art 112 and permission of the instructor. *One credit hour.* CORWIN

212s Student Docent Program Following research of temporary exhibitions and works on display in the permanent collection of the Colby College Museum of Art, students will offer public tours of the museum. Emphasis on practicing public speaking skills and exploring pedagogical strategies for discussing works of art. Nongraded. *Prerequisite:* Art 112 and permission of the instructor. *One credit hour.* CORWIN

221f Drawing I Fundamentals of drawing and use of graphic materials. Concern for drawing as a means of developing visual and perceptual awareness. Out-of-class work is essential. *Prerequisite:* Art 131. *Four credit hours.* MATTHEWS

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

234fs Printmaking I Introduction to methods of generating images from printing surfaces. Concentration on relief printmaking. Out-of-class work is essential. *Prerequisite:* Art 131. *Four credit hours.* REED

235s Printmaking II: Introduction to Intaglio Techniques Concentration on drypoint, non-acidic tool usage, etching, aquatint, and softground. Out-of-class work is essential. *Prerequisite:* Art 234. *Four credit hours.* REED

241f Painting I Oil painting from a variety of traditional and nontraditional sources. The aim is to develop breadth of vocabulary and formal understanding. Out-of-class work is essential. *Prerequisite:* Art 131. *Four credit hours.* ENGMAN

242s Painting II Further exploration of the materials, techniques, and ideas developed in Painting I. Out-of-class work is essential. *Prerequisite:* Art 241. *Four credit hours.* ENGMAN

261f Sculpture III Further exploration of sculptural techniques and concepts with the optional addition of welded steel as a medium. Out-of-class work is essential. *Prerequisite:* Art 162. *Four credit hours.* MATTHEWS

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

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

[273] The Arts of China A historical introduction to the major art forms of China, from their beginnings in the Neolithic to the modern period. *Four credit hours.* D.

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

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

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

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

285s History of Photography An introduction to the major aesthetic and cultural debates surrounding the medium. Primary focus is on the Anglo-American tradition, with emphasis on skills of visual analysis. *Four credit hours.* KIM

[293] Asian Art Museum Workshop: Early Chinese Art and Culture A museum workshop experience in which students will organize an exhibition on a specified topic in Asian art. Topic for 2005: Early Chinese Art and Culture. A study of vessels and sculptures from the Neolithic period through the Six Dynasties in the Colby College Museum of Art. *Prerequisite:* East Asian Studies 151 or 152 or Art 173. *Three credit hours.* D.

297f History of African-American Art The history of African-American art, beginning with the African-inspired material culture of slaves and including the works of formally trained as well as self-taught painters, sculptors, photographers, and artists working in multi-media up to the present. The preponderance of the course will be on art by African Americans in the first half of the 20th century, with special focus placed on the visual art of the Harlem Renaissance. These works will be situated within the contexts of collectors and patrons, early critics and theorists of the black avant-garde, influential exhibitions, and the opposition between elite and popular cultures. *Four credit hours.* KIM

298s Life and Afterlife in Italian Renaissance Art During the Italian Renaissance the secular and religious worlds were closely interwoven. Taking Dante as traveling companion, we will see how life and afterlife were conceived and represented in the art of the period. Part of Integrated Studies Program; requires concurrent enrollment in Italian 298. *Four credit hours.* PLESCH

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

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

314s 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

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

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

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

[334] Film and Society Listed as American Studies 334 (q.v.). *Four credit hours.* U.

[336] 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.* D.

341f Painting III Further exploration of the materials, techniques, and ideas developed in Painting II. Out-of-class work is essential. *Prerequisite:* Art 221 (may be taken concurrently) or 242. *Four credit hours.* ENGMAN

342fs Painting IV Further exploration of the materials, techniques, and ideas developed in Painting III. Out-of-class work is essential. *Prerequisite:* Art 341. *Four credit hours.* ENGMAN

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

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

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

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

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

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

397f Picturing Conflict: Photojournalism and War, 1850-Present Listed as American Studies 397 (q.v.). *Four credit hours.* KIM

398s Seminar on Modern Architecture: Frank Lloyd Wright, Le Corbusier, and Mies van der Rohe A seminar focusing on the buildings of Frank Lloyd Wright, Le Corbusier, and Ludwig Mies van der Rohe and on the role these architects played in developing a modernist aesthetic. Postmodern reactions to their work also considered. *Four credit hours.* FEELY, SIMON

441f Painting V Further exploration of materials, techniques, and ideas developed in Painting IV. Out-of-class work is essential. *Prerequisite:* Art 342. *Four credit hours.* ENGMAN

442s Painting VI Further exploration of materials, techniques, and ideas developed in Painting V. Out-of-class work is essential. *Prerequisite:* Art 441. *Four credit hours.* ENGMAN

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

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

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

[476] Museum Seminar: Curatorship An introduction to various aspects of the curatorial profession. Working with the prints of James McNeill Whistler and the art of John Marin in the Colby College Museum of Art, students will practice various methods of research and study theories of display, analysis, and written exposition of art. *Prerequisite:* Some background in art history. *Four credit hours.*

491f, 492s Independent Study Art History: Individual study of special problems in the history or theory of the visual arts. Studio: Individual upper-level work in studio areas, intended to build upon course work or to explore new areas in studio. Not meant to take the place of existing courses. *Prerequisite:* Art History: Permission of the instructor. Studio: A year of studio course work and permission of the instructor. *One to four credit hours.* FACULTY

493Af Seminar: Contemporary Art Drawing on the extensive collections of contemporary art in the Colby College Museum of Art, a seminar investigation of recent art, with emphasis on research methods and presentation of information in both written and oral form. Students will do intensive work with research tools in art history and criticism and present research results in both traditional written form and in digital format. *Four credit hours.* MARLAIS

493Bs Seminar: Art History An exploration of the conditions of sculpture in the context of modernism as it emerged in the late 19th century and evolved throughout the 20th, examining the qualities particular to sculpture in Europe and America that distinguished it from contemporary painting. Using the work of Auguste Rodin as a point of departure, we will examine the material and technical qualities of sculpture, the conditions of patronage at play in the 19th century, and the reactions to and implications of his work unfolding in the first half of the 20th century. *Four credit hours.* ROSENFELD.

ASTRONOMY

In the Department of Physics and Astronomy.

Professor Murray Campbell

Course Offering

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

23 1s Introduction to Astrophysics Theoretical topics include celestial mechanics, continuous and line spectra, stellar structure and nucleosynthesis, and stellar evolution.

Observational topics include planning observations, acquisition of images with a CCD electronic camera at the Collins Observatory, and fundamentals of astronomical image processing, photometry, and stellar spectroscopy using IPLab in the Mac environment and IRAF in the UNIX environment. Open to all students interested in science who have a working knowledge of calculus. Students must be available Monday through Thursday evenings for telescope observing as weather permits. Lecture and laboratory. *Four credit hours.* N. CAMPBELL.

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

298s Medical Biochemistry Introduction to fundamental principles of biochemistry. Topics include protein structure, enzyme kinetics and mechanisms; lipid, carbohydrate, and nucleic acid structures and function; and the organization and functions of the major human metabolic pathways. Not open to students with credit for either Biochemistry 367 or 368. Lecture only. *Prerequisite:* Chemistry 241 and Biology 163. *Four credit hours.* MILLARD

367f Biochemistry of the Cell I Introduction to biochemical processes. Topics include the structure and function of the major classes of biological molecules (amino acids, proteins, lipids, and carbohydrates). Lecture and optional laboratory. *Prerequisite:* Junior or senior standing, Chemistry 242, and either Biology 162 or 164 or 179. *Four or five credit hours.* LARIVIERE, MILLARD

368s Biochemistry of the Cell II Advanced study of biochemical processes. Topics include the generation and use of metabolic energy, the integrated control of cellular functions, mechanisms of transport, cellular communication, and protein sorting. Lecture and optional laboratory. *Prerequisite:* Biochemistry 367. Biochemistry 367 laboratory prerequisite to Biochemistry 368 laboratory. *Four or five credit hours.* GREENWOOD, MILLARD

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

378s Molecular Biology An examination of how organisms maintain and express genetic information. Emphasis on well-characterized model systems in higher plants and animals. Topics include nuclear and organellar genomes, regulation of gene expression by developmental and environmental stimuli, and production of transgenic organisms. Lecture and laboratory. *Prerequisite:* Biology 279, Chemistry 141, 142. *Four credit hours.* JOHNSON

[394] Topics in Cell and Molecular Biochemistry Discussion of advanced topics of current interest based on the primary literature. May be repeated for credit. *One credit hour.*

BIOLOGY

Chair, PROFESSOR FRANK FEKETE

Associate Chair, ASSOCIATE PROFESSOR RUSSELL JOHNSON

Professors F. Russell Cole, Fekete, David Firmage, Paul Greenwood, and W. Herbert Wilson Jr.; Associate Professors Johnson and Andrea Tilden; Assistant Professors Catherine Bevier, Lynn Hannum, Joshua Kavalier, Raymond Phillips, and Judy Stone; Visiting Assistant Professor Stacey Lance; Senior Teaching Associates Elizabeth Champlin, Timothy Christensen, and Lindsey Colby; Senior Teaching Associate Scott Guay; Teaching Associates Tina Beachy and Daniel Tierney; Research Scientist Bets Brown; Animal Care Technician Austin Segel

The Department of Biology provides its students with a background in, and an appreciation for, important aspects of classical and modern biology. To provide a broad and comprehensive investigation of the biological sciences, the departmental curriculum emphasizes the study of the biology of plants, animals, and microorganisms at the molecular, cellular, organismal, and population levels of organization. Special facilities include the Perkins Arboretum, the Colby-Marston Bog, an ABI Prism DNA sequencer, a scanning and transmission electron microscope suite, a Becton-Dickinson FACSCalibur flow cytometer, several laboratory microcomputer clusters, a well-equipped GIS laboratory, a radioisotope laboratory, a clean room, two greenhouses, herbarium, numerous environmental chambers, and animal and aquarium rooms. Colby is a member of the Biomedical Research Infrastructure Network, 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.

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

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

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.

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

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

Requirements for the Basic Major in Biology

Thirty-five hours of course work in biology (excluding Advanced Placement credit), including Biology 163, 164, one course with laboratory from Group I (Biology 211, 214, 235, 237*, 252*, 259j*), one course with laboratory from Group II (Biology 237*, 257j, 259j*, 271, 312, 334, 354, 358j, 373), and one course with laboratory from Group III (Biology 225, 232, 238, 252*, 274, 279, 315, 367). Courses marked with * can be used to fill only one group requirement. Seniors must enroll in Biology 401 and 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 Environmental Science

Thirty-five hours of course work in biology (excluding Advanced Placement credit), including Biology 163, 164, 271, 352, 493, one course with laboratory from Group I (Biology 211, 214, 235, 237*, 252*, or 259j*), one course with laboratory from Group II (Biology 211, 214, 259j, 275, 276, 334, 373 or 375), and one course with laboratory from Group III (Biology 225, 232, 238, 252*, 274, 279, 315, 367). Courses marked with * can be used to fill only one group requirement. Seniors must enroll in Biology 401 and 402. In addition, Chemistry 141, 142; Mathematics 121 or 161 or equivalent, Mathematics 212 or 231; Economics 133, 231; and two courses selected from the following: Biology 257j, 259j, 354, 358j, Chemistry 217, 241, 242, Environmental Studies 118, 212, 233, 319, 336, Geology 131 or 141, Science, Technology, and Society 215, or selected courses from off-campus study programs. Students are encouraged to take at least one field-oriented program such as a School for Field Studies semester or a similar approved program.

Requirements for the Concentration in Cell and Molecular Biology/Biochemistry

Thirty-five hours of course work in biology (excluding Advanced Placement credit), including Biology 163, 164, 279 (with laboratory), 367 (with laboratory), 368 (with laboratory), 378, one course with laboratory from Group I (Biology 211, 214, 235, 237*, 252*, 259j*), and one course with laboratory from Group II (Biology 237*, 257j, 259j*, 271, 312, 334, 354, 358j, 373). Courses marked with * can be used to fill only one group requirement. Seniors must enroll in Biology 401 and 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 either Physics 141, 142 or one course with laboratory chosen from Biology 225, 232, 238, 252, 274, 315, Chemistry 331. In addition, each concentrator must complete an independent study project equivalent to two (or preferably three) credit hours. This requirement can be satisfied through independent study, January Program, or a summer research project.

Requirements for the Concentration in Neuroscience

Thirty-five hours of course work in biology (excluding Advanced Placement credit), including Biology 163, 164, 274, one course with laboratory from Group I (Biology 211, 214, 235, 237*, 252*, 259j*), and one course with laboratory from Group II (Biology 237*, 257j, 259j*, 271, 312, 334, 354, 358j, 373). Courses marked with * can be used to fill only one group requirement. Seniors must enroll in Biology 401 and 402. In addition, Psychology 111; two psychology courses from the following: 232, 233, 235, 254, 272, 372, 374; one seminar course (Biology 474 or Psychology 372). 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. In addition, each concentrator must complete an independent study project equivalent to two (or preferably three) credit hours. This requirement can be satisfied through independent study, January program, or a summer research project.

Honors Program in Biology

Biology majors with a minimum cumulative grade point average of 3.50 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 be a total of seven to nine credits and will be conducted during each semester of the senior year (and may include Jan Plan). Completion of the Honors Program will include a written thesis, an oral presentation at the Colby Undergraduate Research Symposium, and successful completion of an oral examination given by the student's honors committee. Successful completion of the honors program will result in the degree being awarded "With Honors in Biology."

Course Offerings

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

116j Human Anatomy An introduction to human gross anatomy, covering the skeletal system, peripheral nervous system, vascular system, and major internal organ structure. Special senses of sight, hearing, taste, and smelling will be presented. Laboratory time with skeletons, plastic models, and radiology examples. Lecture and laboratory. *Three credit hours.* N. DIAZ

131f Biodiversity An examination of the variety and variability of life on Earth and the natural complex of relationships. Topics include climatology and habitat diversity, taxonomic diversity, evolution and speciation, interrelationships in ecosystems, and biological conservation. Satisfies the laboratory science distribution requirement. Credit may not be obtained for both Biology 131 and Biology 164. Lecture and laboratory. *Four credit hours.* N. BEVIER

[133] Microorganisms and Society An introduction to the importance of microorganisms to human health and the functioning of planet Earth. The diversity of the microbial world presented with relevant examples of how microorganisms affect our daily lives. Discussions and lectures based on the roles microorganisms and viruses play in disease, the food industry, ecological relationships, and biotechnology. Satisfies the laboratory science distribution requirement. Cannot be counted toward the biology major. Lecture and laboratory. *Four credit hours.* N.

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

163f The Cellular Basis of Life An examination of cells as the fundamental unit of life. Cellular structure and function of procaryotes and eucaryotes will be emphasized using evolutionary relationships as a framework. Lecture and laboratory. *Four credit hours.* N.
GREENWOOD, JOHNSON, KAVALER

164s 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. STONE

198s Disease and Defense An introduction to the mechanisms by which viruses, bacteria, and parasites cause disease and how the human immune system works to combat these pathogens. Topics include inherited and acquired immunodeficiencies, vaccine development, and global disease eradication efforts. Satisfies the non-laboratory science distribution requirement. Cannot be counted toward the biology major. *Three credit hours.*
HANNUM

211f Taxonomy of Flowering Plants An introduction to the study of variation, evolution, classification, and nomenclature of biological organisms and the techniques used by systematists in establishing phylogenetic relationships, with particular emphasis on flowering plants. Recognition of major families of flowering plants and identification of specimens represented in the local flora are stressed. Lecture and laboratory. *Prerequisite:* Biology 164. *Four credit hours.* STONE

[214] Plant Physiology The essential mechanisms of plant function. Topics include plant water relations, mineral nutrition, photosynthesis, respiration, nitrogen fixation, and stress physiology. The importance of these physiological processes to plants in agricultural and natural ecosystems will be considered. Lecture and laboratory. *Prerequisite:* Biology 164. *Four credit hours.*

[216] Biology of Vascular Plants A study of vascular plants with emphasis on structure, activities, reproduction, and evolutionary relationships of ferns, gymnosperms, and angiosperms. Lecture and laboratory. *Prerequisite:* Biology 164. *Four credit hours.*

225f 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.* N. HANNUM

232s Developmental Biology A study of development, with emphasis on the experimental findings that have led to present ideas of the morphological and chemical processes underlying the development and growth of organisms. Fourth credit hour for laboratory. *Prerequisite:* Biology 164. *Three or four credit hours.* KAVALER

235s Horticulture Basic principles in the areas of plant structure and function will be considered and related to plant cultivation. Practical application of these principles discussed in areas such as lighting, propagation, pruning, and floriculture. Offered in alternate years. Fourth credit hour for laboratory. *Prerequisite:* Biology 164. *Three or four credit hours.* N. FIRMAGE

[237] 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. *Prerequisite:* Biology 164. *Four credit hours.* N.

238f Bacteriology An introduction to pathogenic bacteriology. Mechanisms of bacterial pathogenesis and mammalian responses against infectious agents of disease; development of general knowledge in these areas and practical experience in laboratory techniques. Lecture and laboratory. *Prerequisite:* Biology 164. *Four credit hours.* F. FEKETE

252s Plant Development A study of the mechanisms by which plants increase their size and develop different tissues and organs to carry out specific functions. The influence of hormones as well as light and other environmental factors on plant morphogenesis will be considered. Fourth credit hour for laboratory. *Prerequisite:* Biology 164. *Three or four credit hours.* JOHNSON

[254] Marine Invertebrate Zoology The morphology, functional anatomy, and classification of the invertebrates. An optional weekend trip to the Maine coast. Lecture and laboratory. *Prerequisite:* Biology 164. *Four credit hours.* N.

[257] Winter Ecology An introduction to the ecological and physiological adaptations of plants and animals to the winter environment in central Maine; an extensive field component. A fee of \$225 will be assessed to cover up-country expenses. *Prerequisite:* Biology 164 and permission of the instructor. *Three credit hours.*

259j Plants of the Tropics An intensive field-based study of several Costa Rican ecosystems, including cloud forests, lowland tropical rainforests, dry forests, and agricultural environments, emphasizing the physiology and ecology of plants in both wild and agricultural settings. The importance of plants and agriculture for tropical Latin American cultures and the impacts of human activity on native plant communities will also be addressed. Cost in 2004: \$1,800. *Prerequisite:* Biology 164 and permission of the instructor. *Three credit hours.* JOHNSON

271f Introduction to Ecology Introduction to ecological principles, structure and function of ecosystems, patterns of distribution, energy flow, nutrient cycling, population dynamics, and adaptations of organisms to their physical environment. Application of these principles to current environmental problems. Field trips to sites representative of local terrestrial, freshwater, and marine ecosystems. Lecture and laboratory. *Prerequisite:* Biology 131 or 164. *Four credit hours.* N. COLE, FIRMAGE

274s Neurobiology Introduction to the anatomy and physiology of the nervous system from the cellular to the systems level. Topics include the basics of cellular neurophysiology and neuroanatomy, motor and sensory systems, neural networks and mechanisms of patterned neural activity, and mechanisms for learning and memory. Lecture and laboratory. *Prerequisite:* Biology 164. *Four credit hours.* TILDEN

[275] Mammalian Physiology A study of mammalian homeostasis and mechanisms of disease. Topics include endocrinology, neurobiology, osmoregulation, cardiovascular system, respiratory system, metabolism, reproduction, and the physiology of exercise. Lecture and laboratory. Offered in alternate years. *Prerequisite:* Biology 164. *Four credit hours.* N.

[276] 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.*

279s Genetics The mechanisms of inheritance, with emphasis on experimental findings. The physical and chemical bases for the behavior of genes, and applications of genetic principles to society. Fourth credit hour for laboratory. *Prerequisite:* Biology 164. *Three or four credit hours.* KAVALER

297f Evolution of Disease An examination of medicine and disease from an evolutionary perspective. A combination of lectures and discussions will cover current topics such as the evolution of virulence, emerging diseases, why we get sick, why we grow old, antibiotic resistance, the role of evolution in epidemiology, and the evolution of HIV, allergy, asthma, and cancer. Offered fall 2003, as Biology 297B, "Evolution of Disease." *Prerequisite:* Biology 164. *Three credit hours.* N. LANCE

298s Medical Biochemistry Listed as Biochemistry 298 (q.v.). *Four credit hours.* MILLARD

312f Vertebrate Zoology A study of the vertebrates with emphasis on natural history, adaptations, functional anatomy, and evolutionary relationships. Species found in New England are emphasized. Lecture and laboratory. *Prerequisite:* Biology 164. *Four credit hours.* LANCE

315f Animal Cells, Tissues, and Organs Studies of the organization of cells into tissues and organs in animals. Emphasis on the relationship between cellular morphology and tissue and organ function. Laboratories emphasize the microanatomy of mammalian tissues and tissue culture techniques and experimentation. Lecture and laboratory. *Prerequisite:* Biology 164. *Four credit hours.* N. GREENWOOD

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

320s Evolution An examination of the mechanisms of evolution at single and multiple loci, including natural selection, genetic drift, and inbreeding. Reconstruction of the evolutionary history of both organisms and genes. Applications to human health and conservation biology. *Prerequisite:* A 200-level biology course. *Three credit hours.* STONE

325s Advanced Immunology Advanced study of immune system features such as innate immunity, lymphocyte activation, self-tolerance, and immunological memory. Emphasis on the human immune system, with comparisons across a range of species. Extensive reading and discussion of the primary literature. Optional fourth credit laboratory. *Prerequisite:* Biology 225. *Three or four credit hours.* HANNUM

[334] Ornithology An introduction to the biology of birds. Topics include evolution and diversity, feeding and flight adaptations, the physiology of migration, communication, mating systems and reproduction, population dynamics, and conservation of threatened species. Field trips to local habitats and several mandatory weekend field trips. Lecture and laboratory. Offered in alternate years. *Prerequisite:* Biology 164 and junior standing. *Four credit hours.* N.

352s Advanced and Applied Ecology The theoretical aspects of population and community ecology, emphasizing population regulation, demography, trophic relationships, community structure and organization, and succession. Coevolutionary interactions

between plants and animals. Relevance of ecological theory to the solution of environmental problems. Lecture and laboratory. *Prerequisite:* Biology 271. *Four credit hours.* COLE, FIRMAGE

[354] **Marine Ecology** A study of the interactions that determine the distribution and abundance of marine organisms. Emphasis will be on North Atlantic communities. One weekend field trip to the coast. Lecture. *Prerequisite:* Biology 164 and junior standing. *Three credit hours.*

[358] **Ecological Field Study in Anguilla** Observation and detailed study of selected tropical fauna and flora of the British West Indies. Qualitative and quantitative field investigations will emphasize the ecological relationships in coral reefs, seagrass beds, intertidal communities, and xeric scrub forests. Students will also learn to identify fauna and flora indigenous to the area. Environmental challenges of living on a tropical island will also be investigated. Lectures, films, and discussions of assigned readings during the first week will be followed by a 17-day field trip to Anguilla in the Lesser Antilles. Students will be required to design and complete a short research project in addition to compiling a detailed field notebook. Cost in 2005: \$1,980, included all transportation, including round-trip air fare from Boston, lodging and two meals daily in a West Indian hotel, and local group expenses (van rentals, etc.). Costs are subject to change depending upon course enrollment. Limited scholarship funds are available. *Prerequisite:* Biology 164 and permission of the instructors. *Three credit hours.*

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

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

373f Animal Behavior An examination of animal behavior from a biological perspective. Topics include the control, development, function, and evolution of behavior. Fourth credit hour for laboratory. *Prerequisite:* Biology 164. *Three or four credit hours.* BEVIER

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

[375] **Comparative Animal Physiology** A comparative study and broad overview of physiological systems and adaptations among animals from morphological, cellular, biochemical, and mechanical perspectives. Laboratory emphasizes an investigative approach to the measurements of physiological processes. Lecture and laboratory. *Prerequisite:* Biology 164. *Four credit hours.*

[378] **Molecular Biology** Listed as Biochemistry 378 (q.v.). *Four credit hours.*

[379] **Electron Microscopy** Principles and practice of transmission and scanning electron microscopy, including electron optics, imaging, and X-ray microanalysis. The routine operation of both the TEM and SEM are presented and practiced, as are the principles and techniques of sample preparation from living materials. The interpretation and evaluation of electron photomicrographs are emphasized. Students have an opportunity to develop further their techniques and expertise in the area of greatest interest to them. Lecture and laboratory. *Prerequisite:* Biology 164, Chemistry 141, 142, a major in one of the natural sciences, and permission of the instructor. *Four credit hours.*

392s The Cell Cycle and Cancer The cell cycle is the fundamental process by which cells reproduce. The process is tightly regulated by the cell, and this regulation has been the focus of intense biomedical research. A study of recent research investigating the cellular mechanisms that control the cell cycle. How cellular propagation is stimulated and controlled and how defects in these systems lead to cancer. An investigation of the complexities of diagnosing, treating, and living with cancer. Lecture only. *Prerequisite:* Biology 164, Chemistry 142, and junior standing. *Three credit hours.* GREENWOOD

[394] Topics in Cell and Molecular Biochemistry Listed as Biochemistry 394 (q.v.). *One credit hour.*

398s Molecular Ecology Use of molecular genetic techniques to address questions concerning ecology, evolution, behavior, and conservation. Topics include reproductive success, relatedness, individual and species identification, gene flow, conservation genetics, and population history. Field and lab techniques will include non-invasive sampling of local species, DNA extraction, PCR, microsatellite analysis, and sequencing. Discussions of primary literature will be emphasized. *Prerequisite:* One of the following: Biology 271, 297, 312, 320, or 373. *Four credit hours.* LANCE

401f, 402s Senior Colloquium Attendance at selected departmental colloquia during the fall and spring semesters; written evaluations to be submitted. Required of all senior biology majors. *One credit hour for the year.* JOHNSON

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

[434] Bioinformatics Development, execution, and presentation of independent research in database manipulation, computational analysis, or visualization of genetic or related biological information. Projects may use existing software or develop new software, depending on student background and interest. At least one all-day field trip required. *Prerequisite:* Biology 279 or 320, and at least one course in computer science. *Three credit hours.*

451s Applied and Environmental Microbiology The ecology of microorganisms associated with plants and animals, as well as terrestrial and aquatic microorganisms and their general roles in the environment. Laboratories include both field- and laboratory-based components. Lecture and laboratory. *Prerequisite:* Biology 238. *Five credit hours.*
F. FEKETE

[474] Molecular Neuroscience Original research on crustacean neuromodulatory receptors. Techniques include receptor binding assays, bioinformatics, and comparative functional genomics. Taught off-campus at the Mount Desert Island Biological Laboratory. Normally offered in alternate years. *Prerequisite:* Biology 274. *Three credit hours.*

483f, 484js Honors Research in Biology Research conducted under the guidance of a faculty member and focused on an approved topic leading to the writing of an honors thesis and an oral presentation of the research results. *Prerequisite:* Senior standing as a biology major and permission of the department chair. *One to four credit hours.*

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

493f Problems in Environmental Science Causes of and solutions to selected environmental problems studied through lectures, discussions, and guest presentations. A group project is conducted to teach methods used by private firms and governmental agencies to investigate environmental problems. *Prerequisite:* Biology 271 and senior standing as a biology or environmental studies major. *Five credit hours.* COLE, FIRMAGE

498s 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:* Senior standing and one of the following courses: Biology 271, 275, 373, or 375. *Four credit hours.* BEVIER

CHEMISTRY

Chair, PROFESSOR JULIE MILLARD

Professors Whitney King, Millard, and Thomas Shattuck; Associate Professor Rebecca Conry and Dasan Thamattoor; Assistant Professor Jeffrey Katz; Visiting Assistant Professors Rebecca Rowe, Gregory Dutton, and Kevin Rice; Faculty Fellow Marcus Juhasz; Dreyfus Fellow Frederick LaRiviere; Senior Teaching Associate Brenda Fekete; Teaching Associate Lisa Miller

Students in the Chemistry Department are provided a firm foundation in the fundamental principles of the discipline. The student major has access to a wide range of instruments for course work and research projects under supervision of a faculty that includes teaching specialists in analytical, environmental, inorganic, organic, physical chemistry, and biochemistry. Many students go on to graduate school in chemistry or biochemistry or to careers in medicine, dentistry, health-related fields, and industrial research. Other career choices in recent years have included patent law, chemical engineering, environmental studies, computer sciences, and molecular biology.

The department offers several programs: (1) the chemistry major, (2) the chemistry-ACS major (*accredited by the American Chemical Society*), (3) the chemistry-biochemistry major, (4) the chemistry major with a concentration in cell and molecular biology/biochemistry, (5) the chemistry-environmental sciences concentration, and (6) the chemistry minor. Of the majors, the ACS major is focused most sharply toward graduate work in chemistry. It should be noted that chemistry majors who intend to apply for admission to medical, dental, or veterinary schools must take a biology course with laboratory. For maximum flexibility, students are encouraged to take Chemistry 141 and 142 in their first year. All prospective majors should meet with the chair of the department as early as possible to plan their full chemistry programs.

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

Requirements for the Major in Chemistry

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

Requirements for the Major in Chemistry-ACS

All courses required for the basic major, plus Chemistry 332, 367 (without laboratory), or 298, 411, 413, and three additional credit hours selected from 368 or any 400-level course. Up to three credits of senior-level research or independent study may be included in the three credits. Substitution of upper-level courses from other departments in the science division is often possible.

Requirements for the Major in Chemistry-Biochemistry

Chemistry 141, 142, 241, 242, 341, 367 (with laboratory), 368 (with laboratory), 493, 494; Mathematics 121, 122 or 161, 162; Physics 141 or 143, 142; Biology 163; one course from Biology 225, 232, 238, 274, 279 (with laboratory); and one course from Chemistry 331, 342, 378, 411. 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, 142, 241, 242, 341, 367 (with laboratory), 368 (with laboratory), 378, 493, 494; Biology 163 and 279 (with laboratory); Mathematics 121, 122 or 161, 162; Physics 141 or 143, 142. 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 Sciences

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

Additional Requirements for All Majors in Chemistry Department

Each major must complete a chemistry-related independent study project equivalent to two (or preferably three) credit hours. This requirement may be satisfied through independent study, internship, or summer research, and forms the basis of the seminar presentation in Chemistry 494. 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 chemistry majors are expected to attend the departmental seminar, and seniors are required to participate.

The point scale for retention of the major applies to all required courses and all elected chemistry courses. No requirement for the major may be taken satisfactory/unsatisfactory.

Honors Project in Chemistry

Majors in chemistry are encouraged to elect an honors research project with approval of a faculty sponsor in the department. Successful completion of the work of the honors research project, and of the major, will enable the student to graduate "With Honors in Chemistry." Attention is also called to the Senior Scholars Program.

Requirements for the Minor in Chemistry

Chemistry 141, 142, 241, and at least 10 credit hours in three courses selected from the following: Chemistry 217, 242, 255, 298, 331, 332, 341, 342, 367, 368 411, 432, 434. Students are strongly advised to consult with a member of the chemistry faculty to select a logical grouping of courses for the minor. Chemistry/Biology 367, 368, and 378 cannot be used to fulfill the requirements for both a major and the chemistry minor.

Course Offerings

112j Chemistry for Citizens Basic chemical principles and their application to topics of current concern, such as environmental problems, energy, nuclear reactions, recycling, health, and consumerism. Intended as a course for nonscience majors. Students with prior credit for Chemistry 118 or 141 may not receive credit for Chemistry 112. Lecture only. *Three credit hours.* N. ROWE

118j Chemistry of Life Basic chemical principles applied to the study of living organisms, including such topics as nutrition, disease, drugs, biotechnology, and exercise. Intended as a course for nonscience majors. Students with prior credit for Chemistry 112 or 141 may not receive credit for Chemistry 118. Lecture only. *Three credit hours.* N.

141fs General Chemistry Fundamental principles, with examples selected from inorganic chemistry; stoichiometry; atomic theory; chemical bonding; thermochemistry; gases, liquids, and solids; solutions; chemical equilibria; electrochemistry; chemistry of certain important elements; radioactivity. Lecture, discussion, and laboratory. *Four credit hours.* N. RICE, SHATTUCK

142fs General Chemistry Fundamental principles, with examples selected from inorganic chemistry; stoichiometry; atomic theory; chemical bonding; thermochemistry; gases, liquids, and solids; solutions; chemical equilibria; electrochemistry; chemistry of certain important elements; radioactivity. Lecture, discussion, and laboratory. *Prerequisite:* Chemistry 141. *Four credit hours.* N. CONRY

197j Developing Chemistry Outreach Activities for Local Schools Development of hands-on activities to fulfill physical science goals required by Maine Learning Standards. Students will create instructional science experiments for chosen age levels to explore, and implement activities for school children in area school classrooms and on the Colby campus. Fulfills non-laboratory natural science requirement. *Prerequisite:* Chemistry 141 or Chemistry 118 with laboratory. *Three credit hours.* N. INSTRUCTOR

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

241fs, 242fs Organic Chemistry Theories encountered in Chemistry 141 and 142 are used as the basis for a detailed study of the relationships among structure, reactivity, and synthesis of organic compounds. Lecture, discussion, and laboratory. The laboratory explores the use of separation techniques, synthesis, and spectral techniques in organic chemistry. *Prerequisite:* Chemistry 142; Chemistry 241 is prerequisite for 242. *Five credit hours.* THAMATTOOR

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

298s Medical Biochemistry Listed as Biochemistry 298 (q.v.). *Four credit hours.* MILLARD

331f Chemical Methods of Analysis A study of fundamentals of analytical chemistry. Lectures devoted to principles underlying chemical analysis; acid/base, redox, and complex equilibria; and quantitative treatment of data. Lecture and laboratory. An optional second laboratory meeting is offered as part of Colby's Service Learning Program for students interested in applying the course content to environmental water quality issues. *Prerequisite:* Chemistry 142. *Four or five credit hours.* KING

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

341f, 342s Physical Chemistry The laws and theories of chemical reactivity and the physical properties of matter. Emphasis is placed on chemical equilibrium, molecular bonding, and the rates of chemical reactions. Major topics in 341: thermodynamics, solutions, and reaction kinetics; in 342: quantum mechanics, spectroscopy, and statistical mechanics. Lecture and laboratory. *Prerequisite:* Chemistry 142, Physics 142, Mathematics 122 or 162. Chemistry 342 may be taken before 341 with permission of the instructor. *Five credit hours.* SHATTUCK

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

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

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

[394] **Topics in Cell and Molecular Biochemistry** Listed as Biochemistry 394 (q.v.). *One credit hour.*

411f Inorganic Chemistry Current models and concepts in inorganic chemistry, with emphasis on both structural and reaction aspects. Topics include bonding and structure, periodic properties, acid-base theories, nonaqueous solvents, applications of thermodynamics, coordination compounds, and selected areas of descriptive chemistry of current interest. Lecture only. *Prerequisite:* Chemistry 142 (or 145) and permission of instructor. Chemistry 342 is recommended. *Three credit hours.* CONRY

413f Inorganic Laboratory Studies Synthesis and characterization of inorganic and organometallic compounds of both the representative and transition elements. Discussion and laboratory. *Corequisite:* Chemistry 411. *Two credit hours.* CONRY

431s Mechanistic Organic Chemistry Computational methods for examining organic reaction mechanisms, focusing on the generation and chemistry of important organic reactive intermediates and emphasizing techniques such as laser flash photolysis and matrix isolation spectroscopy. *Three credit hours.* THAMATTOOR

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

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

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

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

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

493f, 494s Senior Seminar Discussion of topics of current interest in all areas of chemistry. Presentations from invited speakers from other colleges, universities, and industries. *Prerequisite:* Senior standing as a chemistry major. *One credit hour.* MILLARD

CHINESE

In the Department of East Asian Studies.

Chair, ASSOCIATE PROFESSOR KIMBERLY BESIO [CHINESE]

Associate Professor Besio; Assistant Professor Hong Zhang; Teaching Assistant Fong-Ling (Emily) Chang

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

Requirements for the Minor in Chinese

Five language courses of at least three credits each at the level of Chinese 126 or above, and one more course with a substantial literary/cultural component to be chosen from either Chinese 421, 422, or a course on Chinese literature (please see listing under "East Asian Studies") at the 200 level or higher. Students who start taking Chinese 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 Chinese is intended for non-East Asian studies majors. East Asian studies majors must declare either a Chinese concentration or a Japanese concentration within the major.*

Course Offerings

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

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

127f Intermediate Chinese I A continuation of the study of Mandarin Chinese, with greater emphasis on written Chinese. *Prerequisite:* Chinese 126; Chinese 127 is prerequisite to 128. *Four credit hours.* ZHANG

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

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

321f Third-Year Chinese Advanced Chinese language, concentrating on reading, writing, and speaking. *Prerequisite:* Chinese 128; Chinese 321 is prerequisite to 322. *Four credit hours.* BESIO

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

421f Fourth-Year Chinese Advanced Chinese language, utilizing multiple media, from watching TV plays and news coverage to reading literary works and essays by well-known writers, with a goal of introducing students to various aspects of Chinese culture while enhancing their language competence in listening, reading, speaking, and writing modern Chinese. Focus in 421 is on classical Chinese language and culture, in 422 on broadcast and newspaper reading. *Prerequisite:* Chinese 322; Chinese 421 is prerequisite to 422. *Three or four credit hours.* ZHANG

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

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

CLASSICS

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

Chair, PROFESSOR HANNA ROISMAN

Professors Roisman and Joseph Roisman; Associate Professor Kerill O'Neill; Visiting Instructor Karen Gillum

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

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

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

Requirements for the Major in Classics

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

The major consists of at least 10 courses, 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 in translation offered by the Classics and other departments: Classics 133, 135, 137, 138, 145, 151, 171, 232, 234, 236, 238, 240, 242, 258, 297, 332; Art 311, 312; Philosophy 231, 392; or equivalent courses selected in consultation with the major advisor.

Requirements for the Major in Classical Civilization

(No knowledge of Latin or Greek is required.)

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

(a) Three courses selected from the following: Classics 133, 137, 138, 171, 231, 232, 238, 240, 242.

(b) Ancient History 154, 158.

(c) One course numbered 300 or higher in classics or ancient history.

(d) Four additional courses selected from the following: Classics 133, 137, 138, 145, 151, 231, 232, 234, 238, 240, 242; Ancient History 356, 393; Greek 111, 112, 131; Latin 111, 112, 131; Art 311; Government 271; Philosophy 231; or equivalent courses selected in consultation with the major advisor.

Requirements for the Major in Classics-English

In classics: six semester courses of Greek or Latin, three of which are numbered 200 or higher.

In English: six semester courses approved by the departments.

Requirements for the Major in Classical Civilization-English

In classics: six semester courses approved by the departments.

In English: six semester courses approved by the departments.

Requirements for the Major in Classical Civilization-Anthropology

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

In anthropology: 112, 113, 313, 332, 333, and one elective seminar at the 300 or 400 level.

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

Requirements for the Minor in Classics

The minor (concentrating in Greek, Latin, or combination of both) consists of six courses: Greek 111, 112, 131, or Latin 111, 112, 131; two courses in Greek or Latin numbered 200 or higher (in the case of a combination of both languages, courses in the other ancient language will be counted towards the requirement, but the minor must include at least one course numbered 200 or higher in either language); one course selected from the following categories:

(a) Additional course numbered 200 or higher in either language.

(b) One course in ancient history.

(c) One course numbered 200 or higher in the other ancient language.

(d) One course selected from courses in translation offered by the Classics Department.

The courses are selected in consultation with the advisor.

Requirements for the Minor in Classical Civilization

(No knowledge of Latin or Greek is required.)

(a) Classics 133 or 137 or 138.

(b) One course numbered 200 in translation offered by the Classics Department.

(c) Ancient History 154 or 158.

(d) One 300-level course or higher in classics or ancient history. Three additional courses selected from the following: Greek 111, 112, 131; Latin 111, 112, 131; Classics 133,

137, 138, 139, 145, 151, 231, 232, 234, 238, 240, 242; Ancient History 154, 158; Art 311; Government 271; 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

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

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

138s **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. O'NEILL

145j **Between Revolution and Tradition: Julius Caesar and Augustus** How Julius Caesar and Augustus both contributed to the crisis of the Roman Republic and tried to resolve it. Topics include conflicts between republican traditions and a monarchical regime, Caesar's dictatorship, his image, the Ides of March, Augustus's attainment of sole power, his relationship with senators, commoners and slaves, the Roman games, and society and literature in the Augustan age. Fulfills historical studies distribution requirement if taken for three credits. *Two or three credit hours.* J. ROISMAN

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

171f **Liar, Liar! Homer's Odysseus** Through tall tales and bold-faced lies, Odysseus reinvents himself to suit every audience and situation. His adaptability and elastic sense of the truth are the keys to his success and survival. How could a liar like Odysseus become one of the best-known and most admired heroes of the ancient world? Why did the *Odyssey* become an integral part of ancient literature education? Readings include translations of the *Odyssey*, part of the *Iliad*, and secondary literature on Homeric poetry. *Three credit hours.* L. H. ROISMAN

[231] **Hero's Rage in the *Iliad*** War gives heroes a space to prove their worth. Was war idealized or perceived as a positive experience in the ancients' minds? And what roles were open to women in the *Iliad*? *Three credit hours.* L, D, I.

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

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

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

[240] 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.**

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

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

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

COMPUTER SCIENCE

Chair, PROFESSOR DALE SKRIEN

Professor Skrien; Assistant Professors Clare Bates Congdon, Randolph Jones, and Marc Smith; Visiting Assistant Professor Daniel Bilar

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

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

Requirements for the Major in Computer Science

Computer Science 151, 231, 232, 258, 333, 352 or 319 or 328, 356 or 357 or 336, 375 or 378; two courses chosen from Mathematics 121 or 131 or 161, 122 or 162, 231, 253, 274, 332; and three three- or four-credit computer science courses numbered 300 or above.

Requirements for the Honors Program in Computer Science

An honors program is available for students majoring in computer science who have a grade point average of at least 3.25 in all computer science courses numbered 200 or higher and who complete an additional, year-long, pre-approved program of independent study in the major (Computer Science 484) culminating in both a written paper and a colloquium presentation. Students who successfully complete the requirements and who receive recommendation of the department will graduate "With Honors in Computer Science."

Requirements for the Minor in Computer Science

Six courses, including Computer Science 151, 231, 232 or 333, and three additional three- or four-credit computer science courses numbered 300 or above. One of the three additional computer science courses may be replaced with one course chosen from Computer Science 111, 113, Mathematics 253, 274, 332, or Philosophy 158.

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

Course Offerings

111f Weaving the Web A gentle introduction to computer science, focusing on the Internet. Students are introduced to Web design, HTML authoring, and JavaScript programming; topics include social, ethical, and technical issues related to being an Internet and computer user. A weekly laboratory session provides hands-on experience. No previous experience with computers is required. Not open to students who have taken higher-numbered computer science courses. *Four credit hours.* Q. CONGDON

[113] Great Ideas in Computer Science An introduction to computer science that provides an overview of the important ideas in the field. Topics may include history, programming, human-computer interaction, hardware, theory of computation, artificial intelligence, and social issues. A weekly laboratory session provides hands-on computer experience. No previous computer experience required. Not open to students who have taken higher-numbered computer science courses. *Four credit hours.* Q.

151fs Structured Programming and Elementary Algorithms Problem solving and programming in the high-level language Java. Topics include object-oriented design, algorithm development, control structures, recursion, data structures, and their implementation. A weekly laboratory session provides hands-on computer experience. No previous computer experience required. *Four credit hours.* Q. BILAR, SKRIEN

231fs Data Structures and Algorithms Using Java, an introduction to the primary data structures and the algorithms that operate on them. Data structures to be studied include arrays, graphs, trees, stacks, and queues. The algorithms include searching, sorting, insertion, deletion, and traversal. *Prerequisite:* A grade of C- or higher in Computer Science 151. *Four credit hours.* JONES, SMITH

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

258s Discrete Structures Problem solving and analysis techniques using discrete mathematical structures from a computer science perspective. Topics include functions, relations, and sets; basic logic; proof techniques; basics of counting; graphs and trees; discrete probability. *Prerequisite:* Computer Science 231. *Four credit hours.* SKRIEN

298s Science of Networks Modeling and analysis of systems from seemingly disparate fields that can be represented as complex interacting networks. Internet (www, routing, ISP), dating, publishing, food, and genomic networks may be studied. Models include lattices, small-world networks, scale-free networks, and evolving networks. Probability theory (or a willingness to learn it quickly) and comfort with mathematical notation are strongly suggested. *Four credit hours.* BILAR

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

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

333s Programming Languages A survey of programming languages and programming language paradigms, including the history, design, and formal definitions of different languages. Includes study of imperative (e.g., C, Pascal, Ada, Fortran), logic (e.g., Prolog), functional (e.g., ML, Lisp, Scheme), and object-oriented (e.g., Java, Smalltalk, CLOS, C++, Eiffel) programming languages. Languages are compared to see how well they achieve the goals of solving various types of problems in an efficient and readable manner. *Prerequisite:* Computer Science 231. *Four credit hours.* SMITH

336f Parallel and Distributed Processing Parallel and distributed paradigms, architectures, and algorithms, and the analytical tools, environments, and languages needed to support these paradigms. *Prerequisite:* Computer Science 231 and 232. *Four credit hours.* SMITH

352f User-Centered Design A theoretical and practical examination of designing useful and user-friendly computer systems. Techniques for assessing the need for technology, specifying the system design, involving users in the design process, and acknowledging human error are explored, as are the ethical implications of technological choices. Design methods include mock-ups, rapid prototyping, field testing, and formative evaluation. Project management, teamwork, and communication skills are also emphasized. *Prerequisite:* Computer Science 231. *Four credit hours.* CONGDON

[356] Introduction to Compiler Construction Introduction to the theory, basic techniques, and design of compilers and interpreters of general purpose programming languages; grammars, symbol tables, lexical analysis, semantic analysis, code generation, and optimization. Offered in alternate years. *Prerequisite:* Computer Science 231 and 232. *Four credit hours.*

357s Operating Systems An introduction to systems programming concepts with an emphasis on timeshare systems and networking. Topics may include storage and memory management, scheduling, I/O, communication, and security. Offered in alternate years. *Prerequisite:* Computer Science 231 and 232. *Four credit hours.* SMITH

[361] Object-Oriented Design Object-oriented design techniques for producing modular, extensible software, focusing on learning good programming style, object-oriented design principles, and design patterns. Students will examine case studies of moderately large programs and tools such as CRC cards and UML. A significant programming component. *Prerequisite:* Computer Science 231. *Four credit hours.*

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

[375] Analysis of Algorithms Analysis of the space and time efficiency of algorithms. Graph, genetic, parallel, and mathematical algorithms as well as algorithms used in cryptology may be explored. Offered in alternate years. *Prerequisite:* Computer Science 231 and either CS258 or MA274. *Four credit hours.*

378f Introduction to the Theory of Computation Formal languages, automata theory, computability, recursive function theory, complexity classes, undecidability. Offered in alternate years. Also listed as Mathematics 378. *Prerequisite:* CS231 and either CS258 or MA274. *Four credit hours.* SMITH

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

[434] Bioinformatics Development, execution, and presentation of independent research in database manipulation, computational analysis, or visualization of genetic or related biological information. Projects may use existing software or develop new software, depending on student background and interest. At least one all-day field trip required. *Prerequisite:* Computer Science 328 and Biology 162, 179, or 320. *Three credit hours.*

484s Honors Independent Study The independent study component of the honors program in computer science. Cannot be counted toward the major or minor. *Prerequisite:* Permission of the instructor and admission to the honors program. *Three or four credit hours.*

491f, 492s Independent Study Independent study in an area of computer science of particular interest to the student. *Prerequisite:* Permission of the instructor. *One to four credit hours.*

CREATIVE WRITING

In the Department of English.

Director, PROFESSOR DEBRA SPARK

ADVISORY COMMITTEE: Professors Jennifer Boylan, Peter Harris, Susan Kenney, and Spark; Associate Professors Michael Burke and Natalie Harris; Assistant Professor Adrian Blevins

Students majoring in any department may elect a minor in creative writing. 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

Three American or English literature courses at the 300 or 400 level; a sequence of two workshops in fiction (English 278 and 378), poetry (English 279 and 379), or (when available) creative nonfiction (two courses selected from English 380, 382, 385); two additional creative writing courses at the 200 level or above.

Students are encouraged to take at least one class in a genre other than their sequence genre. English 378 and 379 may be repeated for credit if taken with a different instructor. Students should note that creative nonfiction classes are not offered as frequently as fiction and poetry classes.

Literature courses should be chosen in consultation with the minor advisor. For example, a fiction writer might take the American Short Story, the Modern American Novel, the 18th Century I, Victorian Literature, African-American Literature, or Contemporary Fiction; a poetry writer might elect Chaucer, The Romantics, the 17th Century, or Modern American Poetry.

First priority for admission to English 278 and 279 is given to sophomores. Admission to advanced writing courses is by manuscript submission only.

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

A **creative writing concentration** within and in addition to the English major is offered as another option in development of skills in creative writing. The requirements for the concentration are specified in the "English" section of this catalogue.

EAST ASIAN STUDIES

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

Chair, PROFESSOR KIMBERLY BESIO [CHINESE]

Professors Tamae Prindle (Japanese) and Nikky Singh (Religious Studies); Associate Professors Besio (Chinese), Steven Nuss (Music), and Ankeney Weitz (East Asian Art); Assistant Professors Philip Brown (Asian Economy), Peter Ditmanson (East Asian History), Walter Hatch (Government), and Hong Zhang (Chinese); Visiting Instructor Michiko Nakagawa; Teaching Assistants Fong-Ling (Emily) Chang (Chinese) and Akiko Muroi (Japanese)

The East Asian studies major contributes a new dimension to the traditional liberal arts curriculum by introducing the student to rich cultures outside the scope of Western civilization. Study abroad during the junior year is strongly encouraged.

Requirements for the Major in East Asian Studies

One introductory 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 or Chinese 128, 321, and 322) and one literature course in the country of the language concentration; and an additional six courses chosen from those approved for the East Asian studies major. These six courses must conform to the following distribution: one 200-level art, religion, music, or history course; one 200-level government, anthropology, economics, or sociology course; one 300-level course; one 400-level senior project or seminar; and two additional electives. Of these six courses a minimum of three must focus on the country of the language concentration; a minimum of two must focus on either the East Asia region as a whole or on an East Asian country different from that of the language concentration. Fourth-year language courses (421 and 422) 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 421, 422, and independent study 491 and 492.

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 322 level or above, or they may be introductory courses in a second Asian language.

Honors in East Asian Studies

An honors program is available for senior majors who have earned a 3.25 major average. Normally application to the program 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 seven courses: one introductory comparative course (East Asian studies 151 or 152 or Art 173); three 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 anthropology, art, economics, government, history, literature, music, and religion courses on East Asia. With the exception of one introductory comparative course, no content course at the 100 level will count toward the minor.

For the Class of 2007 and beyond: One more language course of the student's field of concentration (normally Chinese or Japanese 128) must be taken in addition to the courses listed above.

Courses Offered in 2005-2006 and Approved for the Major in East Asian Studies

| | |
|---------------------------|---|
| <i>Art</i> | 173 Introduction to Asian Art |
| | 273 The Arts of China |
| | 274 The Arts of Japan |
| | 293 Asian Museum Workshop: "China in Maine" |
| | 397 Asian Pacific Modernities |
| <i>Anthropology</i> | |
| <i>Chinese</i> | All courses offered |
| <i>East Asian Studies</i> | All courses offered |

| | |
|--------------------------|---|
| <i>Economics</i> | 215 Made in China: The Political Economy of Business in China |
| | 292 Economic Transition in China |
| | 294 Economic Policy and Performance in East Asia |
| | 474 Seminar in Economic Demography |
| <i>Government</i> | 261 Japanese Politics |
| | 338 Politics of Chinese Cinema |
| <i>History</i> | 253 The World of Thought in Ancient China |
| | 254 The World of Ming China |
| | 256 Heian and Medieval Japan |
| | 454 Culture and Change in 17th-Century China |
| <i>Japanese</i> | All courses offered |
| <i>Religious Studies</i> | 212 Religions of China, Japan, and Tibet |

Course Offerings

151f Introduction to East Asia from Ancient Times to the 17th Century A survey of the civilizations of East Asia from ancient times to the 17th century, examining comparative cultural and social transformations in the history of China, Japan, and Korea. Topics include the religious and philosophical foundations of Confucianism, Daoism, Buddhism, and Shinto; the development of imperial models and conceptions of authority; the evolution of aristocratic and popular cultures; and the development of elite scholarly and military classes. *Four credit hours.* H, D, I. DITMANSON

152s Introduction to East Asia from the 18th Century to Modern Times A survey of the civilizations of East Asia from the 18th century to the present, exploring the dimensions of modernity and its impact on the cultures and societies of China, Japan, and Korea, beginning with the empires of Qing China, Tokugawa Japan, and Chosen Korea and examining the processes of transformation that led to the rise of the modern nation-states of East Asia. Topics include the evolution of social structures, belief systems, and political and ethnic identity. *Four credit hours.* H, D, I. DITMANSON

173f Survey of Asian Art Listed as Art 173 (q.v.). *Four credit hours.* A, D. WEITZ

[231] The Chinese Novel: Vignettes of Life in Imperial China A critical examination of the development of classical Chinese literature of various genres such as poetry, popular songs, philosophical discourse, historical narrative, prose, fiction, tales of the supernatural and the fantastic, romance, and drama. All readings are in English translation. *Four credit hours.* L, D.

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

[234] Pioneering the Modern: The Literature of Edo and Meiji Japan Themes of modernity and the modern in selected works of late 17th- through early 20th-century Japanese literature. From tales of love and money in the urban fiction of the 1680s, to the identity struggles of students, samurai, intellectuals, and entrepreneurs in the tumultuous

1880s, 1890s, and 1900s, this course explores the shifting notions of self, society, modernity, and morality in the Tokugawa and Meiji periods. Conducted in English; no knowledge of Japanese required. *Four credit hours.* **L, D, I.**

252j Hell on Earth? Chinese Writers on Modern Chinese Society Are we living in a hell on earth? This question has consistently plagued modern and contemporary Chinese writers when contemplating their society. An examination of how Chinese writers have used literature to address the various political and social crises their country has faced during the last 80 years. Topics will include changing assessments of traditional China's cultural legacy, China's response to modernity (often represented by the West), revolution and resistance in rural China, Taiwan, the Cultural Revolution, and the status of women in modern and contemporary Chinese society. Readings will include short stories, a novel, essays, poetry, drama, and film, all in English translation; no previous knowledge of Chinese language, culture, or history required. *Three credit hours.* **L, D, I.** BESIO

[253] The World of Thought in Ancient China Listed as History 253 (q.v.). *Three credit hours.* **H, D.**

[254] Contemporary Chinese Society: 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, D, I.**

257f 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 a consumer-oriented society. Issues examined include the relationship between the masses and the state in cultural production and circulation; the political implications of late-socialist/post-modern 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.** ZHANG

271j Women in Japanese Cinema and Literature A multi-dimensional approach to Japanese culture, examining Japanese women's identity politics in literature and films through both Western and Japanese feminist theories. Films and literature cover the historical periods from the 12th through 20th centuries. No prior knowledge of Japanese language, culture, or feminist ideology required. *Three credit hours.* **L, D, I.** PRINDLE

[272] Love and Death in the Literature of Pre-modern Japan Themes of love and death in various works of Heian, medieval, and early modern (10th-18th centuries) Japanese literature, including Murasaki Shikibu's *Tale of Genji*, Sei Shōnagon's *Pillow Book*, the Buddhist-influenced *Tale of the Heike*, Ihara Sailaku's *Life of an Amourous Woman*, and the love-suicide plays of Chikamatsu Monzaemon. Stories of love and loyalty, elegance and insecurity, seduction, rape, murder, and betrayal; issues of translation, power, gender, and sexuality. *Three credit hours.* **L, D, I.**

[273] The Arts of China Listed as Art 273 (q.v.). *Three or four credit hours.* **D.**

274s The Arts of Japan Listed as Art 274 (q.v.). *Three or four credit hours.* **D.**
WEITZ

[275] Music and Art in Japanese Culture Listed as Music 275 (q.v.). *Four credit hours.* **A, D.**

276s Zen and the Arts in Asia An examination of the Zen Buddhist aesthetic in the traditional arts of China, Japan, and Korea. Art forms studied will include: painting, calligraphy, sculpture, tea ceremony, gardening, flower arranging, Noh drama, poetry, archery, and architecture. *Four credit hours.* **A, D, I.** WEITZ

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

[351] Imaging Chinese Women: Ideas and Ideals in China An examination of woman as trope in Chinese literature over the last two millennia. How “woman” became a cultural construct and how that construct has defined gender role and femininity; how women were portrayed in male-written texts and how women perceived themselves in female-written texts. Knowledge of Chinese language not required. *Three or four credit hours.* **L, D, I.**

[374] Afterlife: East Asian Ideas About the Hereafter An examination of East Asian concepts of life after death. *Prerequisite:* One of the following: Art 173, 273, or 274 or East Asian Studies 150. *Four credit hours.* **H, I.**

397f Everyday Life in Han Dynasty China An exploration of the rich and vibrant world of the Han dynasty through examining the period’s visual arts, religions, literature, history, and political philosophy. The seminar will culminate in an exhibition of Han dynasty art in the Colby College Museum of Art. *Four credit hours.* WEITZ

[431] Collecting the Past in China and Japan East Asian concepts of the past are intimately related to the practice of collecting things—from landscape paintings to miraculous tales, from ancient bronzes to rare books. A seminar exploring the cultural and social phenomenon of collecting by asking questions such as: Why is the past so important in East Asia? What role does the collector play in forming ideas about the past? Does authenticity really matter? Can the past be commodified? Why is collecting configured as an anxiety-ridden and obsessive occupation? *Prerequisite:* Art 173, 273, or 274. *Four credit hours.* **D.**

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

491f, 492s Independent Study Individual study of special problems in East Asian civilization, offered in the departments that participate in the program. *Prerequisite:* Permission of the instructor. *One to four credit hours.*

ECONOMICS

Chair, PROFESSOR PATRICE FRANKO

Professors Debra Barbezat, David Findlay, Franko, James Meehan, Randy Nelson, Clifford Reid, and Thomas Tietenberg; Associate Professor Michael Donihue; Assistant Professors Philip Brown, Jason Long, and Kashif Mansori; Visiting Assistant Professor Salvatore Di Falco

In addition to dealing with the study of market behavior, consumers, inflation, unemployment, and international trade and development, economic tools find increasing use in other social sciences; the skills of the economist are central to the study of gender and racial discrimination, poverty, energy, technology, international relations, government behavior, the environment, economic growth, crime, and other issues of public and private life. The Economics Department provides a wide selection of courses that analyze problems arising in these areas. The major provides an undergraduate with an excellent background for employment and graduate work in numerous fields, including economics, business, law, government, and education.

Requirements for the Major in Economics

Economics 133, 134, 223*, 224*, and 345**; Mathematics 121 or 161, or equivalent; either Mathematics 231 or the two-course sequence Mathematics 381, 382; one economics senior seminar; three additional courses (totaling at least nine credit hours) in economics, at least two of which must be numbered 300 or above (at least one of the 300-level courses must be taken at Colby). 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*, 345**, 278 and 373 or 277 and 378 or 373 and 378; one economics senior seminar; one additional economics course chosen from Economics 277, 338, or 373; two additional elective economics courses, at least one of which must be at the 300 level if Economics 277 is elected; 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 with a Concentration in International Economics

Economics 133, 134, 223*, 224*, 278, 345**, 373; one economics senior seminar; three additional economics courses chosen from Economics 214, 277, 292, 294, 333, and 335; one additional 300-level economics course (any subject); Mathematics 121 or 161, or equivalent; either Mathematics 231 or the two-course sequence Mathematics 381, 382.

Requirements for the Major in Economics with a Concentration in Public Policy

Economics 133, 134, 223*, 224*, 345**, 393; one economics senior seminar; two economics courses chosen from Economics 312, 331, 332, 338, 351, 355, and 379; three additional economics courses (any subject, any level); 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, 345**, and 393; one economics senior seminar; one additional 300-level economics course; 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, international economics, or public policy 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.

***Note:* Majors must complete Economics 345 in either their junior or senior year, submitting an application through the registrar's Web page by May 1 of the junior year. A faculty sponsor must approve the topic and the proposed enrollment in Economics 345 for credit to be granted.

Students who wish to do graduate work in economics are urged to elect Economics 336 and 393 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 apply to the department to enroll in Economics 481. This application, which must be made by May 1 of the junior year, is an acceptable substitute for Economics 345. Students continuing in the subsequent semester enroll in Economics 482 or 484. Those completing the latter course 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. 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 totaling at least six credit hours, of which at least three credit hours must be numbered 300 or above. Independent studies cannot be used to fulfill the 300-level or above course requirement. No requirement for the minor may be taken satisfactory/unsatisfactory.

Course Offerings

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

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

[214] 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.* D, I.

215j Made in China: The Political Economy of Business in China U.S. firms increasingly target the Chinese market and multinationals employ millions of Chinese in labor-intensive production, yet economic opportunities have disproportionately benefited coastal areas, and social problems are on the rise. An examination of the economic, political, and social issues associated with China's rapid growth. Offered on site in China. Fees to be announced. *Three credit hours.* **I.** BROWN

[219] A Statistical Abstract for Central Maine Basic methods of data analysis, database construction, and the use of Geographic Information Systems. Students will participate in the design and creation of a statistical abstract for the Greater Waterville Area, an online resource for policy makers and community development professionals. A policy issue of regional interest will be analyzed in depth and included with the abstract. *Prerequisite:* Economics 133 or 134. *Three credit hours.*

223fs Microeconomic Theory The theory of the pricing, distribution, and allocation of resources in a market economy. Emphasis placed on the various meanings of economic efficiency. *Prerequisite:* Economics 133, 134. *Four credit hours.* MEEHAN, REID

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

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

252s 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. *Three credit hours.* **H.** FINDLAY

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

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

278f International Trade An introduction to international trade. Topics include the determinants of international trade patterns, the gains from trade, commercial policy, the political economy of trade policy, and factor movements. *Prerequisite:* Economics 133, 134. *Three or four credit hours.* WALDKIRCH

292s Economic Transition in China The evolution of the Chinese economy from pre-industry to market economy with socialist characteristics. Emphasis on central planning under Mao, market liberalization under Deng, and the implications of incremental economic reform. Topics include ownership and incentives, the rural-urban divide, and China's accession to the World Trade Organization. *Prerequisite:* Economics 133 or 134. *Four credit hours.* D, I. BROWN

[293] Economic Development of the Third World The less-developed countries and their prospects for economic betterment. Analysis of the techniques involved and the problems to be encountered in the growth process. *Prerequisite:* Economics 133, 134. *Three or four credit hours.*

294f Economic Policy and Performance in East Asia A survey of the causes and consequences of rapid economic growth in East Asia's dynamic market economics. Focus on the evolution of the Japanese and South Korean economies and on the Asian Financial Crisis. Topics include the East Asian Miracle, state intervention in economic markets, the risks and rewards of globalization, and the nature of capitalism. *Prerequisite:* Economics 133 or 134. *Four credit hours.* D, I. BROWN

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

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

332s Regulated Industries An examination of specific regulated markets and the rationale for regulation in each. The economic effects of regulation on price, cost of production, and quality of product or service will be explored. The success of regulation will be evaluated relative to the market outcome that would be expected in the absence of regulation. *Prerequisite:* Economics 223. *Four credit hours.* MEEHAN

[333] Evolution of the Global Economy An examination of the economic history of the 19th and 20th centuries, during which the size and scope of trade, migration, finance, and other forms of market integration increased dramatically. Topics include the large scale globalization that occurred from 1800 to 1913; the period between World Wars I and II, a time of international economic disintegration; and the period of reintegration from the end of World War II to the present. *Prerequisite:* Economics 223, 224. *Three credit hours.* H.

335s Economic Development: Theory and Experience An introduction to economic models used to understand problems faced by developing countries. Topics covered, using both theoretical and empirical frameworks, include economic growth, inequality, poverty and nutrition, demographic change, and the economic and policy implications of incomplete markets. *Prerequisite:* Economics 224. *Four credit hours.* BROWN

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

338f Money, Banking, and Monetary Policy An examination of the monetary system of the United States. Topics include the determination and role of interest rates, the organization and operation of the banking firm, innovations and regulations of the banking industry, and the implementation and evaluation of monetary policies. Particular emphasis on the importance of financial markets in determining interest rates, influencing bank behavior, and affecting monetary policy. *Prerequisite:* Economics 224 and Mathematics 231 or 382. *Four credit hours.* FINDLAY

345fs 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. Required of all economics majors. *Prerequisite:* Permission of the instructor. *Two credit hours.* FACULTY

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

355s Labor Market Economics Wage determination and allocation of human resources in union and nonunion labor markets. Theories of labor supply, labor demand, and human capital investment; related public policy issues such as minimum wage laws, income maintenance, and discrimination. The operation of labor markets in the macroeconomy, with particular emphasis on the role of implicit and explicit labor contracts in explaining aggregate wage stickiness, inflation, and unemployment. *Prerequisite:* Economics 223. *Three or four credit hours.* BARBEZAT

373f Open-Economy Macroeconomics An examination of price level and income determination in an open economy, the choice of exchange rate regime and its impacts on macroeconomic stability, constraints on the formulation and implementation of monetary and fiscal policy in an open economy, and the debate over the desirability of international coordination of macroeconomic policies. Emphasis on application of theoretical concepts to analyze historical and current events. *Prerequisite:* Economics 224 and Mathematics 121 or 161. *Three or four credit hours.* MANSORI

378s Advanced International Trade An analysis of international trade. Topics include two- and multi-sector models of trade, increasing returns and scale economies, commercial policy, regional trading arrangements, and the political economy of trade policy. *Prerequisite:* Economics 223. *Four credit hours.* WALDKIRCH

[379] Game Theory Introduction to the concepts and applications of game theory, which studies 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. Topics include Nash equilibrium, subgame perfection, and incomplete information. *Prerequisite:* Economics 223 and a course in calculus. *Four credit hours.*

393fs Econometrics The use of statistical techniques to estimate and test economic models. Topics include multiple regression, multicollinearity, specification tests, serial correlation, heteroscedasticity, and the simultaneous-equations approach. *Prerequisite:* Economics 223, Mathematics 231 or 382. *Four credit hours.* DONIHUE, REID

471s Seminar: Multinational Corporations How economists think about and evaluate multinational corporations (MNCs), what MNCs are, what markets they operate in, and how they impact both host and home countries. Focus on the U.S., with close examination of the operations of MNCs in developing countries, directly addressing some of the major controversies surrounding MNCs. *Prerequisite:* Economics 223, 224 and senior standing as an economics or international studies major. *Four credit hours.* WALDKIRCH

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

474f Seminar: Economic Demography The scientific study of population using an economic framework and survey data from East Asia and South Africa. Techniques of demographic measurement and mathematical demography. Recent innovations in microeconomic theory as applied to such demographic topics as fertility, child mortality, migration, health, aging, human capital, and inequality. Emphasis on empirical analysis using Stata. *Prerequisite:* Economics 393 and senior standing as an economics major. *Four credit hours.* BROWN

475s The Economics of Professional Team Sports with an Emphasis on Baseball An examination of the organizational structure of professional baseball. Topics covered include the peculiar economics of sports, competitive balance, sports leagues as joint ventures or cartels, cross-subsidization (revenue sharing, luxury taxes, etc.), and issues in player development. The labor market in professional team sports will also be covered, including restrictions on the labor market (player draft, the reserve rule and free-agency) and their effect on players' salaries and competitive balance, and racial discrimination in sports. Although baseball will be the major focus, some of the differences with other sports will also be explored, and students will be free to do their major research paper on an economic aspect of any sport they choose. *Prerequisite:* Senior standing as an economics major. *Four credit hours.* MEEHAN

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

[478] Seminar: Economic Integration An in-depth examination of policy questions regarding international economic integration, beginning with the theory that underlies efforts to reduce economic barriers between nations. Policy topics include the effect of international trade on income distributions, the potential expansion of NAFTA and the WTO, the motivations for and effects of European integration, and the role of human rights and environmental issues in discussions about integration. *Prerequisite:* Senior standing as an economics major and one of the following: Economics 277, 278, 297 (International Economics), or 373. *Four credit hours.*

[479] Seminar: The Wealth and Poverty of Nations Why are some countries so rich and other countries so poor? An examination of the causes of economic growth over the last thousand years and how changes in institutions, technology, and global economic integration have allowed some, but not all, societies to prosper and provide their members with remarkably high standards of living. *Prerequisite:* Senior standing as an economics major. *Four credit hours.* H.

[482] 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 both written and seminar format. *Prerequisite:* Economics 345, senior standing as an economics or economics-mathematics major, and permission of the sponsor. *Four credit hours.*

483f Senior Honors Thesis First semester of a year-long honors project to develop a well-articulated proposal, including a testable hypothesis and evidence of data availability. *Prerequisite:* Senior standing as an economics or economics-mathematics major, and permission of the department. *Two credit hours.* FACULTY

[484] Senior Honors Thesis A continuation of a year-long research project, beginning with Economics 345 or 483. The completed research to be presented in both written and seminar form. *Prerequisite:* Economics 345 or 483, and successful proposal defense. *Four credit hours.*

491f, 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

EDUCATION

Director, PROFESSOR MARK TAPPAN

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

The Education Program is guided by John Dewey's distinction between "education as a function of society," where the function of education is to prepare the minds of the young to maintain and uphold the basic principles of society, and "society as a function of education," where the function of education is to remake or reform society, because the principles and directives that govern society, and support the status quo, are by and large unjust. We firmly embrace the latter perspective, and thus our program is explicitly committed to promoting social justice, both in schools and in society at large. Our courses 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 and critique the intended and unintended oppressions resulting from specific educational and institutional practices by (1) considering the values and politics that pervade educational institutions, as well as the more 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; (4) examining the connections among sexism, racism, classism, and other forms of oppression as they relate to environmental and ecological concerns; and (5) investigating

how schooling plays a crucial role in the development of attitudes and behaviors toward “nature” and the environment. Students also are encouraged to move beyond critique and to theorize about the creation and implementation of educational and institutional practices that promote greater social justice and equity in society as a whole.

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 community-based learning, social activism, internship, and practicum experiences.

Four 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 **environmental education minor** encourages an interdisciplinary approach to theory, research, and practice in the field of environmental education. These activities seek to make explicit the complex intersections among environmental degradation, cultural critique, and processes of education with an emphasis on educational reform, social justice, and environmental activism in the United States. This minor is intended for those students with an interest in pursuing a career in environmental education, outdoor education, and/or experiential education.

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. It enables students to earn secondary certification (grades 7-12) in English language arts, foreign language, mathematics, life science, physical science, and social studies. This certification is valid in Maine or in one of the 23 other states with which Maine has agreements of reciprocity.

Colby believes that the best preparation for a teaching career is two-fold: (a) a strong background in the liberal arts, including intensive study of the subject to be taught; and (b) appropriate course work and practical experience in education.

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. In addition, candidates for the Maine secondary certificate must perform satisfactorily on the Praxis I exam and complete a teaching portfolio.

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

Additional information about the professional certification and ninth semester options is available from the program faculty. Early consultation with program faculty and careful planning of the student's course of studies is essential for a successful completion of the minor. This is especially important for students studying abroad.

Finally, students also may pursue an **independent major in human development** under the auspices of the program. Requirements for this major 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, internship, or field experience; and four electives in education.

Requirements for the Minor in Environmental Education

Education 231, 315, and 493; Environmental Studies 118; one of the following: Biology 131, 271, or Geology 131; one field experience, internship, or practicum; and one elective from among English 376, Environmental Studies 235, and History 394.

Requirements for the Minor in Human Development

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

Requirements for the Minor in Professional Certification

(1) A major, and at least a 3.00 average, in the subject to be taught. Requirements vary by endorsement area; additional courses may be required for certification other than those required for the major. Early consultation with program faculty is essential. (2) Education 231, 257, 374, 431, one practicum (351 or 355), the Senior Student Teaching sequence (433, 437), and two electives in education.

Course Offerings

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

[115] Mentoring: Fostering Resilience in Children Readings, discussion, role-plays, videos, and guest speakers combined with a service-learning experience of mentoring a child or adolescent. Topics covered include normal and compromised development; factors contributing to resilience among at-risk youth; gender, class, racial, and cultural differences; and philosophical, social, and spiritual perspectives on mentoring. *Co-requisite:* Participation in the Colby Cares About Kids mentoring program. Nongraded. *Three credit hours.* **S.**

[116] Children's TV for Social Justice An exploration of the process for creating educationally effective children's television with a particular emphasis on socially charged curricular areas such as conflict resolution and cultural tolerance. Combining extensive screening of programs from around the world with lecture and discussion, the course concludes with a final project that requires teams of students (approximately three to a team) to develop their own creative series treatment that addresses an issue for today's American kid. Nongraded. *Three credit hours.*

197f Introduction to the History of U.S. Education An introductory survey of the historical foundations of U.S. Education. Students will examine both primary and secondary source materials as they explore the historical development of educational institutions and approaches from Puritan New England to present-day U.S. public schools. *Four credit hours.* KUSIAK

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

217s Boys to Men Listed as Women's, Gender, and Sexuality Studies 217 (q.v.). *Four credit hours.* S, D, U. TAPPAN

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

235s Multiculturalism and the Political Project An introduction to the critical tradition in education, particularly to the work of critical theorists and post-modern multiculturalists. This work calls into question the Western, patriarchal, capitalistic structures of modern society and its attendant institutions, and through an emphasis on post-colonial, neo-Marxist, feminist, and social theory it attempts to uncover how the Western-European foundations of American schooling have privileged some and marginalized others. Critical educators work to maintain the link between the struggle for critical knowledge and the struggle for democracy. The course provides a forum for students to analyze these basic assumptions and to gain a deeper understanding of the struggle for transformative knowledge and critical democracy. *Four credit hours.* S, D, U. BARNHARDT

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

315s U.S. Environmental Justice Issues The histories and contexts of U.S. environmental justice movements in the 20th century, and various theoretical frameworks on the role that race, class, gender, power, and identity politics play in the construction and mobilization of these justice movements. How and why communities organize around environmental justice issues, why some people participate and others do not, why some communities succeed and others do not, and why the discourse of environmental justice differs from other "mainstream" environmental discourses. *Prerequisite:* Sophomore standing and a 200-level education course or Environmental Studies 118. *Four credit hours.* S, D, U. BARNHARDT

[316] Education, the Environment, and Social Justice Issues of power, privilege, and oppression in mainstream environmental education are juxtaposed with concerns and issues raised by the burgeoning environmental justice movement. As part of a community service-learning project students will be challenged to examine educational institutions and schooling in the context of environmental justice with the goal of learning how to

build effective environmental education coalitions in diverse communities. *Prerequisite:* Sophomore standing and a 200-level education course or Environmental Studies 118. *Four credit hours.* S, D, U.

[318] Moral Development and Education How do moral understanding and ethical sensibility develop over the course of the life span? What is the relationship between human values and educational practice? What role should schools play in fostering and facilitating moral development in children, adolescents, and adults living in a diverse, multicultural society? These questions are explored by considering various classical and contemporary theories of moral development and moral education, their philosophical, psychological, and sociocultural premises, and their implications for educational practice. Students will complete a community service-learning project. *Prerequisite:* A 200-level course in anthropology, education, psychology, or sociology. *Four credit hours.* U.

332f Women, Girls, and the Culture of Education The psychological and social development of girls and young women. The ways in which education imparts lessons about gender, race, class, and sexual identity, and how such lessons affect girls' and women's sense of self, relationships, and interactions with the world around them. *Prerequisite:* A 200-level course in education or women's, gender, and sexuality studies. *Four credit hours.* D, U. BROWN

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

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

[338] Educational Technology and Student Learning Contemporary discourses about educational technology and about technology and society; development of techniques for using educational technologies in schools. Participatory action research projects will be used to develop Web-based materials for use in teaching. Course activities will provide candidates for teacher certification to demonstrate competencies for Maine's Initial Teacher Certification Standards and for the National Educational Technology Standards for Teachers. *Four credit hours.*

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

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

[359] Practicum in Environmental Education Serving as assistant teachers in an elementary, middle, or junior high school, students prepare and present lessons and activities in environmental education. Bi-weekly meetings in seminar with College supervisor. Nongraded. *Prerequisite:* Permission of the instructor. *One credit hour.*

[374] Teaching Students with Special Needs in Regular Classrooms Approximately 10-15 percent of students in public schools in the United States qualify for special education services; many of these students receive most, if not all, of their instruction in regular class settings. A consideration of the skills and attitudes necessary for teaching students with special needs in regular settings and an examination of the roles and responsibilities regular educators have for teaching students who qualify for special education. Additional exploration of the psychological, philosophical, historical, and legal foundations of special education. In addition, students are required to spend a minimum of 20 hours over the course of the semester working in a practicum setting with a special-needs teacher. *Prerequisite:* Education 231. *Four credit hours.*

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

433f Student Teaching Practicum Students will serve as student teachers in a local secondary school, working under the supervision of a cooperating teacher. Emphasis on curriculum planning and instruction. Nongraded. *Prerequisite:* Senior standing as a professional certification minor. *Four credit hours.* KUSIAK

437j Student Teaching Practicum Students serve as student teachers in a secondary school, helping adolescents to learn and working with cooperating teacher(s) and support personnel. The student teacher is expected to assume full responsibility for full-time teaching, including planning and presenting unit and daily lesson plans and evaluating student performance. Nongraded. *Prerequisite:* Education 433. *Three credit hours.* KUSIAK

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

493As Senior Seminar in Education and Human Development A critical examination of selected topics and issues in the contemporary study of education and human development. The focus will vary from year to year but will typically entail an in-depth consideration of the psychological, philosophical, social, cultural, and/or historical dimensions of education and human development. Open only to senior minors in education or human development. *Four credit hours.* U. TAPPAN

493Bs Senior Seminar in Environmental Education The intersections between mainstream environmental and environmental justice issues and U.S. educational discourses and practices. Various approaches to environmental education, such as formal and informal environmental education, environmental education for "at risk" youth, outdoor or adventure education, holistic and experiential education. Students will research and develop environmental curriculum plans and lead environmental education activities with school-age youth. *Four credit hours.* BARNHARDT

ENGLISH

Co-Chairs, PROFESSORS PAT ONION AND LAURIE OSBORNE

Professors Charles Bassett, Jennifer Boylan, Cedric Gael Bryant, Peter Harris, Susan Kenney, Phyllis Mannocchi, Onion, Osborne, Ira Sadoff, Debra Spark, David Suchoff, and Linda Tatelbaum; Associate Professors Michael Burke, Natalie Harris, Elisa Narin van Court, Anindyo Roy, Elizabeth Sagaser, and Katherine Stubbs; Assistant Professors Adrian Blevins, Tracy Carrick, Daniel Contreras, Tilar Mazzeo, and Jennifer Thorn; Adjunct Assistant Professor David Mills; Visiting Assistant Professors Charlotte Albright, James Barrett, and Gerard Sweeney; Visiting Instructor Chris Carrick

The English Department offers literature courses in all periods, genres, and major authors, as well as seminars in particular topics and in broad literary and historical issues. The major in English builds upon the close reading and detailed analysis of literary texts; the investigation of the central political, cultural, and ideological issues occasioned by those texts, particularly issues of race, gender, and class; and the consideration of various critical approaches, methods of inquiry, and strategies of interpretation. There is a creative writing program in both fiction and poetry at the introductory, intermediate, and advanced levels. The department also offers special-topic courses and supervises about 50 independent study projects and 15 honors theses each year. English is one of the most useful majors for those who want to attend professional schools of law, medicine, and business, as well as for those seeking jobs in commerce, industry, and government. Some majors become teachers; some become writers; some go into journalism, library science, or publishing. Students interested in teaching, private and public, are urged to read the "Education" section of the catalogue and to contact a member of the Education Program.

Requirements for the Major in Literature Written in English

English 172, 271; four 200- or 300-level courses; two 400-level studies in special subjects; two additional courses, which may be chosen from advanced courses in English or American literature, creative writing, or literature in other languages or in translation; one additional 300- or 400-level English course; one senior seminar (English 493). At least three of these courses must be courses in which the major focus is upon literature written in English before 1800 and at least three upon literature written in English after 1800. All choices of advanced courses should be planned carefully with the major advisor who must approve them. English 151, 179, 214, 278, 279, and 474 do not count toward the major.

The point scale for retention of the major applies to all English courses that may be used to fulfill major requirements. No requirement for the major may be taken satisfactory/unsatisfactory.

Honors in English

Students who meet the prerequisite, define a project, and secure the support of a tutor may elect to take English 483, 484, the Honors Thesis, and, upon successful completion, graduate "With Honors in English."

Students planning to continue the study of English in graduate school should confer with their advisors to be sure that they have planned a substantial and adequate curriculum. They should be proficient in at least one foreign language. Most universities require two languages, and some require a classical language as well. Work in classical or foreign literature, history, philosophy, art, music, and some of the social sciences reinforces preparation in the major and enhances one's chances for success in graduate study.

Requirements for the Concentration in Creative Writing

In addition to the requirements for the English major: a sequence of two workshops in fiction (English 278 and 378), poetry (English 279 and 379), or (when available) creative nonfiction (two courses selected from English 380, 382, 385); two additional creative writing courses at the 200 level or above.

Students are encouraged to take at least one class in a genre other than their sequence genre. English 378 and 379 may be repeated for credit if taken with a different instructor. Students should note that creative nonfiction classes are not offered as frequently as fiction and poetry classes.

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

Course Offerings

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

112fs Expository Writing Workshop For any student who wants extra work in writing. Taken in conjunction with English 115 or with a writing-emphasis course in another department at any level. Meets as individual tutorial in the Writers' Center. Nongraded. *One credit hour.* T. CARRICK

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

115j English Composition Frequent practice in expository writing to foster clarity of organization and expression in the development of ideas. The assigned reading will vary from section to section, but all sections will discuss student writing. Required for first-year students. Students with an Advanced Placement score of 4 or 5 are exempted. Descriptions and meeting times of three individual sections can be found via the Jan Plan selection Web pages. Each section is limited to 16 registrants. *Three credit hours.* N. HARRIS, MILLS

126f Environmental Literature Literature that addresses environment and place and the relations between the human and non-human, both directly (in nonfiction and natural history) and indirectly (in works of poetry or prose). The historical context for the shifts in literary attitudes toward environment. Texts from British Romantics, American Transcendentalists, natural historians, and modern poetry and prose. Fulfills the College's composition requirement (English 115). Part of Integrated Studies Program; requires concurrent enrollment in Philosophy 126, Biology 131 (lab section C). *Four credit hours.* BURKE

[133] War, Modernity, and American Culture An analysis of the American culture in the Twenties and Thirties from a literary perspective—some poets of World War I, Hemingway, Fitzgerald, Richard Wright, and Steinbeck. Part of Integrated Studies Program; requires concurrent enrollment in Philosophy 133. Fulfills literature requirement, not English 115. *Four credit hours.* L.

136s Post-war U.S. Landscapes A writing workshop examining the dramatic transformation of social and cultural landscapes in the post-war United States, including urban renewal and the expansion of the interstate highway system and the suburbs. Applying critical reading and writing strategies to analytical essays, students consider the relationship between such landscape change and social movements as civil rights and feminism. Writing assignments emphasize three elements of effective expository writing:

cogent presentation of ideas and argument, clarity of expression, and economy with words. Fulfills the College's composition requirement (English 115). Part of Integrated Studies Program; requires concurrent enrollment in History 136, Music 136. *Four credit hours.*
L. C. CARRICK

139f Medical Ethics Disease is part of the human condition, and great literature has resulted from our attempts to come to grips with this fact. A writing-intensive course; fulfills the College's composition requirement (English 115.) Part of Integrated Studies Program; requires concurrent enrollment in Philosophy 139. *Four credit hours.* BURKE

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

172fs The English Seminar The initial gateway to the study of literature at Colby for English majors, introducing students to the genres of poetry, drama, and fiction; emphasizing close reading; raising issues of genre and form; and providing practice in writing critical essays and in conducting scholarly research. *Prerequisite:* English 115 or exemption. *Four credit hours.* FACULTY

[179] Imaginative Writing An introduction to creative writing and close reading in a variety of forms, including poems, novels, screenplays, drama, creative nonfiction, and short stories. Issues of craft will be addressed by writing original poetry and fiction. Does not count toward the creative writing concentration or minor. *Four credit hours.* L.

214s Tutoring Writing Discussion of readings on the process of writing and methods of tutoring. Theory combined with practice in peer review of student papers, mock tutorials, and actual supervised tutorials. Students completing the course may apply for work-study positions in the Writers' Center. Nongraded. *Prerequisite:* Sign up with the instructor in the Writers' Center. *Two credit hours.* T. CARRICK

[216] Advanced Academic Writing Intensive workshop and individualized work on a range of academic writing projects. Students will write one long paper and several shorter essays; most work will undergo multiple revisions. The major project will include an oral presentation. Readings, some selected by students, will be geared to topics undertaken by the class. Weekly conferences with instructor. *Three credit hours.*

[224] Performance History I Listed as Theater and Dance 224 (q.v.). *Four credit hours.* L.

[226] Performance History II Listed as Theater and Dance 226 (q.v.). *Four credit hours.* L.

[228] Performance History III Listed as Theater and Dance 228 (q.v.). *Four credit hours.* L.

231j 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. *Prerequisite:* English 115. *Three credit hours.* L. PUKKILA

[237] Taking Shakespeare's Word A study of Elizabethan/Jacobean English and how the English language has evolved subsequently, working with nine speech patterns and some 300 common words that have lost or changed meaning. An exploration of poetry as mouth-to-ear art (rather than as art of page-to-eye). Not just for actors, language is treated as organic, an artist's tool whether the art is literature, drama, or just good life. Skills gained will be applied to scenes and poems as spoken events, culminating in a final semi-formal public presentation of scenes and poems. None of the grade will be based upon the skill of the presentation but will be affected by participation. *Three credit hours.* L.

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

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

265s The Western Tradition Re-Visited: From Virgil to the English Renaissance An exploration of major Western European traditions by tracing the dialogues and debates on the issues of literary representation and influence, poetic traditions and counter-traditions, and aesthetics, situating these texts and the debates emerging from them in their specific historical and cultural contexts. Students who can read Latin, French, and/or Italian are encouraged to read some of the works in their original languages or in bilingual editions. *Four credit hours.* L. MANNOCCI

[266] Studies in British Literary History, 1600 to 1900 A survey of British literature from early modernity through the Industrial Revolution, focusing in depth on seven writers whose finely wrought works resonate with such historical shockwaves as those caused by the rise of the middling classes, with its new ideology of domesticity; by the challenges posed to established religion by secularism and science; and by the industrialization and urbanization of England within a "Great Britain" newly conscious of its global power. *Four credit hours.* L, I.

271fs Critical Theory The study of selected texts, through close reading and detailed analysis, and the consideration of various critical approaches, methods of inquiry, and strategies of interpretation. English majors should take this course in the sophomore year. *Prerequisite:* English 172 (may be taken concurrently). *Four credit hours.* L. FACULTY

278fs Fiction Writing 1 Introduction to the writing of fiction, with emphasis on student manuscripts. *Prerequisite:* English 115. *Four credit hours.* A. FACULTY

279fs Poetry Writing 1 Introduction to the writing of poetry, with emphasis on student manuscripts. *Prerequisite:* English 115. *Four credit hours.* A. BLEVINS

[310] Desire and Autonomy in Medieval Women's Writing A selection of writings by medieval women with particular focus on the literary expression of desire (sexual, textual, spiritual, political) and the autonomy of medieval women writers as they respond to anti-

feminist traditions and writings. Readings in poetry, drama, biography, feminist treatises; a study of the historical/cultural/literary environments in which they wrote. Authors include Marie de France, Margery Kempe, Christine de Pizan, Elizabeth Carey, and Sor Juana de la Cruz. *Four credit hours.* L, D.

[311] Middle Ages: Medieval Narratives and Cultural Authority The ways in which late medieval narratives create, recreate, and resist the various forms of cultural authority in 14th-century England. Both canonical and noncanonical materials, including romance, sermon literature, chronicles, hagiography, poetic narratives, drama, and the historical, social, and material contexts in which these works were written and transmitted. Readings include Geoffrey Chaucer, John Gower, William Langland, the Pearl poet, Margery Kempe, John Hoccleve, John of Trevisa, and Bromyard; critical skills honed with readings in the historical/cultural/critical traditions of Lee Patterson, Carolyn Dinshaw, Seth Lerer, Paul Strohm, Miri Reuben, and David Aers. *Four credit hours.* L.

[312] Love and Loss in the English Lyric The interdependence of love and loss, desire and death, in poetry. A comparison of love lyric and elegy (poetry of mourning) from the Renaissance to contemporary poetry. The role of gender in representing experiences of love and loss; analysis through poetic theory and 20th-century philosophies of language. *Four credit hours.* L.

[313] 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.

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

[317] The 18th Century I A survey of early to mid-18th-century British literature and culture focusing on the effect of rapid commercial expansion on traditional models of virtue and social order—that is, on the question, omnipresent in the era, of whether the increased social mobility made possible by global trade and colonization should be embraced as nationally empowering or damned as nationally corrupting, especially in relation to gender and class/status. *Four credit hours.* L.

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

319s 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.* ROY

321s The British Romantic Period: Green Romanticism The Romantics were known as the poets of nature—but what was at stake in their relationship to the environment? How did the ecological crises of late 18th-century Europe influence their works? How did Romantic poetry help to shape the history of Western environmentalism? A study of Romantic literature from the perspective of “eco-criticism,” how the relationship between people and the landscape is imagined, and how it is structured by institutions of class, economics, politics, gender, science, and law. *Four credit hours.* L, I. MAZZEO

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

324f Victorian Literature II The conflict between the elite and an emerging mass culture in later 19th-century British society and culture; how issues raised by colonialism, commodity culture, and emergent socialist and feminist movements shaped that divide. Narrative texts that related the crisis in high-cultural Victorian values to questions of racial and ethnic “otherness,” including works by Oscar Wilde, H.G. Wells, George Gissing, Bram Stoker, George Eliot, Rudyard Kipling, and William Morris. *Four credit hours.* L. SUCHOFF

[325] Modern British Fiction A historically informed critical study of six late 19th- and 20th-century British novelists—Thomas Hardy, James Joyce, Joseph Conrad, E.M. Forster, Virginia Woolf, and D.H. Lawrence—focusing on the competing visions of modernity and the ways in which these writers simultaneously challenged and upheld the dominant social, cultural, and sexual values of British society. The course also traces questions about literary representation, style, and language within the political and aesthetic contexts defined by the aesthetic movement called “modernism.” *Four credit hours.* L.

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

[327] Wharton and James in Film and Literature How biographical information and critical responses aid in understanding the key themes, literary projects, and central problematics of major works by two of the most famous writers of the American literary tradition, Henry James and Edith Wharton, and how their close friendship may have affected their work. Several filmic adaptations of their texts will also be considered. *Four credit hours.* L.

[332] Early Modern Drama: “Maids, Wives, and Punks” Study of gender roles in early modern dramas by Middleton, Webster, and others. *Four credit hours.* L.

335j American Independents: Their Art and Production Listed as American Studies 335 (q.v.). *Three credit hours.* A. MANNOCCHI

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

337f What Is Latino Literature? An exploration of cultural and geographical issues in Latino literature. While the course will serve as an introduction to a wide range of Latino literature, it will focus on issues to include sexuality, desire, love, loss, and suffering in love. *Four credit hours.* L, U. CONTRERAS

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

[339] The American Renaissance II: The Poetics of Sexuality The role of desire in historical and aesthetic formations as expressed by a group of writers whose passions created a movement unparalleled in American letters, including Whitman, Dickinson, Thoreau, and Melville. *Four credit hours.* L.

[341] American Realism and Naturalism Literature that focuses on the pursuit of money as an expression of desire and passion in pre-World War II capitalist America, as particularly expressed in novels of the crime genre and other relevant cultural modes. Authors may include Crane, Norris, Sinclair, Dreiser, O’Neill, Hammett, West, Chandler, Cain, and McCoy. *Four credit hours.* L.

342f American Indian Literature The decades since the 1960s have seen a vigorous outpouring of literature from American Indian writers, many of whom connect intense personal experiences to roots deep in Indian tradition through the use of Euroamerican literary forms. Critical approaches by American Indian writers will be applied to the study of traditional stories and myths and to contemporary Indian poetry, fiction, drama, and film. *Four credit hours.* L, D, U. ONION

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

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

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

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

[347] Modern American Poetry A multicultural look at American poetry from 1900 to 1960, considering how certain aesthetics rose to prominence while others were excluded from the canon. *Four credit hours.* L.

348f Postcolonial Literatures An introduction to the emergent postcolonial literatures in Africa, the Caribbean, and the Indian subcontinent, specifically addressing ways in which postcolonial literature challenges, modifies, or radically alters the inherited legacy of colonialism by adopting and working on the master metropolitan language, English; reimagines the dominant narratives of colonial expansion as a way to interrogate and unravel the dominant ideologies of the Empire; and evokes alternate histories of the Nation as a way to question the cultural politics of “neo-imperialism” and the continuing legacies of the Empire in our times. *Four credit hours.* L, I. ROY

[349] Modern Jewish Writing: From the Diaspora to the Modern Israeli Novel How did the ancient, ritual language of a European minority, no longer a spoken tongue, arise to become one of the most vibrant and creative literatures of the postmodern world? In English translation, an introduction to the literature of modern Israel, Zionist programs and their conflicts, and the roots of the modern Hebrew novel in the “diaspora,” Yiddish-speaking world of Sholom Aleichem and the “shtetl.” *Four credit hours.* L, D, I.

[350A] Topics in Dramatic Literature: In the Absurd and Beyond Listed as Theater and Dance 349A (q.v.). *Four credit hours.*

[350B] Topics in Dramatic Literature: Playwriting Listed as Theater and Dance 349B (q.v.). *Four credit hours.*

[350C] Contemporary American Playwrights Listed as Theater and Dance 349C (q.v.). *Four credit hours.*

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

[352] Contemporary Asian-American Women Writers Listed as Women’s, Gender, and Sexuality Studies 315 (q.v.). *Four credit hours.* L, D.

[353] The American Short Story A genre and cultural studies approach to the American short story that explores the shaping ways in which form and content are complexly intertwined with place—the South, New England, and the West, for example—and “time,” particularly the 19th century, modernism, and postmodernism. Major authors

include Mark Twain, John Edgar Wideman, Flannery O'Connor, Nathaniel Hawthorne, James Baldwin, Edwidge Danticat, Eudora Welty, and Henry James. *Four credit hours.* L.

[362] Art and Oppression: Lesbian and Gay Literature and Modern Society How does a minority respond artistically to societal oppression that ranges from silencing and invisibility to censorship and persecution? The literary response/resistance of lesbian and gay people and their process of literary self-definition, in the face of what Adrienne Rich has defined as society's "compulsory heterosexuality." A study of the lives and works of Oscar Wilde and Radclyffe Hall, discussion of selected writing by H.D., E.M. Forster, Willa Cather, Gertrude Stein, Virginia Woolf, James Baldwin, John Rechy, Rita Mae Brown, Audre Lorde, Monique Wittig, Edmund White, Gloria Anzuldúa, Jeannette Winterson, and others. Images of the lesbian and gay experience in painting, photography, film, and television. Sexuality and the transformation of literary convention, the artistic vision of the "double minority," the expression of a radical lesbian and gay political voice, and the emergence into mainstream society of lesbian and gay culture. *Four credit hours.* L, D, U.

[364] 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.

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

378fs Fiction Writing 2 Practice in the writing of short stories, with major emphasis on student manuscripts. Admission is by manuscript submission only; consult instructor for deadlines and format for manuscript submission. *Prerequisite:* English 278. *Four credit hours.* BOYLAN, KENNEY

379fs Poetry Writing 2 Practice in the writing of poetry, with major emphasis on student manuscripts. Admission is by manuscript submission only; consult instructor for deadlines and format for manuscript submission. *Prerequisite:* English 279. *Four credit hours.* BLEVINS, P. HARRIS

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

382s Environmental Writing: Writing on Place Practice in the forms of nonfiction that seek to evoke and represent place and experiences of it. A writing workshop that begins with sample readings, followed by assignments, then consideration of student work. Counts as a creative writing "fourth requirement." *Four credit hours.* A. BURKE

385s Genre Workshop: Novel Writing Focus on the theory and practice of developing and writing various forms of novel-length fiction, including the autobiographical novel, novels that originated in short stories, linked-story novels, novels in epistolary and diary form. Readings include works by Virginia Woolf, Raymond Chandler, Louise Erdrich, John Updike, and Charles Baxter. Students will brainstorm ideas, develop plotlines and characters capable of supporting the longer form, write synopses, outlines, and sample chapters with an eye toward completing full-length works. *Four credit hours.* KENNEY

386f Special Topics in Creative Writing: Documentary Radio Students will learn how to conceive and research a topic that lends itself to a sound-rich medium, writing scripts that weave their own narrative with the best moments from their field interviews. They will also learn how to use a natural sound bed to help listeners imagine themselves in the setting. Final projects will be produced for the campus radio station. *Four credit hours.* ALBRIGHT

397f Advanced Composition and Rhetoric Students examine the role that language plays in establishing, affirming, and disrupting social hierarchies by considering the question: what is the relationship between language mis-use and power? They also critically examine their own language practices and those of diverse discourse communities (academic, civic, professional) to develop more rhetorically effective and polished expository writing. Classroom activities include workshops on rhetorical analysis, ethical research practices, revision, usage, and visual design. Students may opt to work with local non-profit organizations, government agencies, or small businesses as they design and compose semester-long research and writing projects. *Four credit hours.* T. CARRICK

398As African-American Poetry: Speaking in Tongues From its inception, beginning with Lucy Terry and Phillis Wheatley in the mid-18th century, African-American literature has been profoundly a poetic discourse richly and problematically located within the contested spaces of art and propaganda, culture and anarchy, and the shape-shifting significance of migration, memory, literacy, and the politics of identity. This course, which methodologically synthesizes “major author,” “survey,” and “special topics” categories, is constructed historically, but particularly stresses the poetry, politics, and aesthetics of African-American writers in the 20th century, including Rita Dove, Audre Lorde, Amiri Baraka, Lucille Clifton, Langston Hughes, and Yusef Komunyakaa. *Four credit hours.* BRYANT

398Bs Postmodern-American Fiction An introduction to challenging and important texts defining our contemporary period. Playing with form, revisiting history, and challenging common sense assumptions will be our daily task. Authors include Pynchon, Burroughs, DeLillo, Foster Wallace, along with film, music, and art concentrations. Please note that many of the authors and the material in this course are not for the queasy or the timid. *Four credit hours.* CONTRERAS

398Cs Feminism, Faith, and Fratricide in Jewish Women’s Writing A new course concerned with issues of feminism in Jewish women’s writing; how faith informs Jewish women’s writing; the tensions between “masculinist” and “feminist” ideas of Judaism and “Jewishness,” Jewish community, social activism, and majority culture; and Jewish women writers’ response to cultural/religious stereotypes including representations in the journal HEEB and the Jewish American Princess. Authors include Sarah Levy, Anzia Yezierska, Naomi Ragen, Riv-Ellen Prell, and Susan Weidman Schneider. *Four credit hours.* L, U. NARIN VAN COURT

398Ds The Hebrew Bible and Cultural Theory The Hebrew Bible through the cultural and literary theories it spawned. The traditional Jewish categories of Creation, Revelation, and Redemption were secularized by modern thinkers who theorized the

nature of human language, national identity, and alienation. Topics include language and politics in Genesis and Exodus (Babel, Sarah's laughter, and Joseph's dreams as problems of trans-national identity), the psycho-social dynamics of national and canonical formation (Moses according to Freud, Weber on Kingship, Saul as manic-depressive), nationality as multilingual dialogue, prophecy as cultural criticism and gender trouble: powerful women from Eve through Delilah. Non-biblical writers include Benjamin, Kafka, and Heine. *Four credit hours.* SUCHOFF

410f The Arthurian Tradition A broad and comprehensive investigation of the Arthurian Tradition from its origins in Celtic legendary materials to its development and perfection in Chrétien de Troyes's French Arthurian romances, the emergence of an English Arthurian tradition in the Middle Ages, and the reinterpretations of the Arthurian myths produced in the Renaissance, Victorian, and modern periods. Issues include the historicity of Arthur and foundational myths; political and cultural appropriation of Arthurian materials; gender and the ideals of quest literature. Works range from Chrétien de Troyes to *The Mists of Avalon*. *Four credit hours.* L. NARIN VAN COURT

411f Shakespeare and the Construction of Character An examination of the early modern ideas about character, tracing the subsequent histories of Shakespearean character study. Also, the links created between character and identity as evidenced in Shakespeare's dramatic roles and their critical and theatrical histories. *Four credit hours.* L. OSBORNE

412s Shakespeare II: Race and Gender in Shakespeare An exploration of how Shakespeare creates and uses sexual and racial difference in a range of genres. The aim will be to situate the plays' production of difference in a Renaissance context and to discuss how those differences continue to function throughout the evolution of Shakespearean productions, including current versions and revisions of Shakespeare's works. *Four credit hours.* L. OSBORNE

413Af 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. NARIN VAN COURT

413Bf Author Course: Jane Austen The novels of Jane Austen and her relationship to the world of fashion and society in decadent Regency England, with particular focus on the popularity of her novels among the "exclusives," including the Prince Regent (later King George IV) and Georgiana, Duchess of Devonshire (Princess Diana's grandmother). Also considered is the fashioning of Austen's representation in the 20th century and her current status as the most "English" of all English writers by examining the history of film representations of her novels and by reading the recent book, *The Jane Austen Club*. *Four credit hours.* L. MAZZEO

[426] 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, D, U.

[427] The Harlem Renaissance An examination of historicism and reader-response models of reading as ways of exploring three genres (poetry, short fiction, and the novel)

that African-American writers exploited in unprecedented ways during the 1920s. *Four credit hours.* L, D.

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

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

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

480s Projects in Creative Writing An independent project related to the production or teaching of creative writing. Projects may include service-learning efforts in the community, independent studies, or internship with substantial accompanying academic work. *Prerequisite:* English 385 and permission of the instructor. *Four credit hours.* P. HARRIS

483f, 484js Honors Thesis An independent, substantial project approved by the department. The student will work in close consultation with a faculty member. Students are responsible for selecting their faculty tutor and submitting their proposal by May of their junior year. *Prerequisite:* A 3.25 grade point average in the major and approval from a faculty tutor. *Two to four credit hours.* FACULTY

491f, 492s Independent Study Individual projects exploring topics for which the student has demonstrated the interest and competence necessary for independent work. *Prerequisite:* Permission of a project advisor and the chair of the department. *One to four credit hours.* FACULTY

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

493Bf Seminar: Warhol and Post-Modernism Andy Warhol anticipated and contributed to the idea of American life as celebrity spectacle, highlighting the ongoing commodification of desire in post-modernism. Warhol and his work (art, films, and literature, including his diaries) are considered in the context of American politics and culture, Hollywood celebrity, the American art world, and the enormous social changes that shaped post-modern America. *Four credit hours.* CONTRERAS

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

493Df Seminar: Virginia Woolf Virginia Woolf—Modernism and Feminism. One of the preeminent literary voices that emerged in the inter-war period in Britain, Virginia Woolf is recognized as the leading woman intellectual and artist within the modernist movement and a prolific writer, producing in a span of about 25 years a dazzling array of novels, short stories, and essays. *Four credit hours.* ROY

493Es Seminar: Magical Realism What is magical realism? And how does this aesthetically defining, politically subversive, international discourse influence 19th- and 20th-century American literary practices? The ambitious aim of this senior seminar is an exploration of magical realism in the United States, from its 19th-century antecedents in the Romance tradition represented by Nathaniel Hawthorne to the "circumference" of Emily Dickinson, the Southern Gothicism of William Faulkner, and the "inspiring" narrative experimentation of Latin and African-American writers, including Gabriel García Márquez, Gloria Naylor, Jorge Luis Borges, Alice Walker, and Toni Morrison. *Four credit hours.* BRYANT

498s Studies in Literature and Film The representation of cross-dressing in literature from the 16th through the 20th century, including cinematic adaptations of these texts and films treating the practice. How cross-dressing and disguise in film and literature challenge or even reinforce gender boundaries. Readings include Middleton's *The Roaring Girl*, Henry Fielding's *The Female Husband*, Isaac Bashevis Singer's "Yentl," and David Hwang's *M. Butterfly*. *Four credit hours.* L. OSBORNE

ENVIRONMENTAL SCIENCE

Directors, Professors F. Russell Cole (Biology and Environmental Studies), David Firmage (Biology), Whitney King (Chemistry), and Thomas Shattuck (Chemistry)

Colby offers major programs in environmental science with an emphasis in one of three departments/programs: biology, chemistry, and environmental studies. Each program is intended to prepare students for roles as educated citizens in a world increasingly confronted with environmental problems as well as for entry-level positions in firms or government agencies dealing with these problems or for graduate work in related areas. The three environmental science majors, each with a different emphasis and background, emphasize the scientific foundation that underlies environmental disciplines. In addition, the Environmental Studies Program also offers a concentration in environmental policy and an environmental studies minor, which may be elected by majors from any department or program.

Biology/Environmental Science This is a major program that includes work in biology, physical sciences, and social sciences. Instruction in ecology and environmental science includes a survey course in ecology that introduces students to a variety of Maine ecosystems. Students use different types of equipment to measure environmental parameters at sites visited and then compare and contrast data among the ecosystems. In addition, they develop knowledge of the local biota and an understanding of the interrelationships among

these plant and animal species. A junior-level course in advanced and applied ecology offers a detailed review of ecological concepts and their relevance to environmental issues. A senior practicum enables students to apply the concepts they have learned to an environmental problem of local significance and provides a research experience in environmental science.

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

Environmental Studies/Science The interdisciplinary environmental studies major with a concentration in science offers an introduction to national and global environmental issues and the opportunity to focus on conservation biology, marine science, 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. These students also complete two courses that fulfill the humans in the environment requirement. The senior capstone seminar provides a “hands-on” approach to environmental studies research. Students complete a capstone course related to their focus area.

Each of these environmental science majors emphasizes the scientific foundation that must underlie environmental planning and decision making. Specific requirements for each concentration are listed in the departmental sections of this catalogue. 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 and other off-campus educational opportunities, including affiliated programs offered by the School for Field Studies and the Ecosystem Center of the Marine Biological Laboratory in Woods Hole, Massachusetts.

ENVIRONMENTAL STUDIES

Director, PROFESSOR F. RUSSELL COLE

ADVISORY COMMITTEE: *Professors Karen Barnhardt (Education), Catherine Bevier (Biology), Liliana Botcheva-Andonova (Environmental Studies and Government), Cole (Biology), Charles Conover (Physics), David Firmage (Biology), James Fleming (Science, Technology, and Society), Paul Josephson (History), Whitney King (Chemistry), David Nugent (Anthropology), Philip Nyhus (Environmental Studies), Leonard Reich (Administrative Science), Jennifer Shosa (Geology), Linda Tatelbaum (English), Thomas Tietenberg (Economics), and James Webb (History)*

The Environmental Studies Program offers interdisciplinary majors in environmental policy and in environmental science as well as a minor in environmental studies that can be elected by majors in any discipline. Each major program is intended to provide a broad-based course of study and to prepare graduates to ultimately assume leadership positions in a world increasingly confronted with environmental challenges. Our graduates are currently working for nonprofits, consulting firms, educational institutions, businesses, and government agencies dealing with these problems, and many have completed graduate work in the environmental sciences/studies, urban/rural planning, natural resource management, law, environmental and public policy, or other related areas.

Requirements for the Major in Environmental Studies with a Concentration in Policy

I. Required Environmental Studies Core Courses

| | |
|------------------------------|--|
| <i>Environmental Studies</i> | 118 Environment and Society |
| <i>Biology</i> | 271 Introduction to Ecology |
| <i>Economics</i> | 133 Microeconomics |
| | 231 Environmental and Natural Resource Economics |

II. All of the Following Courses

| | |
|------------------------------|---|
| <i>Biology</i> | 131 Biodiversity or 164 Diversity and Evolution |
| <i>Environmental Studies</i> | 233 Environmental Policy |
| | 334 International Environmental Regimes |
| <i>Government</i> | 131 Introduction to International Relations |
| <i>Mathematics</i> | 212 Introduction to Statistical Methods <i>or</i> |
| | 231 Applied Statistics and Regression Analysis |

III. Humans and the Environment (Three Courses)

| | |
|---|---|
| <i>Anthropology</i> | 252 Hunger, Poverty, and Population |
| | 256 Land, Food, Culture, and Power |
| <i>Education</i> | 315 U.S. Environmental Justice Issues |
| | 316 Education, the Environment, and Social Justice |
| <i>English</i> | 376 Land and Language |
| <i>Environmental Studies</i> | 212 Introduction to GIS and Remote Sensing |
| | 319 Conservation Biology (if not used to satisfy IV below) |
| | 336 Endangered Species Policy and Practice |
| | 338 Climate Change Politics |
| <i>History</i> | 364 Ecology and Economic History of Africa |
| <i>Ecological History</i> | 394 Ecological History |
| | 445 Nuclear Madness |
| | 446 Historical Epidemiology |
| <i>Science, Technology, and Society</i> | 215 Weather, Climate, and Society (if not used to satisfy IV below) |
| | 281 Global Environmental History |
| | 356 The Biography of Oil |
| <i>Sociology</i> | 333 Globalization |

IV. Three of the Following Courses

| | |
|------------------------------|---|
| <i>Biology</i> | 257j Winter Ecology |
| | 259j Plants of the Tropics |
| | 334 Ornithology |
| | 352 Advanced and Applied Ecology |
| | 354 Marine Ecology |
| | 358j Ecological Field Study |
| | 373 Animal Behavior |
| <i>Chemistry</i> | 141 General Chemistry |
| | 142 General Chemistry |
| | 217 Environmental Chemistry |
| <i>Environmental Studies</i> | 319 Conservation Biology |
| <i>Geology</i> | 131 Introduction to Environmental Geology <i>or</i> |
| | 141 Introduction to Physical Geology |
| | 353 Groundwater Hydrology |

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|---|---|
| <i>Physics</i> | 141 Foundations of Physics I <i>or</i> 143 Honors Physics |
| | 142 Foundations of Physics II |
| <i>Science, Technology, and Society</i> | 215 Weather, Climate, and Society |

V. One of the Following Capstone Courses

| | |
|----------------------------------|--|
| <i>Environmental Studies</i> | 493 Environmental Policy Practicum <i>or</i> |
| <i>Biology</i> | 493 Problems in Environmental Science (open only to double majors in biology) <i>or</i> |
| <i>Economics</i> | 476 Advanced Topics in Environmental Economics (open only to double majors or minors in economics) |

VI. Senior Colloquia

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|----------------------------------|----------------------------|
| <i>Environmental Studies</i> | 401, 402 Senior Colloquium |
|----------------------------------|----------------------------|

Environmental Studies majors with a concentration in policy must complete at least two courses at the 300 level or above selected from categories II and III above. No requirement for the major may be taken satisfactory/unsatisfactory. AP credits can fulfill core course requirements based on exam performance and coverage. AP credits in a subject cannot replace more than one course in that subject.

Requirements for the Major in Environmental Studies with a Concentration in Science

I. Required Environmental Studies Core Courses

| | |
|----------------------------------|--|
| <i>Environmental Studies</i> | 118 Environment and Society |
| <i>Biology</i> | 271 Introduction to Ecology |
| <i>Economics</i> | 133 Microeconomics |
| | 231 Environmental and Natural Resource Economics |

II. Required Science and Mathematics Courses

| | |
|------------------|--|
| <i>Biology</i> | 164 Diversity and Evolution |
| <i>Chemistry</i> | 141 and 142 General Chemistry <i>or</i> |
| <i>Physics</i> | 141 and 142 Foundations of Physics I and II |
| <i>Geology</i> | 131 Introduction to Environmental Geology <i>or</i> |
| | 141 Physical Processes of Planet Earth (Geology 141 is required for those electing an environmental geology focus) |

For students electing the conservation biology 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 |

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 |
|--------------------|--|

III. Humans and the Environment (Two Courses)

| | |
|----------------------------------|--|
| <i>Anthropology</i> | 252 Hunger, Poverty, and Population |
| | 256 Land, Food, Culture, and Power |
| <i>Environmental Studies</i> | 212 Introduction to GIS and Remote Sensing Studies |
| | 233 Environmental Policy |
| | 334 International Environmental Regimes |
| | 336 Endangered Species Policy and Practice |
| | 338 Climate Change Politics |
| <i>History</i> | 364 Ecology and Economic History of Africa |
| | 394 Ecological History |

- 445 Nuclear Madness
 446 Historical Epidemiology
 333 Globalization
 215 Weather, Climate, and Society
 281 Global Environmental History
 356 The Biography of Oil
- Sociology
 Science, Technology,
 and Society*
- IV. Focus Area (five courses from one of the following focus areas and an additional corresponding culminating experience, chosen in consultation with advisor)
- A. Conservation Biology
Biology
- 163 The Cellular Basis of Life
 352 Advanced and Applied Ecology
 319 Conservation Biology
- Two courses from the following:
Biology
- 211 Taxonomy of Flowering Plants
 237 Woody Plants
 254 Marine Invertebrate Zoology
 259j Plants of the Tropics
 334 Ornithology
 354 Marine Ecology
 358j Ecological Field Study in Anguilla
 373 Animal Behavior
- Culminating Experience:
Biology
- 493 Problems in Environmental Science
- B. Marine Science
Biology
- 163 The Cellular Basis of Life
 254 Marine Invertebrate Zoology
 354 Marine Ecology
- Two courses from the following:
Biology
- 276 Comparative Vertebrate Anatomy
 358j Ecological Field Study in Anguilla
 373 Animal Behavior
 375 Comparative Animal Physiology
 217 Environmental Chemistry
 171 Oceanography
- Chemistry
 Geology*
- Culminating Experience:
*Biology
 Environmental
 Studies*
- 493 Problems in Environmental Science *or*
 491/492 Independent Study
- C. Environmental Geology
Geology
- 142 Deciphering Earth History
 225 Mineralogy
 254 Principles of Geomorphology
 353 Groundwater Hydrology
 354 Glacial and Quaternary Geology
 356 Sedimentation and Stratigraphy
- Culminating Experience:
Geology
- 493 Problems in the Geosciences *or*
 491/492 Independent Study
- D. Environmental Chemistry
Chemistry
- 217 Environmental Chemistry
 241, 242 Organic Chemistry
 331 Chemical Methods of Analysis

One course from the following:

| | |
|------------------|--------------------------------------|
| <i>Chemistry</i> | 332 Instrumental Methods of Analysis |
| | 341 Physical Chemistry |
| | 367 Biochemistry of the Cell |
| | 411 Inorganic Chemistry |

Culminating Experience:

| | |
|------------------|---|
| <i>Chemistry</i> | 481/482 Special Topics in Environmental Chemistry |
|------------------|---|

V. Senior Colloquium

| | |
|------------------------------|----------------------------|
| <i>Environmental Studies</i> | 401, 402 Senior Colloquium |
|------------------------------|----------------------------|

Environmental Studies majors with a concentration in science must complete at least two courses at the 300 level or above selected from categories III and IV above. No requirement for the major may be taken satisfactory/unsatisfactory. AP credits can fulfill core course requirements based on exam performance and coverage. 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.

Students are encouraged to consider field courses offered by Colby or other approved programs such as: Biology 257j, Biology 358j, Geology 179, Geology 358, SFS Sustainable Development in Costa Rica, 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 Denmark's International Study Program, the School of Field Studies, the Duke University Marine Laboratory, the Maine 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 students participate in research or internship opportunities.

Also available are environmental science concentrations in biology and chemistry majors. These are discipline-based programs intended to prepare students for entry-level positions in firms or government agencies concerned with environmental issues, for graduate study, or for roles as educated citizens in a world increasingly confronted with environmental problems. Requirements are listed in the appropriate departmental section.

Honors in Environmental Studies

Environmental Studies majors with a minimum cumulative grade point average of 3.50 at the end of the January term of the junior year or with 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 and a faculty reader for their research project. Students must then petition the program for permission to undertake honors work. With approval from the program, students can register for Environmental Studies 483. 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 Biology 493 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 and an oral presentation at the Colby Undergraduate Research Symposium 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." In cases where requirements for honors have not been fulfilled at the end of either semester, Environmental Studies 483 and Environmental Studies 484 (Honors Research) will revert to graded Environmental Studies 491 and 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.

Requirements for the Minor in Environmental Studies

(1) Environmental Studies 118

(2) Either Economics 133 and 231, or Anthropology 112 and either 252 or 256, or History 394 and Science, Technology, and Society 215 or 281

(3) Either Biology 131 or Biology 164 and Biology 271, or Geology 141 and 142, 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 |
| | 233 Environmental Policy |
| | 319 Conservation Biology |
| | 334 International Environmental Regimes |
| | 336 Endangered Species: Policy and Practice |
| | 338 Climate Change Politics |

Group 2: If only one course is chosen from the Environmental Studies core group, then one additional course from*:

| | |
|------------------|--|
| <i>Biology</i> | 237 Woody Plants |
| | 259j Plants of the Tropics |
| | 352 Advanced and Applied Ecology |
| | 354 Marine Ecology |
| | 358j Ecological Field Study in Anguilla |
| <i>Chemistry</i> | 217 Environmental Chemistry |
| <i>Economics</i> | 476 Advanced Topics in Environmental Economics |
| <i>Education</i> | 315 U.S. Environmental Justice Issues |
| | 316 Education, the Environment, and Social Justice |
| <i>Geology</i> | 254 Principles of Geomorphology |
| | 353 Groundwater Hydrology |

If not used to satisfy the social science couplet:

| | |
|---|--|
| <i>Anthropology</i> | 252 Hunger, Poverty, and Population |
| | 256 Land, Food, Culture, and Power |
| <i>Economics</i> | 231 Environmental and Resource Economics |
| <i>History</i> | 394 Ecological History |
| <i>Science, Technology, and Society</i> | 215 Weather, Climate, and Society |
| | 281 Global Environmental History |

*Other courses may be approved by the Environmental Studies Program director.

Minors also are encouraged to have a "hands-on" environmental activity either of an experiential nature (internship, field experience, student teaching) or an academic nature (research paper or research lab). In many, if not most cases, at least one of these may be required by one of your courses and thus satisfied automatically.

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

Students with a major in biology, geology, international studies considering a minor in environmental studies should consider electing a double major in biology and environmental studies, geology and environmental studies, or international studies and environmental studies because of the overlap in required courses. Interested students should discuss these possibilities with the ES Program Director.

Also available are environmental science concentrations in biology and chemistry majors. These are discipline-based programs intended to prepare students for entry-level positions in firms or government agencies concerned with environmental issues, for graduate study, or for roles as educated citizens in a world increasingly confronted with environmental problems. Students are encouraged to participate in relevant field study or internships to complement their academic work. Requirements are listed in the appropriate departmental section.

A student cannot elect both the environmental studies minor and an environmental science concentration. Also, students cannot elect both the Biology:Environmental Science Concentration or Chemistry:Environmental Science Concentration and the Environmental Studies:Science Concentration.

Course Offerings

[113] Women and the Environment The diverse and complex ways in which women and the natural environment intersect, using the works and voices of prominent women environmentalists and authors, including Rachel Carson and Terry Tempest Williams. How women around the globe participate in environmental issues, how women's participation has influenced Western science and environmental policy, and how the physical and chemical environment uniquely impacts women's health. An important theme of the course is that understanding the experiences, messages, and actions of women is critical to our approach to environmental issues today. *Three credit hours.*

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

[173] Environmental Law and Indian Tribes: The "Rez" and the "Hood" Federal environmental law often affects land use decisions. An examination of environmental decision making in the context of the most regulated lands in the United States—Indian reservations. An overview of Indian law and policy will be followed by a look at layers of government involved in federal environmental regulation. Readings include edited judicial opinions that illustrate the historic threads of national environmental and Indian policies. For the final project students will consider an environmental issue involving a selected tribe and its neighbors. *Three credit hours.* S.

212s 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 will be discussed with emphasis on environmental topics. Students will develop and carry out independent projects using GIS. *Prerequisite:* Sophomore standing. *Four credit hours.* NYHUS

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

[217] Environmental Chemistry Listed as Chemistry 217 (q.v.). *Three credit hours.*

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

233f Environmental Policy A comprehensive and interdisciplinary introduction to the process and challenges of developing, implementing, and evaluating environmental policy. The role 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. *Prerequisite:* Environmental Studies 118. *Four credit hours.* NYHUS

271f Introduction to Ecology Listed as Biology 271 (q.v.). *Four credit hours.* N. FACULTY

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

319s 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:* Biology 271. *Four credit hours.* COLE

321s The British Romantic Period: Green Romanticism Listed as English 321 (q.v.). *Four credit hours.* L, I. MAZZEO

334f International Environmental Regimes An examination of the politics of international environmental cooperation. Topics include negotiation of, compliance with, and effectiveness of international environmental treaties; sustainable development; trade and environment; international financial institutions; and the role of non-state actors. *Prerequisite:* Environmental Studies 118 or Government 131 (may be taken concurrently) or Economics 231. *Four credit hours.* I. BOTCHEVA-ANDONOVA

[336] Endangered Species Policy and Practice Political, social, economic, and cultural issues in the conservation and management of endangered species. Topics include ecosystem management, laws and institutions, human-wildlife conflict, attitudes and ethics, community-based conservation, and complexity. Case studies and interdisciplinary methods and approaches used to conserve endangered species are introduced. *Prerequisite:* Environmental Studies 118 or Biology 271. *Four credit hours.*

338s Climate Change Politics The politics of climate cooperation across global and local levels. Topics include the role of science and uncertainty in climate change policy, international climate cooperation, national and municipal policies, and the role of non-state actors in shaping responses to climate change. Also issues of climate variability and the ability of societies to cope with climate change, as well as ethical issues related to the costs and benefits of climate change and cooperation. *Prerequisite:* Environmental Studies 118 or Government 131. *Four credit hours.* BOTCHEVA-ANDONOVA

352s Advanced and Applied Ecology Listed as Biology 352 (q.v.). *Four credit hours.*
 COLE, FIRMAGE

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

401f, 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. *Prerequisite:* Senior standing and a 3.50 grade point average in the major at the mid-point of the junior year or permission of the program. *One credit hour for the year.* TIETENBERG

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

483f, 484js Honors in Environmental Studies Majors may apply late in their junior year for admission into the Environmental Studies Honors Program. These courses require research conducted under the guidance of a faculty member and focused on an approved topic leading to the writing of a thesis. Upon successful completion of the thesis, an oral presentation, and all requirements for the major, the student will graduate "With Honors in Environmental Studies." *Prerequisite:* Senior standing, a 3.50 grade point average in the major at the mid-point of the junior year, and permission of the department. *One to four credit hours.* FACULTY

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

493f 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. *Prerequisite:* Senior standing as an environmental studies major with a policy concentration. *Four credit hours.* NYHUS

494f Problems in Environmental Science Listed as Biology 493 (q.v.). *Five credit hours.* COLE, FIRMAGE

FIELD EXPERIENCE, INTERNSHIP

-95f, -95j, -96s Field Experience or Internship Noncurricular experience with direct, demonstrated relationship to the student's curricular program. Credits earned in field experience or internship may be applied toward requirements for a major only with explicit approval of the chair of the major department or program. Nongraded, credit, or no entry. Credit may not exceed three hours in any semester, January, or summer session without advance approval by the Academic Affairs Committee, except for approved programs such as Colby in Washington. *Prerequisite:* A formal proposal filed with the field experience coordinator in the Career Services Office prior to the beginning of the project. Proposals for January Program credit must be submitted by December 1. Proposals for summer credit must be submitted by May 1. *One to three credit hours (zero to three credit hours in January).*

FRENCH

In the Department of French and Italian.

Unless otherwise specified, all courses are conducted in French.

Chair, PROFESSOR ARTHUR GREENSPAN (FRENCH)

Professors Suellen Diaconoff, Greenspan, Jane Moss, Adrianna Paliyenko, and Jonathan Weiss; Assistant Professor André Siamundele; Visiting Assistant Professors Christiane Guillois and Alison Levine

Achievement Test: If a student offers a foreign language for entrance credit and wishes to continue it in college, that student must either have taken the College Board SAT-II test in the language or take the placement test during orientation.

Requirements for the Major in French Studies

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 literature and on broadening and deepening students' understanding of values foreign to their own.

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, 238, 252. Majors must take at least one course conducted in French 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 during the first year to determine the appropriate sequence. 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 are required to spend at least one semester studying in a French-speaking country and are strongly encouraged to spend a full academic year. Two semester courses of transfer credit may be counted toward the major for each semester of study away from Colby; students beginning their study of French below the 128 level may petition for more.

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 15 of the student's senior year and preferably 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

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

Four credit hours. GREENSPAN

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

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

127j French III (Dijon) Intensive practice in French through a month's stay in beautiful Dijon, France. Students will live with French families and take classes in an 18th-century *hôtel particulier* in the center of the city. Students will study the history and culture of Burgundy, with frequent visits to museums and other points of interest in the city. Cost in 2005 of \$1,800 included one weekend overnight excursion in Burgundy and one long free weekend. *Prerequisite:* French 126 or a score of 51 or higher on the fall French Placement Test. Instructor will contact students for interviews, if necessary. *Three credit hours.* WEISS

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

131s Conversation and Composition A course designed specifically for students wishing to develop oral skills and acquire an extensive modern vocabulary, with additional practice in writing short, weekly compositions. *Prerequisite:* A score of 60 on the College Board French SAT-II test or its equivalent on the placement test, or French 128. *Four credit hours.* GUILLOIS

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

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

233f Contemporary France Emphasis on the institutions, events, and culture that shape France today, including politics, education, health care, and the justice system and the relationship of each with the lives of French men and women. Daily reference to the

news (on television and in the press) will permit the study in depth of important events as they unfold. Required for French studies majors and recommended for international studies students. *Prerequisite:* French 128. *Four credit hours.* LEVINE

234fs Intensive Spoken French Exclusively for French majors or students preparing for study in a French-speaking country. Weekly practice in oral French conducted by the French assistant under the direction of a faculty member. Nongraded. *Prerequisite:* Acceptance in a study abroad program in a French-speaking country. *One credit hour.* MARTIN-PAYEN

[237] **Guadeloupe: Remapping a World** Guadeloupe evokes a world in the French poetic imagination of the 19th century that modern Guadeloupean historians and creative artists are actively remapping. Lessons drawn from geography, history, literature, art, and music shall shape our understanding of how colonial and postcolonial representations of Guadeloupe mutually illuminate issues of language, identity, race, class, and gender. A unique opportunity to experience a francophone Caribbean culture firsthand through excursions and by living with host families. Course work will be conducted in French. Cost in 2004: \$1,900. *Prerequisite:* French 127. *Three credit hours.* L, D.

238f Introduction to the Francophone World The French presence in the Americas, including Canada, New England, Louisiana, and the Antilles. Beginning with the period of exploration and colonization, an examination of the history, culture, music, language, and literature of North American and Caribbean francophone societies. *Prerequisite:* French 128. *Four credit hours.* D, I. MOSS

252s 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. *Four credit hours.* L. DIACONOFF

[336] **French Theater** Theater and its socio-political context through the study of 17th- through 20th-century plays that challenge the established order and through the study of dramatic theory as it relates to the role of theater in society. The course may include the production of a play in French. *Prerequisite:* A 200-level French course. *Four credit hours.* L, I.

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

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

[356] **The Cultural Legacy of 19th-Century France** Diverse artistic and literary representations of private and public life in 19th-century France—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, the native to the foreign—provide the framework for a retrospective exploration of the 19th century as it was portrayed, and at the same time challenged, by the creative minds it produced. Non-French majors may write papers and examinations in English. *Four credit hours.* L.

357s Women Writers in the Maghreb: Algeria, Morocco, Tunisia The fiction, cinema, and essays of women articulate a new ideal for the Arab woman that neither imitates Western models nor reflects the Western stereotypes of Muslim societies. Non-French majors may write papers in English. Students of African studies who do not possess advanced French reading skills should see the instructor for special arrangements. *Four credit hours.* L, D, I. DIACONOFF

[358] Passionate Discontent: The 19th-Century Epidemic A malady of the spirit pervades the cultural imagination of 19th-century France. Through close examination of intersecting literary, artistic, and medical treatments of *le mal du siècle*, a study of how passionate discontent, which inspired the Romantic generation, becomes a “female” malady—a sign of degeneration. Topics of analysis will include neurasthenia or depression, sadomasochism, hysteria, and the gender of disease. Non-French majors may write papers and examinations in English. *Four credit hours.* L, D.

372f France and Africa A comparison of how francophone Africa and Africans are represented by French authors, and how francophone African writers consider France. These cultural and ethnic perspectives will be examined through the study of historical documents, critical analyses, films, and literary texts. Topics include colonization, the struggle for independence, immigration, and popular culture. Non-French majors may elect to write papers and do exams in English. *Four credit hours.* L, I. DIBBLE-DIENG

398As Contemporary French Cinema The last 25 years of French language filmmaking have given us a new “New Wave” of French and Belgian filmmakers, many of them women, and occasional reincarnations of some of the former “young Turks,” now considered legendary figures. Their works are incredibly varied: *cinéma intimiste*, *cinéma cruellement franc*; portraits of post-World War II immigrant life and of the contemporary struggles of le *Français moyen*, *la classe ouvrière*, and the children of the ghettos. Films in French with English subtitles. Non-majors may write papers in English. *Four credit hours.* GREENSPAN

398Bs French-Canadian Society and Culture An exploration of the literature and culture of French Canada in its historical and political context, tracing the development of French-Canadian literature from the 19th-century “novels of the land” through the postcolonial texts of contemporary Quebec, focusing on the key themes of collective memory, ethnic identity, religion, language, nationalism, feminism, immigration, and multiculturalism as seen in fiction, poetry, theater, and film. *Four credit hours.* MOSS

[412] Stylistics Through exercises in translation and discussion of selected English-American texts to French (*thèmes*) and French to American texts (*versions*), this hands-on course aims to sensitize the advanced student to the various styles, intricacies, and nuances particular to both languages. *Prerequisite:* French 231 and upper-level work in French. *Four credit hours.*

483f, 484js Senior Honors Thesis The senior honors thesis will be undertaken in addition to all required courses for the major; it does not replace any part of the major. The thesis, written in French, is to be a substantial study of a carefully defined topic, supported by critical sources. *Prerequisite:* A 3.5 or higher major average at the end of the junior year and permission of the department. *Two credit hours.*

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

493f Francophone Inscriptions of Gender and Sexuality An integrating experience required for senior French majors, allowing students, through the choice of a particular theme, to synthesize and coordinate both their academic work in the major and their experiences in French-speaking countries. For 2005: an exploration of the ways in which North American, Caribbean, and West African authors, male and female, straight and gay, write about gender and sexuality in different cultural, political, and religious contexts. *Four credit hours.* MOSS

GEOLOGY

Chair, PROFESSOR ROBERT GASTALDO

Professors Donald Allen, Gastaldo, and Robert Nelson; Assistant Professor Jennifer Shosa; Visiting Assistant Professor Bruce Rueger

If you are interested in 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 is what you are looking for.

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

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

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 131 or 141, 142; four fundamental core courses that include 225, 231, 251, and 254; two geology elective courses (one of which may be a 200-level or higher course in mathematics, physics, chemistry, or biology), three credits of Geology 391, and at least

three hours of independent study (491, 492, or 493); 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 131 or 141, 142; four core courses that include 225, 231, 251, and 254; four geology elective courses (one of which may be a 200-level or higher course in mathematics, physics, chemistry, or biology), three credits of Geology 391, and at least six hours of independent study (491, 492, or 493); 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 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. The Honors Program involves presentation of a research proposal to a faculty committee early in the fall semester, the submission of a mid-term progress report, and the draft of introductory sections before January. Satisfactory progress will result in Geology 483 credit and allow the student to register for Geology 484. Successful completion of an honors research project, and the major, will enable the student to graduate "With Honors in Geology." Students who wish to pursue a more intensive research agenda should consider the Senior Scholars Program.

Requirements for the Minor in Geology

A minor in geology is available to students majoring in other disciplines who also desire an introductory understanding of 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 131 or 141, 142, and five courses selected from Chemistry 141, Physics 141, and geology courses numbered 225 and above.

Course Offerings

131f Introduction to Environmental Geology Environmental issues considered from a geological perspective: geologic controls of human activities and the impact of humans on natural geologic processes. Major topics of discussion include geologic processes and hazards, natural resources and resource exploitation, land-use planning and geological engineering, waste management and pollution, and potential solutions to environmental problems. Lecture and laboratory; laboratories include mandatory field trips, including an all-day weekend trip to the Maine coast. Gateway to geology major; credit will not be given for both Geology 131 and Geology 141. *Four credit hours.* N. SHOSA

141fs Physical Processes of Planet Earth The study of the Earth as a physical environment. Includes study of the composition of earth materials and the processes that have produced and continue to modify the modern Earth, from plate tectonics and volcanoes to streams and glaciation. Lecture and laboratory; laboratories include mandatory field trips, including an all-day weekend trip to the Maine coast. Gateway to geology major; credit will not be given for both Geology 131 and Geology 141. *Four credit hours.* N. NELSON

142s Deciphering Earth History Within the crustal rocks of planet Earth is the evidence that can be used to understand the patterns and processes that have shaped the world we know. The course is designed to investigate the physical and biological patterns and processes that can be deciphered from Earth's historical record, as well as the impact these have had on the evolution of the planet over the past 4.6 billion years. The focus is on North America, but global-scale Earth systems are included. Lecture and laboratory; laboratory includes a two-week project at the end of the semester. *Prerequisite:* Geology 131 or 141. *Four credit hours.* N. INSTRUCTOR

[151] Introduction to Volcanoes and Volcanology An introduction to the scientific study of volcanoes and volcanic phenomena; includes an introduction to global plate tectonics, origins and chemistry of magmas and volcanic gases, reasons for differing eruptive styles and the resulting landforms, impacts of volcanic eruptions, distribution of volcanoes, and areas of high volcanic risk. Cannot be counted toward the geology major. *Three credit hours.* N.

[171] Oceanography A multidisciplinary introduction to the oceans and their basins addressing chemical, geological, and physical ocean processes and their effect on organisms and ecosystems and culminating in an assessment of current economic and environmental issues in oceanography. Cannot be counted toward the geology major. *Three credit hours.* N.

179j Geology of Bermuda An introduction to the geology of an island environment created solely from calcium carbonate remains of marine organisms; introduction to carbonate-secreting organisms, sedimentation, and reworking of carbonate grains into secondary geologic environments. Lecture and laboratory, with course work at Colby and an extended field excursion in Bermuda. Cost in 2004: \$1,770. *Prerequisite:* Geology 131 or 141. *Three credit hours.* GASTALDO, RUEGER

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

231f Structural Geology Processes and results of deformation of rocks, including stress and strain, faults, folds, joints, and rock fabrics. Formerly listed as Geology 331. *Prerequisite:* Geology 142. *Four credit hours.* SHOSA

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

254s Principles of Geomorphology The origin, history, and classification of landforms and the processes that shape the Earth's surface. Emphasis on study of physical processes. Lecture and laboratory; laboratory focus is on aerial photograph and topographic map interpretation, ability to recognize geologic significance of particular landforms. At least one all-day field trip required. *Prerequisite:* Geology 142; students completing only Geology 141 with a grade of B or better will be admitted but should consult with instructor prior to registration. *Four credit hours.* NELSON

326s Optical Mineralogy A continuation of the study of minerals utilizing their optical properties, as studied by petrographic microscope analysis of thin sections and X-ray powder diffraction techniques. Formerly listed as Geology 226. *Prerequisite:* Geology 225. *Four credit hours.* ALLEN

332f Igneous and Metamorphic Petrology Structured as a continuation of Geology 231. Hand-specimen and thin-section examination of igneous and metamorphic rocks to determine structure, composition, and origin. Lecture and laboratory. *Prerequisite:* Geology 326. *Four credit hours.* ALLEN

353s Groundwater Hydrology A survey of the hydrologic cycle, with specific attention to those components of the cycle related to the sources and occurrence of groundwater resources; the factors that govern the movement of groundwater through aquifers and the physical and chemical changes that result from passage through the hydrologic cycle. An introduction to techniques used in groundwater quantity and quality investigations. Lecture and laboratory. *Prerequisite:* Geology 141, 142 and Mathematics 121 or 161. *Four credit hours.* SHOSA

354f Glacial and Quaternary Geology The origin and development of glaciers and their influence on the landscape, both as erosive forces and as transporters of earth materials. Geological and biological evolution of the landscape during the Quaternary, the most recent of the geological periods. Lecture and laboratory with field trips (including two required all-day Saturday trips). *Prerequisite:* Geology 254, or Geology 142 with a grade of B or better. *Four credit hours.* NELSON

356f Sedimentation and Stratigraphy A course covering the processes of sedimentation, methods of analysis of sediments, interpretation of depositional environments, classification and description of sedimentary rocks, and study of the relationships and correlation of sedimentary rocks. Lecture and laboratory. *Prerequisite:* Geology 225. *Four credit hours.* GASTALDO

[372] Quaternary Paleoecology Reconstruction of biological environments on land for the recent geologic past, based on the fossil remains of plants and animals preserved in sediments. Emphasis on the use of pollen in reconstructing past vegetation types, but other groups of organisms and what they can tell about past environments are included. Extrapolation of past climatic parameters from the biological data. Lecture and laboratory. *Prerequisite:* Geology 142 and Chemistry 141; Geology 251 or Biology 271 is recommended. *Four credit hours.*

[374] Ore Deposits An investigation of the genesis and localization of ore deposits. Topics may include the history of mineral deposits, materials, and formation of ore deposits, supergene sulfide enrichment, paragenesis and zoning, epigenetic versus syngenetic deposits, magmatic segregation deposits, and mineral deposits related to regional tectonic environments. Some Saturday field trips may be required. *Prerequisite:* Geology 225. *Four credit hours.*

391fs 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.* GASTALDO

483f, 484s Senior 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 and an oral presentation of the research results. *Prerequisite:* Senior standing as a geology major and permission of the department chair. *Three or four credit hours.*

491f, 492s Independent Study Field and laboratory problems in geology or environmental geology, with final written report (see requirements for Honors in Geology option) and formal presentation in a professional context. Students should consult with major advisors in the spring of their junior year. *Prerequisite:* Permission of the instructor. *One to four credit hours.* FACULTY

[493] Problems in the Geosciences An introduction to approaches and methodologies in the geosciences based on an original research project chosen by the instructor. Geological techniques and analyses will be presented through lectures, discussions, laboratories, and guest presentations. Project results will be presented orally either within the department or at a professional meeting. *Four credit hours.*

GERMAN

In the Department of German and Russian.

Unless otherwise specified, all courses are conducted in German.

Chair, ASSOCIATE PROFESSOR URSULA REIDEL-SCHREWE (GERMAN)

Associate Professors James McIntyre and Reidel-Schrewe; Assistant Professor Maria Morrison; Language Assistant Sophie Moser

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

The German program emphasizes the acquisition of a solid knowledge of the German language as the basis for the study of the literature and culture of the German-speaking countries. To this aim, 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.

Majors in German are *encouraged* to study their entire junior year in a German-speaking country; they 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.

Two majors are open to students interested in German language, culture, and history. Students may pursue a traditional major in German language and literature or may opt for the interdisciplinary field of German studies. Both majors provide 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 Language and Literature

Students who choose to major in German language and literature will broaden their knowledge of German literary and cultural history as well as their understanding of theories of genre—from poetry and prose to drama and film.

To fulfill the major, students must complete nine semester courses in German numbered above German 126, of which two courses must be at the 300 level and one must be at the 400 level. Courses taken abroad and approved by the German faculty count toward the major.

Requirements for the Major in German Studies

The major in German studies offers an interdisciplinary approach to the study of the German-speaking countries. While proficiency in the German language is still emphasized, relevant courses taken outside the German program will broaden students' understanding of the formation of cultural identity and of the larger geo-political role of Germany in the world.

To fulfill the major in German studies, students must complete nine semester courses: six courses in German above German 126 and three additional courses chosen from the German curriculum, taken abroad, or from courses with a substantial German component in other departments. Students must take at least one course in German at the 300 level and one course in German or another department at the 400 level. The following courses are approved for the major in German studies:

| | |
|-------------------|--|
| <i>English</i> | 493 Seminar: Franz Kafka |
| <i>Government</i> | 257 Politics and Government of West Europe |
| | 262 German Unification |
| | 354 The European Union |
| <i>History</i> | 111 Europe from late Antiquity to 1618 |
| | 112 Survey of Modern Europe |
| | 182 Jewish History II |
| | 215 Heresy, Humanism, and Reform |
| | 223 European Politics, Culture, and Thought, 1789-1914 |
| | 224 Germany and Europe, 1871-1945 |
| | 322 Europe and the Second World War |
| | 397 German Culture and Politics between the World Wars |
| | 421 Debating the Nazi Past |
| <i>Music</i> | 242 Music History II |

The following statements also apply:

- (1) The point scale for retention of both majors is based on all required and approved courses numbered above German 126.
- (2) No major requirement may be taken satisfactory/unsatisfactory.
- (3) Transfer of credits for courses from other institutions, including study abroad, will be evaluated by the major advisor in German on an individual basis.
- (4) All majors must take at least one course in German approved by the major advisor each semester until graduation.

Teacher Certification: Students desiring certification for teaching German should consult the faculty in German and in the Education Program.

Course Offerings

125f Elementary German I Basic comprehensive course for students with little or no previous knowledge of German. Development of all four skills: listening, speaking, reading, and writing. Introduction to contemporary life in the German-speaking countries. Audio and video material accompanies textbook instruction. *Four credit hours.* MCINTYRE

126s Elementary German II Continuation of Elementary German I to further develop the skills of listening, speaking, reading, and writing. Introduction to contemporary life in the German-speaking countries. Audio and video material accompanies textbook instruction. *Prerequisite:* German 125. *Four credit hours.* REIDEL-SCHREWE

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

127j Intermediate German: Konstanz Intensive practice in German grammar and conversation in the picturesque town of Konstanz in southern Germany. Students live with German families and participate in classes at the Humboldt-Gymnasium. Readings and discussions on history and culture, daily language instruction by Colby faculty. Excursions to historic landmarks in the region are an integral part of the program. Approximate cost, including airfare, is \$2,000. Fulfills the language requirement and counts toward the German major. *Prerequisite:* German 197 and permission of the instructor. *Three credit hours.* MORRISON

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

129f Conversation Group Review of basic vocabulary and practice in speaking for students at the elementary level. A variety of written and visual materials from everyday life in Germany will be employed to stimulate conversation. Does not count toward the language requirement or the German major. *Prerequisite:* German 126. Nongraded. *One credit hour.* MOSER

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

132j German Language and Culture in Konstanz, Germany Readings and discussions on history and culture, daily language instruction by Colby faculty. Students live with German families and participate in classes at the Humboldt-Gymnasium. Excursions to historic landmarks in the region are an integral part of the program. Students will pursue independent projects. Approximate cost, including airfare, is \$2,000. Counts toward the German major. *Prerequisite:* German 127 and permission of the instructor. *Three credit hours.* MORRISON

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

197f Konstanz Preparation Preparation for German 127j in Konstanz, Germany. Intensive review of basic German grammar with emphasis on building vocabulary for use in everyday situations. Through dialogues and sketches students will practice ordering food, purchasing theater, rail, and bus tickets, reading signs, and communicating with their host family. *One credit hour.* MORRISON

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

232f Survey of German Culture From the Middle Ages to the Weimar Republic, the course deals chronologically with the major trends in German history and culture as reflected in literature, art, music, and philosophy. Reading of German expository prose, accompanied by documentary texts and short films. *Prerequisite:* German 135. *Four credit hours.* REIDEL-SCHREWE

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

237f The German Fairy Tale in Popular Culture Fairy tales permeate our culture on every level; they shape how we think about ourselves and the world around us. The role of the fairy tale in the construction of culture, examining traditional tales and their reincarnation in advertisements, comics, literature, art, and film. How the fairy tale has changed and how these changes reflect social, political, economic, and cultural

concerns. Conducted in English; no knowledge of German required. *Four credit hours.*
L. MORRISON

298s Selected Topics Survey of the major movements in literature and art at the turn of the century, exploring the tremendous influence of Viennese writers and artists on German culture and literature. Readings by Schnitzler, Freud, Mann, Kafka, and Hofmannsthal. *Prerequisite:* German 135. *Four credit hours.* MORRISON

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

[358] 20th-Century German Drama Reading and discussion of plays by Gerhart Hauptmann, Frank Wedekind, Arthur Schnitzler, Georg Kaiser, Bertolt Brecht, and Friedrich Dürrenmatt. *Four credit hours.* L.

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

493s Seminar: German Literature Topics may cover an author, a genre, a literary theme or movement. Topic for spring 2006, to be announced. *Prerequisite:* A 200-level German course. *Four credit hours.* REIDEL-SCHREWE

GOVERNMENT

Chair, PROFESSOR GUILAIN DENOEUX

Professors Anthony Corrado, Denooux, G. Calvin Mackenzie, L. Sandy Maisel, and Kenneth Rodman; Associate Professors Ariel Armony, Joseph Reisert, and Jennifer Yoder; Assistant Professors Liliana Botcheva-Andonova and Walter Hatch

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

Requirements for the Major in Government

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

Among the courses counted toward the government major, the four 100-level courses, the 400-level course, and the writing assignment must be taken at Colby, and at least three 200- or 300-level courses (not internships and independent studies) must be taken at Colby or have been taught by Colby, Bates, or Bowdoin faculty in the former CBB programs abroad. Courses transferred from other institutions and/or field experience courses can count (up to a maximum of two) in the 10-course requirement. For transfer students, the department will count up to five courses from the previous institution with the permission of the department chair, excluding the seminar and writing assignment. Students taking government courses abroad *must* secure provisional approval for each course *prior* to leaving; upon return to Colby, brief descriptions of work completed must be submitted to

the department for final approval. No government major may take any government course satisfactory/unsatisfactory. No requirement for the government major may be waived—for completion of an Advanced Placement course or examination or any other reason—without written permission of the department chair.

Honors in Government

For those students who intend to pursue the study of government in more depth, the department offers an honors program that emphasizes substantial independent research under the close guidance of one or two members of the faculty. Students majoring in government may apply during their junior year for admission to the honors program. To be eligible for honors, students need a 3.50 GPA in the major or permission of the department. Eligible students must have completed Government 281 prior to the senior year. Students contemplating spending the spring semester of their junior year abroad should take the research methods course in the sophomore year. Successful completion of this program and of the major will result in the degree being awarded “With Honors in Government.”

Government 100- and 200-level courses are normally limited to 45 students, 300-level courses to 30 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. Attention is called especially to the Colby in Washington Semester Program.

Course Offerings

111fs Introduction to American Government and Politics How does the American government work? An examination of the relationships among American values, politics, government institutions, and public policy. Priority to first-year students; open to others majoring in government with permission of the instructor. *Four credit hours.* S, U. MACKENZIE

113j Overview of the U.S. Legal System A study of constitutional, criminal, and civil law, involving extensive class participation, observation of trials, outside speakers, and touring Maine’s maximum-security prison. Some activities may last all day. *Three credit hours.* LEE

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

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

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

210s Interest Group Politics Organized interests have always been an important constituent of American political life. How have changes in government and electoral politics affected the role of interest groups? Are these groups an essential aspect of good

government? Do they exert too much influence in modern politics? An examination of the activities of interest groups in American politics, including their formation, behavior, and evolution in recent decades. Formerly offered as Government 310. *Prerequisite:* Government 111. *Four credit hours.* CORRADO

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

[213] United States Senate Simulation A month-long simulation of how the United States Senate, particularly in its committee system, functions. Students are assigned the role of actual senators, executive branch officials, interest group representatives, and members of the media. Students will then “play” their roles throughout the policy-making process. Open to all classes. *Three credit hours.* S.

[214] Parties and the Electoral Process An analysis of partisan politics and elections in the United States, emphasizing the role of parties and dealing with candidates, their staffs, the electorate, and the media. *Prerequisite:* Government 111. *Four credit hours.*

[216j] Political Rhetoric An introduction to the theory and practice of political rhetoric, based primarily upon an examination of great political speeches drawn from history and literature. Students will learn to identify and use the different rhetorical figures and modes of persuasion; students will also study and practice the delivery of political speeches. Works to be studied include Pericles’s Funeral Oration, Lincoln’s Gettysburg Address and Second Inaugural, King’s “I Have a Dream,” Mark Antony’s “Friends, Romans, countrymen” from Shakespeare’s Julius Caesar. For the culminating exercise, students will compose and deliver their own political speeches. *Three credit hours.*

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

[232] United States Foreign Policy II: After the Cold War Foreign policy issues confronting the United States in the post-Cold War environment. The impact of the end of the Cold War on American definitions of national security and the prospects for international cooperation. *Prerequisite:* Government 131. *Four credit hours.*

[237] Justice and War An examination of scholarly controversies surrounding the issue of when war and the means of waging it are considered legitimate. Among the cases covered are the Persian Gulf War, humanitarian intervention in Bosnia, Hiroshima, the ethics of nuclear deterrence, guerrilla warfare, terrorism, the question of whether the Nuremberg precedent in trying war criminals can be extended to contemporary conflicts in South Africa, Rwanda, Yugoslavia, and Cambodia. *Four credit hours.* S, I.

238f Politics of War Crime Tribunals An examination of attempts to establish criminal accountability over genocide, war crimes, and crimes against humanity, from the Nuremberg and Tokyo tribunals at the end of World War II through the recent controversies over the International Criminal Court. The central questions posed in the class are (1) whether international laws and institutions can end impunity for those leaders and soldiers who violate international humanitarian law, and (2) how considerations

of politics influence decisions about international justice. Academic and legal analysis will be combined with simulated court proceedings, such as the trial of Milosevic at the Hague, the Pinochet extradition hearings in the U.K., and the question of whether the Geneva Conventions apply to Taliban and Al Qaeda prisoners captured during the war in Afghanistan. *Four credit hours.* S. RODMAN

251j Israelis and Palestinians: Conflict and Accommodation The roots and the evolution of the conflict between Israelis and Palestinians. Themes include the origins of Zionism and Palestinian nationalism; the British mandate over Palestine; the creation of Israel and the birth of the Palestinian refugee problem; the Arab-Israeli wars; stereotyping and prejudices; the intifada and its impact on the conflict; the origins, content, and significance of the September 1993 agreement between PLO leader Yasir Arafat and Israeli Prime Minister Yitzhak Rabin; the September 1995 Oslo II agreement; and the "Peace Process" since the election of Benjamin Netanyahu as prime minister of Israel. Scholarly analyses and firsthand accounts, essays, and documentaries depicting the attitudes and emotions that have sustained the conflict between Arabs and Jews in the Palestine-Israel region throughout the 20th century. *Three credit hours.* S, D, I. DENOEUX

252s Politics of the Middle East An introduction to the internal politics of Middle Eastern countries, centering on the two main forces that currently play themselves out in this region: the intertwining of religion and politics, and the growing tension between the authoritarian nature of Arab regimes and increasing popular pressures for democratization. The origins of modern Arab states, the challenges of modernization and political development, leadership styles, strategies of political control, and the politics of economic and political liberalization. *Prerequisite:* Government 151. *Four credit hours.* D, I. DENOEUX

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

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

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

257f Introduction to the Politics and Government of West Europe An examination of the development of Western European forms of democratic governance, particularly in France, Germany, Italy, and Great Britain. Political cultures and institutions in contrasting national settings and implications of the European integration process for democracy in Western Europe. *Prerequisite:* Government 151. *Four credit hours.* I. YODER

[258] Introduction to the Politics and Government of Eastern Europe An investigation of the political, cultural, and institutional legacies of Soviet-style communism

in Eastern Europe today. The course briefly examines the rise and fall of communism in the region and then analyzes the political, economic, and social transformation processes underway in several cases. Consideration of Western influences on the public policies of post-communist countries, and implications for the integration of Eastern and Western Europe. *Prerequisite:* Government 151. *Four credit hours.* **I.**

[261] Japanese Politics A study of competing (and cooperating) actors in the domestic political system, focusing on dominant interest groups and emerging challengers. Also, an examination of the foreign policy of the only non-Western nation in the Group of Eight. *Four credit hours.* **D, I.**

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

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

[266] German Politics The evolution of German politics and society from Bismarck to the present, comparing the political institutions and cultures that developed in East Germany and West Germany after 1949. The unification of Germany is traced, considering the major challenges posed by integrating east and west. *Prerequisite:* Government 151. *Three credit hours.*

[271] Classical Political Theory A survey covering major works by Sophocles, Plato, Aristotle, Cicero, and Augustine and their varied understandings of justice, the design of the best regime, the relation of human nature to the shape of political institutions, the limits of human knowledge, the obligations of citizenship, the relation between political theory and political practice, as well as the role of religion and philosophy in defining a political order. *Prerequisite:* Government 171. *Four credit hours.* **I.**

[272] 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. A continuation of political theory building upon, but not requiring, Government 271. *Prerequisite:* Government 171. *Four credit hours.* **I.**

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

[281] Introduction to Research Methods for Political Science An examination of the research methods used by political scientists, with emphasis on understanding the relationships among political variables and on designing research projects to explore those relationships, using basic tools of both quantitative and qualitative analysis. Required for the honors program. *Prerequisite:* Permission of the instructor. *Four credit hours.* **Q.**

313f Constitutional Law I: Federalism An examination of major themes in American constitutional law, focusing on the period from the founding to the New Deal. Topics include constitutional interpretation and judicial review, the role of an independent judiciary, the structure and powers of the national government, and the rise and fall of substantive due process and economic rights. Readings of major U.S. Supreme Court decisions and related documents. *Prerequisite:* Government 111. *Four credit hours.* U. REISERT

314s Constitutional Law II: Individual Rights Legal, moral, and political controversies involving the Bill of Rights and the 14th Amendment. Particular attention to the period from the New Deal to the present. Cases examined deal with freedom of expression; the "right of privacy" and protections for contraception, abortion, and homosexuality; and affirmative action and the status of women and minorities under the law. Readings of major U.S. Supreme Court cases and related works of moral and political philosophy. A continuation of constitutional law building upon, but not requiring, Government 313. *Prerequisite:* Government 111. *Four credit hours.* U. REISERT

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

318s 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. *Four credit hours.* CORRADO

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

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

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

333f Globalization and Social Justice What is globalization? What is the relationship between recent global changes and the problem of social justice? Themes include globalization and inequality, transnational networks, global rights, citizenship and ethnicity, and the questions of property and solidarity. Students conduct original research to assess the impact of globalization in central Maine. *Prerequisite:* Government 151 or a government course on the politics of a region outside the United States. *Four credit hours.* ARMONY

334f International Environmental Regimes Listed as Environmental Studies 334 (q.v.). *Four credit hours.* I. BOTCHEVA-ANDONOVA

335f United States-Latin American Relations The evolving relationship between Latin America and the United States from the 1790s to the present. Analysis will focus on the continuities and changes in U.S. policy toward Latin America as well as Latin American perceptions and policies towards the United States; special attention to U.S. policy in Central America during the Cold War. Post-Cold War issues such as hemispheric economic integration, drug trafficking, and immigration. *Prerequisite:* Government 151 or 253. *Four credit hours.* ARMONY

337s Climate Change Politics Listed as Environmental Studies 338 (q.v.). *Four credit hours.* BOTCHEVA-ANDONOVA

[338] The Politics of Chinese Cinema An exploration of competing conceptions of “nation” by filmmakers from three distinct parts of what constitutes China: the mainland, Hong Kong, and Taiwan. How political and financial pressures on these filmmakers, from sources such as the domestic government and the international marketplace, shape their different perspectives. Featured directors include Zhang Yimou, Chen Kaige, Wong Kar-wai, Clara Law, Hou Hsiao-hsien, and Ang Lee. *Four credit hours.* D.

[351] United States Policy Toward the Middle East An overview of the Middle East policy of successive administrations from Harry Truman to Bill Clinton. The motivations and world views that have guided United States policy toward the region. Topics include American interests in the Middle East; the origins of U.S. involvement in the region; American policy toward the Arab-Israeli conflict and toward Arab and Iranian nationalism; the “special relationship” between Israel and the United States; the American debacle in Iran; the United States response to the Iraqi invasion of Kuwait; and the challenges of U.S.-Middle East policy in the post-Cold War era. *Prerequisite:* Government 252. *Four credit hours.* D, I.

354f The European Union The evolution and institutions of the European Union, focusing on the major policy debates within the E.U. and the challenges of European integration, especially those posed by enlargement to include former communist countries. *Prerequisite:* Government 131 or 151. *Four credit hours.* YODER

[357] 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? *Four credit hours.*

[358] Comparative Politics of the Middle East Building on the material covered in Government 252, a more in-depth study of the political dynamics of Middle Eastern countries. Crosscutting themes revolve around issues of political reform and economic liberalization in the Arab world. Case studies will illustrate how prospects for democratization and economic restructuring are impacted by pre-existing configurations of political and economic interests, Islamist movements, regime responses to those movements, and the policies of international and regional actors. *Prerequisite:* Government 252. *Four credit hours.*

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

against the background of important political changes such as the Bolshevik revolution, the rise of fascism and the Third Reich, and the collapse of Soviet-style communism.

Prerequisite: Government 151. *Four credit hours.* YODER

371f 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. *Four credit hours.* CORRADO

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

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

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

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

[435] Seminar: Memory and Politics A seminar exploring 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.*

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

451f Seminar: Political Violence, Revolutions, and Ethnic Conflict Students familiarize themselves with the vast literature on revolutions, political violence, and ethnic conflict and are exposed to a variety of theoretical perspectives and case studies. How to draw on theoretical approaches to make sense of specific instances of political turmoil and, conversely, how to use case studies to assess the validity of different theories. *Prerequisite:* Government 151. *Four credit hours.* I. DENOEU

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

[474] Seminar: Plato and Rousseau What is justice? In the individual and in society? What political institutions would a just society require? Is a perfectly just person or society possible? Is justice compatible with the flourishing of a society or the happiness of an individual? What obligations do we owe, in justice, to ourselves? To our families and our friends? To fellow citizens and strangers? To God? A careful comparison and analysis of these and related issues in Plato's *Republic* and Rousseau's *Emile*. *Prerequisite:* Permission of the instructor. *Four credit hours.*

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

483f, 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.*

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

FACULTY

GREEK

In the Department of Classics.

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

Course Offerings

111f Introductory Greek By learning ancient Greek one can explore firsthand the great works of literature, history, philosophy, religion, and the origins of Western civilization, while improving one's English vocabulary and developing analytical skills. *Four credit hours.* GILLUM, H. ROISMAN

112s Intermediate Greek As facility with ancient Greek grows, students read extracts from the great authors of ancient Greece, including Euripides and Plato, and excerpts from the Bible (Old and New Testament). *Prerequisite:* Greek 111. *Four credit hours.* H. ROISMAN

131f Introduction to Greek Literature Selected readings; see Greek 239 for 2005 description. Successful completion of this course fulfills the College language requirement. *Prerequisite:* Greek 112. *Four credit hours.* L. H. ROISMAN

[231] Euripides's *Cyclops* In this satyric drama, the only of its kind to survive, Euripides pokes fun at the story of the Cyclops, Polyphemus, in the *Odyssey*. Mythical characters like Odysseus, Silenus, and the Cyclops are portrayed humorously to an almost farcical degree. *Prerequisite:* Greek 131. *Four credit hours.* L.

[232] **Male Deception: Sophocles's *Philoctetes*** Patriotism vs. integrity, obedience vs. compassion; these opposing virtues tear at the soul of a young soldier facing a moral dilemma. Is scrupulous honesty that brings ruin on your comrades a more noble choice than a cruel deception that sacrifices a pathetic victim for the good of the many? Also, how does an untested young man escape the shadow of his father's legendary exploits and forge an identity of his own? *Prerequisite:* Greek 131. *Three or four credit hours.* L, D.

[236] **Disaster and Triumph: Xenophon's *Anabasis*** Xenophon, philosopher, adventurer, and soldier of fortune, has left us a fascinating account of the trials he endured as a member of the Greek forces in the pay of Cyrus, a pretender to the Persian throne. The death of Cyrus left the Greek mercenaries stranded in the middle of a hostile empire. The *Anabasis* is the true story of the Greeks' courage and ingenuity as they fought their way back to the sea and salvation. *Prerequisite:* Greek 131. *Four credit hours.* L.

239f **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. H. ROISMAN

[251] **Husbands and Wives: Euripides's *Alceste*** Alceste 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.

[351] **Diomedes, Hector, and Andromache: Homer's *Iliad*** While Greek and Trojan men alike find an outlet on the battlefield for their hopes and fears, the women of Troy are confined within the walls of Troy. What agency and what roles are open to women in Homeric society. We will focus on the function of women in religious rites and their status within the family, city, and society. *Prerequisite:* Greek 131. *Four credit hours.* L.

[356] **Hektor and Aias: Homer's *Iliad*, Books 7-8** What motivates a Homeric hero to volunteer for a duel? How and why do gods intervene in the battle between the Greeks and the Trojans? *Prerequisite:* Greek 131. *Four credit hours.* L.

[357] **Aeschylus: The Libation Bearers: Sex, Lies, and Matricide** In the second play of Aeschylus's trilogy, *The Oresteia*, a young man struggles with conflicting obligations to each of his parents. Should he avenge his father by killing his murdering, adulterous mother, or should he acknowledge his debt to his mother and let her escape the consequences of her vicious deeds? *Prerequisite:* Greek 131. *Four credit hours.* L.

358s **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.* L. H. ROISMAN

[359] **Menelaos and Paris: Homer's *Iliad*** In preparation for the combat between Menelaos and Paris, Helen shows herself on the walls of Troy. Will the two heroes, rivals for her hand, fight to the death? If not, what will happen next? *Prerequisite:* Greek 131. *Four credit hours.* L.

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

HEBREW

In the Program in Jewish Studies.

Visiting Instructor Rabbi Raymond Krinsky

Course Offerings

125, 126, 127 Hebrew I, II, III Individual study of modern Hebrew. *Prerequisite:* Special arrangements with Rabbi Krinsky. *Three credit hours.*

HISTORY

Chair, ASSOCIATE PROFESSOR RAFFAEL SCHECK

Professors Elizabeth D. Leonard, Larissa Taylor, James Webb, and Robert Weisbrot; Associate Professors Paul Josephson, Howard Lupovitch, and Scheck; Assistant Professors Peter Ditmanson, Ben Fallaw, and Jason Opal; Visiting Assistant Professor Eugene Avrutin

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 encouraged to take courses in many areas of history and in interdisciplinary programs and related fields. 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, to include History 200 (Introduction to History); a senior seminar; and *at least* two courses in each of three areas: Category I (world regions *other than* North America and Europe); Category II (Europe); and Category III (North America). 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's Web page, <http://www.colby.edu/history>). Because of its 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 one, and preferably more, must be at the 300 level.

As noted above, all majors must take a designated senior research seminar (which also may count toward fulfilling an area requirement) in which they write a major research paper. During the spring semester of the junior year, students should consult with their advisors about an appropriate seminar choice. Students who choose to do honors in history during their senior year are still required to complete the senior seminar requirement.

Up to four semester courses in history may be transferred from courses taken in history departments at other colleges and universities at home and abroad. Students may petition in advance to count up to a maximum of two courses in allied fields at Colby toward the 12-course requirement for the major, but the combined number of courses both transferred from other colleges and universities and counted from allied fields at Colby is restricted to four.

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 3.50 grade point average in the history major and approval by the advisor. These projects signify a serious engagement with independent scholarship; interested students should plan to devote a large bulk of their academic time to the project during their senior year. Students may apply at 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 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, please refer to the History Department's Web page.

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

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

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

112s A Survey of Modern Europe An introduction to European political, socio-economic, and cultural developments from 1618 to the present day. Coverage of international relations, both within Europe and between Europe and the non-European world, the development of modern industrial nation-states, and transformations in culture and everyday life. *Four credit hours.* H, I. SCHECK

116f Science, Technology, and Society Listed as Science, Technology, and Society 112 (q.v.). *Four credit hours.* S. JOSEPHSON

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

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

136s The American Superpower, 1945-1970 An exploration of American politics, society, and culture from the emergence of the United States as a superpower at the end of World War II through the turbulent events of the 1960s. Why did America forge a consensus for liberal reform at home and containment of communism abroad? How did this consensus find expression in the civil rights campaigns, a war on poverty, confrontations with the Soviet Union, and involvement in Vietnam? How did this consensus shatter amid anti-war activism, racial turmoil, and a rising counter-culture? Part of the Integrated

Studies Program; requires concurrent enrollment in English 136, Music 136. *Four credit hours.* H, U. WEISBROT

151f Introduction to East Asia from Ancient Times to the 17th Century Listed as East Asian Studies 151 (q.v.). *Four credit hours.* H, D, I. DITMANSON

152s Introduction to East Asia from the 18th Century to Modern Times Listed as East Asian Studies 152 (q.v.). *Four credit hours.* H, D, I. DITMANSON

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

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

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

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

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

200fs Introduction to History A course divided into three units: the first introduces students to history's history and philosophical problems; the second explores the nature of historical disputes with emphasis on the nature of historical evidence and its use; the third introduces the problems of doing original research in history. *Prerequisite:* History major. *Four credit hours.* H. LEONARD, OPAL

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

[210] Christianity from the Reformation to the Present Listed as Religious Studies 236 (q.v.). *Four credit hours.* H.

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

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

216s Church History and Theology in Medieval Europe The history and theology of Christianity in Western and Central Europe from the time of Jesus to the Lutheran Reformation. Topics will include the earliest church, martyrdom, sainthood and relics, monasticism, the development of institutional religion, mysticism, worship, popular devotion, heresy, and interactions between Christianity, Judaism, and Islam throughout the period. *Four credit hours.* **H.** TAYLOR

[220] Yugoslavia: Emergence to Dissolution In a search to understand the violent dissolution of Yugoslavia and the Bosnian conflict, the course analyzes the history of the complex Balkan region that constituted Yugoslavia from 1918 to 1991, beginning with Ottoman and Habsburg influence in the 18th century and ending with the civil war of the 1990s. *Four credit hours.* **H, I.**

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

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

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

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

[230A] Religion in the U.S.A. Listed as Religious Studies 217 (q.v.). *Four credit hours.* **S.**

[230B] Women in American Religion Listed as Religious Studies 257 (q.v.). *Four credit hours.* **H, D.**

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

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

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

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

235s The American Family, 1600s to the Present The domestic lives of Americans from the age of European settlement to the present day, treating the family as a social institution that both shaped and was shaped by political events, cultural movements, and economic forces. Topics include the clash between Indian and English family forms in the colonial period; the effect of slavery and emancipation on black families; the changing legal, economic, and cultural dimensions of patriarchy; and the rise of "alternative" domestic ideals and practices in modern America. *Four credit hours.* H. OPAL

[236] **The American Frontier, 1600-1900** The settlement of North America by Europeans and Africans from the early 17th to the late 19th centuries. The frontier is studied as both a place and an idea, a site of opportunity as well as tragedy. Topics include Native American responses to white encroachment, the spread of capitalist labor relations and market exchanges, the effect of the frontier on family structure and gender relations, and the struggle between settler families and elites, including the fight over Maine lands during the post-Revolutionary period. *Four credit hours.* H, D, U.

[238] **American Political History, 1600-Present** An exploration of public life in America from colonial times to the present, considering not only the elections, parties, and movements that have defined the American political landscape but also the social and cultural changes underpinning it. *Four credit hours.* H, U.

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

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

[242] **Industry, Technology, and Society** Listed as Science, Technology, and Society 251 (q.v.). *Four credit hours.* H.

[244] **Changing Notions of Progress** Since the Enlightenment, many Western thinkers have promoted the practical arts, technology, and science as the keys to the betterment of the human condition. They have advocated the use of various production and

processing technologies to ensure adequate resources for present and future generations. They have assumed that "progress," based on technological achievements, in and of itself was good. The roots of this notion and its development from the late 1700s until the mid-1900s. *Three credit hours.* H, U.

246s 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. JOSEPHSON

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

[252] Medieval China The history of China from 200 to 1200 C.E. The evolution of aristocratic culture and society through the rise and fall of successive dynasties, focusing on political thought and institutions, religious and philosophical traditions, literature and art. The ways in which men and women defined their roles and identities within the shifting dimensions of their world. East Asian Studies 151 recommended. *Four credit hours.* H, D, I.

253j The World of Thought in Ancient China A close reading of the *Analects* of Confucius, the *Daodejing* of Laozi, and other texts to examine the problems and solutions posed by early Chinese thinkers in their historical context. The place of these schools of thought in the intellectual foundations of imperial China. *Three credit hours.* H, D, I. DITMANSON

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

[256] Heian and Medieval Japan An exploration of the evolution of culture and society of Japan from the eighth to the 16th centuries, examining changes in the rise and fall of the Heian aristocratic world and the development of the warrior culture of the Kamakura and Ashikaga periods. Readings and discussions will explore these processes of change in politics and society, religion and thought, and literature and art. East Asian Studies 151 recommended. *Four credit hours.* H, D, I.

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

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

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

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

[274] Race, Religion, and Frontiers in Iberian and Iberian American Colonization Topics include the medieval roots of Iberian expansion and the importance of religion and race in 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, D, I.

275j 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. FALLAW

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

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

[284] Zionism and the Jewish State The dynamics of the Zionist revolution in Jewish history, focusing primarily on the ideology of Zionism, its program for settling the Land of Israel and regenerating the Jewish people, and the Arab-Israeli conflict over Palestine. *Four credit hours.* H.

298s Religion, Toleration, and Repression in the Russian Empire The officially recognized religion of Russia was Eastern Orthodoxy. But the empire was also home to Muslims, Jews, Catholics, Protestants, and pagans. How did the tsarist government manage such a diverse population? What "tools" did the government use to control its territories? What was the lived experience of these peoples in the central and provincial regions? What were the meanings of "toleration" and "repression" in the Russian context? *Four credit hours.* H. AVRUTIN

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

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

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

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

318s Enlightenment and French Revolution The social and intellectual developments of the Enlightenment, attitudes to monarchy in the pre-Revolutionary period, connections between the American and French Revolutions, and the immediate political and economic causes of revolution. Explored in depth are the changes in revolutionary France from the fall of the Bastille to the Terror and the Thermidorean Reaction. *Four credit hours.* H.
TAYLOR

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

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

327f 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:* History 228. *Four credit hours.* JOSEPHSON

[328] **Advanced Topics in Soviet Cultural and Intellectual History** Three major periods in Soviet history: the era of the New Economic Policy in the 1920s; the era of High Stalinism, from the end of World War II until the death of Stalin; and the era of reforms under Mikhail Gorbachev, from 1985 until the breakup of the Soviet Union in 1991. The formation of the new Soviet intelligentsia, including the political leadership, and their efforts to mold new cultural institutions. *Four credit hours.* H.

331s Markets, Morals, and Greed in Early America: 1620-1820 An exploration of the moral and social dimensions of economic life in early America. Americans are characterized throughout the Western world as aggressive capitalists. Has such unbounded acquisitiveness always characterized American culture? Was America born capitalist, or did it become so through some social, cultural, or economic upheaval? An examination of such questions, focusing on market exchange and market ethics from the age of European settlement to the dawn of the Industrial Revolution. *Four credit hours.* H. OPAL

[335] Antebellum American Histories, 1830-1860 The crucial pre-Civil War period in America, exploring not only the major conflicts and concerns facing the nation during the antebellum years but also the ways in which individual Americans' experience of the period varied dramatically according to their social positions. That one's race, gender, class, and location shape one's perspective and experience was as true in antebellum America as it is today. *Four credit hours.* H, D, U.

337f The Age of the American Revolution The American Revolutionary period (ca. 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. OPAL

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

342f 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

343f Russian History Through Novel and Film The interconnections between Russian politics, intellectual life, and culture in 19th-century and revolutionary Russia through reading of literature (e.g., Gogol, Pushkin, Turgenev, Tolstoy, Dostoevsky, Pasternak) and interpretation of film. *Four credit hours.* H, I. TAYLOR

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

[355] Culture, Wealth, and Power in Tokugawa Japan, 1600-1868 The political and social dimensions that shaped the dynamic culture and society of Tokugawa Japan, 1600-1868. The evolving tensions between the conservative concerns of the *Bakufu* regime, the shifting identity of the *samurai* class, and the burgeoning commercialism of the townsman community. *Prerequisite:* Previous East Asian course work. *Four credit hours.* H, D, I.

[364] Ecological and Economic History of Africa A junior-level seminar on major issues in African ecological and economic history. Topics include early human occupation and technological change; the agricultural and horticultural revolutions; the impacts of tropical disease; ecological change in the pre-colonial, colonial, and post-colonial periods; the debates over rainforest destruction, desertification, and conservation biology; and interpretations of the food crisis and international aid. *Four credit hours.* H, D, I.

[374] Religion and World War II Listed as Religious Studies 334 (q.v.). *Four credit hours.*

[378] Comparative Perspectives East and West: Europe and East Asia 1000-1700 A seminar comparing and contrasting the cultures of East Asia and Western Europe, focusing primarily on China, Japan, France, and Italy in the period before 1700. Thematic topics include court life and kingship; religion and popular culture; fate, destiny, and prediction; philosophy and history; pilgrimages and travel; family life; love, birth, and death; gender and sexuality. *Prerequisite:* History 111 or East Asian Studies 151. *Four credit hours.* **H.**

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

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

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

[386] Anti-Semitism The origins and manifestations of anti-Semitism during the 19th and 20th centuries. Topics include medieval anti-Judaism, racial anti-Semitism, political anti-Semitism and notions of a Jewish conspiracy, the role of anti-Semitism in Nazi ideology, and post-war anti-Zionism as an expression of anti-Semitism. *Prerequisite:* One course in European, American, or Jewish history. *Four credit hours.* **H, D, I.**

[393] Text and Tradition: Judaism, Past and Present The essential components of Judaism and their historical developments from the second century c.e. to the present, using classical sources of Judaism and 19th- and 20th-century critiques of these sources. *Prerequisite:* History 181 or 182 or Religious Studies 233. *Four credit hours.* **H, D, I.**

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

398s Jewish Autobiography An exploration of first-person Jewish narratives from 19th- and 20th-century Russia, Germany, America, and Poland. How does the larger social and political context influence individual Jewish experience and narrative? What roles do gender and class play in the construction of Jewish autobiography? Topics include the relationship between Jews and non-Jews, the meanings of Jewishness, the role of memory, the politics of trauma, and the problems of using first-person narratives as a historical source. *Four credit hours.* **H, I.** **AVRUTIN**

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

413f 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. TAYLOR

[418] Research Seminar: Art of Biography: Tudor England Using film, biography, and the plentiful primary sources from Tudor England, students will learn how to critique a biography and film and conduct research using primary sources. The goal will be to write the biography of a minor figure from English history in this period. Films will include *A Man for All Seasons*, *Lady Jane*, *Six Wives of Henry VIII*, *Anne of the Thousand Days*, *Richard II*, *Mary Queen of Scots*, *Elizabeth R*. *Four credit hours.* H.

421f Research Seminar: Debating the Nazi Past Analysis and discussion centered on Ian Kershaw's Hitler biography, with special focus on the Holocaust and the difficulties of dealing with the Nazi past after 1945. *Prerequisite:* Permission of the instructor. *Four credit hours.* H, I. SCHECK

[433] Research Seminar: United States Cultural History, 1890-1915 What is culture, how and why should historians study it? Major issues in the methodologies and writing of cultural history as they have been discussed among historians who study the United States. Selected readings in cultural history and historiography and development of a research project in cultural history. *Prerequisite:* Permission of the instructor. *Four credit hours.* H, U.

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

444s Big Science and Technology in the 20th Century The social, economic, and political determinants of big science and technology in the 20th century through analysis of the history of major water works projects, the rise of agribusiness, and nuclear power in various national settings and under various polities. *Prerequisite:* Permission of the instructor. *Four credit hours.* JOSEPHSON

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

446f Research Seminar: Historical Epidemiology An exploration of humankind's historical experience with epidemic disease. Topics include the evolution of human diseases and those of domesticated animals, urbanization and disease, the integration of disease reservoirs, "childhood" epidemics, the world's medical traditions and the efficacy of their interventions, the rise of public health and the pharmaceutical industry, and the contemporary challenges of HIV/AIDS and bioterrorism. *Prerequisite:* History 261, 276, or 394. *Four credit hours.* **H.** WEBB

447f Research Seminar: The Cold War An examination of the Cold War from both Soviet and American perspectives, tracing the reasons for this prolonged rivalry, the patterns of military and diplomatic confrontation, the global impact of the Cold War, and the upheaval in Soviet-American relations that recently moved the Cold War into the realm of history. *Prerequisite:* Permission of the instructor. *Four credit hours.* **H.** WEISBROT

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

[454] Culture and Change in 17th-Century China China in the 17th century was engulfed in changes, including the expansion of popular literature, economic upheaval, shifting gender roles and social relations, and the complete collapse of the Ming dynasty itself. An exploration of current scholarly approaches to the dynamics of change in this period. *Four credit hours.* **H, D, I.**

[471] Research Seminar: Science, Government, and Culture Examination of the impact of polity, economic desiderata, and ideology on the practice of scientists and engineers in Weimar and Nazi Germany, the Soviet Union, and the United States in the 1920s and 1930s. How do scientists fare under democracy, communism, and fascism? How do political institutions and cultural constructs shape the nature of their research? *Four credit hours.* **H.**

[473] Historical Roots of Political Violence and Ethnic Conflict in Modern Latin America Why have modern Latin American states consistently faced resistance and rebellion from peasants and indigenous peoples? An interdisciplinary examination of Latin America's colonial legacy, followed by analysis of conflicts spurred by 19th-century liberalism and 20th-century social revolutions in the Andes, Central America, and Mexico. Special attention paid to ethnicity, political violence, and different theoretical perspectives on how states are (un)made. *Prerequisite:* A previous course on Latin America and permission of the instructor. *Four credit hours.* **H, D, I.**

[477] Research Seminar: The Jews of Eastern Europe: Image and Reality Major themes of Jewish society, politics, and culture in the lands between Germany and Russia, the center of world Jewry until 1940 and the place of origin of most American Jews. Readings will include legal documents, folk tales, short stories, rabbinic homilies, memoirs, and the Jewish press. *Prerequisite:* History 181, 182, 223, or 227. *Four credit hours.* **H, D, I.**

[479] Research Seminar: Jews and the City An examination of the Jews of three cities that emerged as major urban centers and major centers of Jewish culture during the 19th century—New York, Vienna, and Budapest—from their origins in the 18th century through World War II. Topics include the impact of urban life on Jewish identity, the role of neighborhoods in the preservation of Jewish communal solidarity, the mixed attitudes of

native and immigrant Jews toward one another, Jewish participation in urban culture, the intellectual world of leading Jewish thinkers such as Sigmund Freud and Albert Einstein, the enigmatic rise of urban anti-Semitism in a cosmopolitan milieu, and the tension between the benefits of anonymity and the tenacity of ethnic cohesiveness. Background in Jewish, European, American, or urban history is encouraged. *Four credit hours.* **H, D.**

483f, 484s History Honors Program Majors may apply late in their junior year for admission into the History Honors Program. These courses require research conducted under the guidance of a faculty member and focused on an approved topic leading to the writing of a thesis. Upon successful completion of the thesis and the major, the student will graduate "With Honors in History." *Prerequisite:* Senior standing, a 3.30 grade point average in the history major at the end of the junior year, and permission of the instructor. *Four credit hours.* FACULTY

491f, 492s Independent Study 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

497f Seminar: East European Jewish History and Culture An exploration of the social, political, and cultural history of East European Jews in the 19th and 20th centuries. Topics include the preservation of the bonds of family, communal structures, and social and religious institutions; the transformation of Jewish identity; Jewish nationalism; the problems and politics of political incorporation; and Jewish responses to violence. *Prerequisite:* Permission of the instructor. *Four credit hours.* **H, I.** AVRUTIN

HUMAN DEVELOPMENT

In the Program in Education.

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

INDIGENOUS PEOPLES OF THE AMERICAS

In the Department of Anthropology.

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

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

Requirements for the Minor in Indigenous Peoples of the Americas

Five courses, including Anthropology 211; four courses selected from Anthropology 213, 217, 235, 256, 329, 354, English 342, History 173, 277, Sociology 252; and one field experience or independent study. Course substitutions and exchanges may be made in consultation with the minor advisor and the department.

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

INTEGRATED STUDIES

Coordinator, PROFESSOR DANIEL COHEN

Integrated Studies is a pioneering program in liberal arts education, designed to explore an era or an aspect of world civilization from the perspective of several disciplines. The program is supported by grants from the Christian A. Johnson Endeavor Foundation of New York. The Integrated Studies semester provides an opportunity for students to learn about a subject in depth and to make broad connections among disciplines that will help reveal the essential unity of human knowledge and experience.

Clusters of courses from several disciplines are offered for first-year students and for advanced students. First-year students who elect to take one of the integrated studies clusters will enroll in *all* courses listed in that cluster and will receive credit toward the appropriate area requirements. The courses, which have no prerequisites, are described below and cross-listed in their respective departmental sections of this catalogue. Each course is offered for four credit hours. Enrollment in each first-year cluster is limited to 15-20 students.

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

Course Offerings

126f It's Not Easy Being Green A three-course cluster (all required) on environmental ethics and literature, with biological science. For descriptions see Biology 131 (lab C is designated for this cluster), English 126, Philosophy 126. *Twelve credit hours.* BURKE, CHRISTENSEN

136s America in the Post-War World: 1945-1970 A three-course cluster (all required). America emerged from World War II as the dominant world power, but in the next quarter-century it faced the threat of nuclear annihilation, a bitter Cold War with the communist world, and increasingly insistent demands of ethnic and social minorities for equality. These developments were reflected by important—and sometimes radical—cultural innovations. The courses in this cluster (all required) examine the many connections between the politics, social movements, music (classical and popular), literature, and cultural landscapes of this era that so fundamentally shaped American life. For descriptions see English 136, History 136, Music 136. *Twelve credit hours.* C. CARRICK, MACHLIN, WEISBROT

139f Bio-Ethics and Medical Ethics A two-course cluster (both required) with a focus on disease in human lives. For descriptions see English 139, Philosophy 139. *Eight credit hours.* BURKE, RAIBLEY

175f The Ancient World A two-course cluster (both required) plus an optional January Program in Greece, with a focus on ancient Greek thought and culture. For descriptions see Anthropology 175, Philosophy 175. *Eight credit hours.* BARRETT, MCPHERRAN

298s Death in the Renaissance A two-course cluster (both required) on the literature and art of the early Italian Renaissance, with a focus on Dante's *Divine Comedy* and its cultural context. For descriptions see Art 298, Italian 298. *Eight credit hours.* HOLMES, PLESCH

INTERNATIONAL STUDIES

Director, ASSOCIATE PROFESSOR PAUL JOSEPHSON

ADVISORY COMMITTEE: Professors Priscilla Doel (Spanish), Patrice Franko (Economics), Jane Moss (French), and Kenneth Rodman (Government); Associate Professors Ariel Armony (Government), Kimberly Besio (East Asian Studies), Catherine Besteman (Anthropology), Josephson (History), Mary Beth Mills (Anthropology), David Nugent (Anthropology), Ursula Reidel-Schrewe (German), Raffael Scheck (History), James Webb (History), and Jennifer Yoder (Government and International Studies); Assistant Professors Ben Fallaw (History and Latin American Studies), Kashif Mansori (Economics), and Jonathan White (Sociology)

Requirements for the Major in International Studies

Up to 14 courses, including the five courses that constitute the core curriculum; three courses in area studies; three courses from policy studies; and one senior seminar or appropriate independent study (International Studies 494). At least one seminar or senior project must be completed during the senior year as the capstone experience. Majors must complete a concentration within the major unless they have a double major or minor in African studies, anthropology, economics, government, history, French studies, Spanish, Latin American studies, environmental studies, Russian, East Asian studies, Italian, Chinese, Japanese, or German. Majors also must complete the equivalent of two courses beyond the introductory (usually through 131) level in a modern foreign language. Students are encouraged to develop language skills relevant to their regional specialization. At least one semester of foreign study is required, although under exceptional circumstances students with extensive overseas experience can petition the director and the advisory committee to be exempted. A student must receive a grade of C- or better for a course to count toward the major. No courses listed for the major may be taken satisfactory/unsatisfactory.

Note: Students must have at least a 2.70 grade point average by the end of the sophomore year to be eligible for foreign study. Students who do not meet this minimum requirement will not be able to retain their international studies major.

Note to junior transfer students: The College requires that all students spend at least four semesters in residence at Colby. Therefore, to satisfy the semester abroad requirement for the major, junior transfer students must either stay for a fifth semester or enroll in a summer study abroad program for at least nine credits (unless the study abroad requirement has been met in some other way).

Courses Composing the Core Curriculum:

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

Courses Approved to Fulfill the Area Studies Component:

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

Latin America:

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| <i>Anthropology</i> | 231 Caribbean Society and Culture |
| | 235 Latin American Culture and Society |
| <i>Economics</i> | 214 Latin American Economic Policy |
| <i>Government</i> | 253 Latin American Politics |
| | 254 Latin American Politics in Film |
| | 335 United States-Latin American Relations |
| | 450 Democratization in Latin America |
| <i>History</i> | 171 Introduction to Latin American Studies |
| | 173 Introduction to Latin American History |
| | 275 Strongmen and Populism in Modern Spain and Latin America |
| | 473 Historical Roots of Political Violence and Ethnic Conflict in Modern Latin America |

- Spanish* 273 Contemporary Spanish-American Short Story
371 The Colonial Experience
493 Senior Seminar (when appropriate)
- Europe and Russia:*
French 232 Cultural History of France
233 Contemporary France
238 Introduction to the Francophone World
252 Provocative Texts: Worlds Apart
351 French-Canadian Literature and Society
358 Passionate Discontent: The 19th-Century Epidemic
372 France and Africa
493 Seminar (when appropriate)
- German* 232 Survey of German Culture
234 Post-War German Culture in Literature and Film
358 20th-Century German Drama
- Government* 257 Introduction to Politics and Government of Western Europe
258 Introduction to Politics and Government of Eastern Europe
262 German Unification and the Challenges of West-East Integration
263 The Balkan Crisis
354 The European Union
- History* 112 A Survey of Modern Europe
220 Yugoslavia: Emergence to Dissolution
223 European Politics, Culture, and Thought, 1789-1914
224 Germany and Europe, 1871-1945
227 The Russian Empire: Russia Looks to the West, 1613-1905
228 The Russian Empire: Soviet History and 20th-Century Revolutions
322 Europe and the Second World War
418 Research Seminar: Art of Biography: Tudor England
421 Seminar: Debating the Nazi Past
477 Research Seminar: The Jews of Eastern Europe: Image and Reality
- Italian* 352 Modern and Contemporary Italian Literature and Culture
Russian 231 Topics in Russian Literature, 19th Century
232 Topics in Russian Literature, 20th Century
237 19th-Century Russian Literature
238 20th-Century Russian Literature
346 20th-Century Russian Poetry
425 The Russian Short Story
426 The 19th-Century Russian Novel
427 Contemporary Russian Studies
428 The 20th-Century Russian Novel
- Spanish* 233 Contemporary Spanish Culture
271 Questions of Identity, Spaces, and Power
334 Women in Hispanic Texts
351 Ideology and Ethics in Spanish Golden Age Literature
352 Don Quijote
371 The Colonial Experience
493 Seminar (when appropriate)

Africa:

- Anthropology* 237 Ethnographies of Africa
254 Women of the African Diaspora
- French* 372 France and Africa
- History* 261 African History
284 Zionism and the Jewish State
364 Ecological and Economic History of Africa
- The Middle East:**
- French* 357 Women Writers in the Maghreb
- Government* 251 Israelis and Palestinians: Conflict and Accommodation
252 Politics of the Middle East
351 United States Policy Toward the Middle East
- History* 284 Zionism and the Jewish State
- Religious Studies* 254 Islam and the Middle East
- Asia:**
- Anthropology* 239 Southeast Asian Cultures and Societies
- East Asian Studies* 152 Introduction to East Asia from the 18th Century
to Modern Times
231 The Chinese Novel: Vignettes of Life in Imperial China
252 Hell on Earth? Chinese Writers on Modern Chinese
Society
271 Women in Japanese Cinema and Literature
- Economics* 294 Economic Policy and Performance in East Asia
- Government* 233 International Relations in East Asia
255 Introduction to Chinese Politics
261 Introduction to Japanese Politics
- History* 254 The World of Ming China, 1368-1644
256 Japan from Early Times to the 17th Century
452 The Rise of Modern East Asia
454 Culture and Change in 17th-Century China
- Religious Studies* 117 Passage to India: India and the Western Imagination
211 Religions of India
212 Religions of China and Japan
312 South Asian Women at the Crossroads:
Tradition and Modernity
317 Sikhism: Scripture, Sacred Music, and Art

Courses Approved to Fulfill the Policy Studies Component:

Courses must be drawn from at least two different disciplines.

- Anthropology* 213 Human Rights and Indigenous Peoples
217 Race and Ethnicity: Cross-Cultural Perspectives
252 Hunger, Poverty, and Population: The Anthropology
of Development
256 Land, Food, Culture, and Power
373 The Anthropology of Gender and Sexuality
- Economics* 214 Economic Policy and Performance in Contemporary
Latin America
231 Environmental and Natural Resource Economics
277 International Finance
278 International Trade
292 Economic Transition in China
294 Economic Policy and Performance in East Asia
333 Evolution of the Global Economy
373 Open-Economy Macroeconomics
- Environmental Studies* 237 Environmental Law

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|---|----------------|---|---------------------------------|
| <i>Government</i> | 231 | United States Foreign Policy: The Cold War | |
| | 232 | United States Foreign Policy II: After the Cold War | |
| | 233 | International Relations in East Asia | |
| | 235 | Sustainable Development | |
| | 237 | Justice and War | |
| | 238 | Politics of War Crime Tribunals | |
| | 251 | Israelis and Palestinians: Conflict and Accommodation | |
| | 332 | International Organization | |
| | 333 | Globalization and Social Justice | |
| | 334 | International Environmental Law | |
| | 335 | United States-Latin American Relations | |
| | 351 | United States Policy Toward the Middle East | |
| | 354 | The European Union | |
| | 357 | Political Economy of Regionalism | |
| | 432 | Seminar: United States Foreign Policy | |
| | 435 | Memory and Politics | |
| | 451 | Seminar: Political Violence, Revolutions, and Ethnic Conflict | |
| | <i>History</i> | 322 | Europe and the Second World War |
| | | 347 | America in Vietnam |
| 364 | | Ecological and Economic History of Africa | |
| 374 | | Religion and World War II | |
| 394 | | Ecological History | |
| 446 | | Research Seminar: Historical Epidemiology | |
| <i>Russian Science, Technology, and Society</i> | 447 | Seminar: The Cold War | |
| | 271 | Human Rights in World Literature | |
| | 273 | Apocalypse Now: Science, Technology, and the Millennium | |
| | 281 | Global Environmental History | |
| | 356 | The Biography of Oil | |
| <i>Sociology</i> | 393 | Technology, War, and Society | |
| | 251 | Population Problems in International Perspective | |
| | 333 | Globalization | |
| | 336 | The Sociology of Food | |

Courses Approved to Fulfill the Seminar Requirement:

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

| | | |
|------------------------------|-----|--|
| <i>Anthropology</i> | 452 | Anthropology of Power |
| <i>Economics</i> | 47- | Senior Seminar (if topic is appropriate*) |
| <i>Environmental Studies</i> | 493 | Environmental Policy Seminar (if topic is appropriate*) |
| <i>Government</i> | 432 | Seminar: United States Foreign Policy |
| | 435 | Memory and Politics |
| | 450 | Seminar: Democratization in Latin America |
| | 451 | Seminar: Political Violence, Revolutions, and Ethnic Conflict |
| <i>History</i> | 421 | Seminar: Debating the Nazi Past |
| | 447 | Seminar: The Cold War |
| | 452 | The Rise of Modern East Asia |
| | 477 | Research Seminar: The Jews of Eastern Europe: Image and Reality |
| <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 International Studies 494 (for two credits) to complete an original

research paper. Approval of this option is at the discretion of the instructor and the advisory committee. Students may also pursue a four-credit independent research project (International Studies 494) to fulfill the senior requirement.

Note: Some courses are listed under two or three categories; with the exception of counting courses toward the concentration 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 Program in International Studies

An honors program is available in which the student can pursue a year-long independent research project that also fulfills the seminar requirement; successful completion of this project may entitle the student to graduate "With Honors in International Studies." To be eligible, a student must have a grade point average of 3.40 or better in the major and should petition the program for permission to pursue honors by May 1 of the junior year.

Requirements for Concentrations

Majors are required to complete either a regional or policy concentration unless they have a double major or minor in anthropology, Chinese, East Asian studies, economics, environmental studies, French studies, German, 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.

Regional Concentrations:

A regional concentration requires completion of the following:

- four courses dealing with a specific region. Courses appropriate to each region are listed above under the area studies component. At least two of those courses should be taken at Colby. At least one of the four courses must be drawn from the social sciences and at least one other from the humanities.
- a coordination of area specialization with study abroad. For European concentrators, study abroad would normally take place in a non-English-speaking country.
- a coordination of the language requirement with foreign study where Colby offers an appropriate program.
- a seminar project or independent study in the senior year that addresses issues in the chosen area.

Policy or Functional Concentrations

Five tracks have been established for policy concentrations:

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

Each track requires at least four courses designated as relevant to the respective field *plus* a seminar or an independent senior project relevant to the chosen specialization. Note that some of the courses appropriate for these concentrations are not designated as international studies courses. While they are relevant to their respective specialization, they do not count toward the requirements for the major or the grade point average in the major. These courses are designated by an asterisk (*).

International Relations/Foreign Policy

Students must take a relevant senior seminar (or senior paper) 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> | 277 International Finance |
| | 278 International Trade |
| | 333 Evolution of the Global Economy |
| | 335 Economic Development: Theory and Experience |
| <i>Government</i> | 231 United States Foreign Policy: The Cold War |
| | 232 United States Foreign Policy II: After the Cold War |
| | 233 International Relations in East Asia |
| | 237 Justice and War |
| | 238 Politics of War Crime Tribunals |
| | 332 International Organization |
| | 334 International Environmental Law |
| | 335 United States-Latin American Relations |
| | 351 United States Policy Toward the Middle East |
| | 354 The European Union |
| | 357 Political Economy of Regionalism |
| | 432 Seminar: United States Foreign Policy |
| | 435 Memory and Politics |
| <i>History</i> | 322 Europe and the Second World War |
| | 347 America in Vietnam |
| | 374 Religion and World War II |
| | 447 Seminar: The Cold War |
| <i>Science, Technology, and Society</i> | 393 Technology, War, and Society |

International Economic Policy

Students must take a relevant senior seminar (or senior paper) and take four of the courses listed below; one must be outside economics:

| | |
|---------------------|---|
| <i>Anthropology</i> | 252 Hunger, Poverty, and Population |
| | 256 Land, Food, Culture, and Power |
| <i>Economics</i> | 214 Economic Policy and Performance in Contemporary Latin America |
| | 277 International Finance |
| | 278 International Trade |
| | 292 Economic Transition in China |
| | 294 Economic Policy and Performance in East Asia |
| | 333 Evolution of the Global Economy |
| | 335 Economic Development: Theory and Experience |
| | 373 Open-Economy Macroeconomics |
| <i>Government</i> | 332 International Organization |
| | 354 The European Union |
| | 357 Political Economy of Regionalism |
| <i>History</i> | 364 Ecological and Economic History of Africa |
| <i>Sociology</i> | 333 Globalization |

Development Studies

Students must take a relevant senior seminar (or senior paper) and take four of the courses listed below, one of which is drawn from Anthropology 252 or 256, one from Economics 214 or 293, and one outside of anthropology and economics:

| | |
|---------------------|---|
| <i>Anthropology</i> | 213 Human Rights and Indigenous Peoples |
| | 252 Hunger, Poverty, and Population |
| | 256 Land, Food, Culture, and Power |
| <i>Economics</i> | 214 Economic Policy and Performance in Contemporary Latin America |
| | 277 International Finance |
| | 278 International Trade |
| | 335 Economic Development: Theory and Experience |

| | | |
|-------------------|-----|---|
| <i>French</i> | 372 | France and Africa |
| <i>Government</i> | 235 | Sustainable Development |
| | 252 | Politics of the Middle East |
| | 253 | Latin American Politics |
| | 333 | Globalization and Social Justice |
| | 353 | Promoting Democracy in Transitional Countries |
| | 450 | Seminar: Democratization in Latin America |
| | 451 | Seminar: Political Violence, Revolutions, and Ethnic Conflict |
| <i>History</i> | 364 | Ecological and Economic History of Africa |
| | 394 | Ecological History |
| <i>Sociology</i> | 251 | Population Problems in International Perspective |
| | 333 | Globalization |
| | 336 | Sociology of Food |

Global Environmental Studies

Four courses (plus a relevant senior seminar or independent paper), at least three of which must be drawn from the following:

| | | |
|---|-----|--|
| <i>Anthropology</i> | 252 | Hunger, Poverty, and Population |
| | 256 | Land, Food, Culture, and Power |
| <i>Economics</i> | 231 | Environmental and Natural Resource Economics |
| | 47- | Economics Seminar (if topic is appropriate) |
| <i>Environmental Studies</i> | 237 | Environmental Law |
| | 493 | Environmental Policy Seminar |
| <i>Government</i> | 235 | Sustainable Development |
| | 334 | International Environmental Law |
| <i>History</i> | 394 | Ecological History |
| | 446 | Research Seminar: Historical Epidemiology |
| <i>Sociology</i> | 251 | Population Problems in International Perspective |
| | 336 | Sociology of Food |
| <i>Science, Technology, and Society</i> | 281 | Global Environmental History |

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

| | | |
|-------------------|-----|---|
| <i>Economics</i> | 214 | Economic Policy and Performance in Contemporary Latin America |
| | 293 | Economic Development of the Third World |
| <i>Government</i> | 332 | International Organization |
| <i>History</i> | 364 | Ecological and Economic History of Africa |
| <i>Sociology</i> | 333 | Globalization |

Power and Inequality

Students must take a relevant senior seminar (or senior paper) and take four of the courses listed below, two of which are drawn from a core of Anthropology 252, 256, 452, Sociology 274, 333.

| | | |
|---------------------|------|---|
| <i>Anthropology</i> | 213 | Human Rights and Indigenous Peoples |
| | 217 | Race and Ethnicity: Cross-Cultural Perspectives |
| | 252 | Hunger, Poverty, and Population |
| | 256 | Land, Food, Culture, and Power |
| | 352 | Anthropology of Power |
| <i>Government</i> | 272* | Modern Political Theory |
| | 333 | Globalization and Social Justice |
| | 451 | Seminar: Political Violence, Revolutions, and Ethnic Conflict |
| <i>Philosophy</i> | 236* | Social and Political Philosophy |
| | 312* | Philosophical Topics in Feminist Theory |

| | |
|---|--|
| <i>Sociology</i> | 251 Population Problems in International Perspective |
| | 274* Social Inequality and Power |
| | 333 Globalization |
| | 336 Sociology of Food |
| <i>Spanish</i> | 493 Seminar: Feminine Fictions |
| <i>Women's, Gender, and Sexuality Studies</i> | 311* Seminar in Feminist Theory |

Course Offerings

111f Human Rights in Global Perspective Discussion classes addressing human rights topics introduced in lectures and other events sponsored by Colby's Oak Institute for the Study of International Human Rights. These will take place throughout the semester and be led by the Oak Fellow, an international human rights practitioner/activist. Topics vary but will focus on the experiences and expertise in human rights represented by the Oak Fellow. Fall 2005: "Torture and Organized Violence." A broad overview of the use of organized violence and torture and why it is still prevalent. Other topics include medical, psycho-social, and legal intervention. Nongraded. *One credit hour.* LOVEMORE

483f, 484s Honors in International Studies A year-long research project for senior majors, resulting in a written thesis to be publicly presented and defended. *Prerequisite:* A 3.40 grade point average and permission of the advisory committee. *Four credit hours.*

491f, 492s Independent Study An independent study project devoted to a topic chosen by the student with the approval of an advisor. *One to four credit hours.*

ITALIAN

In the Department of French and Italian.

All courses are conducted in Italian unless otherwise noted.

Chair, PROFESSOR ARTHUR GREENSPAN (FRENCH)

Assistant Professor Mario Moroni; Visiting Assistant Professor Davida Gavioli; Instructor Allison Cooper; Language Assistant Stefano Maccianti

Entrance Credit: If a student offers a foreign language for entrance credit and wishes to continue it in college, that student must either have taken the College Board SAT-II test in the language or take the placement test during orientation.

Requirements for the 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 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, or music). All courses taken outside of the department must be approved by the department chair.

Course Offerings

117j Italian Women Writers of the 20th Century A look at cultural and social issues raised in the works of 20th-century women writers in Italy including the turn of the century context, the fascist era's ideal woman, the post-World War II situation, the impact of the feminist movement, and contemporary experimentation. Readings include novels, short stories, and plays. Conducted in English; no knowledge of Italian required. *Three credit hours.* L, D, I THAMATTOOR

125f Italian I Basic comprehensive course for students with little or no previous knowledge of Italian. Focus is on developing the skills of listening, speaking, reading, and writing at an introductory level as well as familiarizing students with facets of Italy, Italian culture, and contemporary Italian life. Exercises in the language lab constitute an integral component of the course. *Four credit hours.* COOPER

126s Italian II Basic comprehensive course for students with little or no previous knowledge of Italian. Focus is on developing the skills of listening, speaking, reading, and writing at an introductory level as well as familiarizing students with facets of Italy, Italian culture, and contemporary Italian life. Exercises in the language lab constitute an integral component of the course. *Prerequisite:* Italian 125. *Four credit hours.* COOPER

127f Italian III Continued practice in listening and speaking skills; grammar review, with greater emphasis on writing. Reading and conversation topics taken from contemporary Italian literature; course materials strive to convey a sense and understanding of contemporary Italian society. *Prerequisite:* Italian 126 or equivalent. *Four credit hours.* MORONI

128s Italian IV Through readings of Italian authors (primarily 20th-century prose) and contemporary essayists, the course focuses on the regional differences that both enrich and confound Italian culture and society. Emphases are on reinforcing reading, speaking, and writing skills. *Prerequisite:* Italian 127 or equivalent. *Four credit hours.* MORONI

235fs Italian Conversation An informal, weekly, small group meeting for conversation practice, led by the Italian language assistant. Topics will vary, to include everyday life experience, contemporary culture and media, and literature. Conducted in Italian. May be repeated for credit. *Prerequisite:* Italian 127 (may be taken concurrently) or prior study abroad experience in Italy. *One credit hour.* STAFF

237f Advanced Italian Conversation and Composition Focus on writing and speaking. Through a series of projects (leading a cultural debate, writing a book, a film review, or a magazine article, delivering a political speech, leading a job meeting) students work in a variety of styles of expository prose to develop different forms of speech. *Prerequisite:* Italian 128. *Four credit hours.* MORONI

298s Dante's Divine Comedy An introduction to the *Divine Comedy* of Dante Alighieri, taught in English. This complex and remarkable poem weaves together strands from different traditions (classical, Romance, and religious), while recounting the poet-protagonist's journey through the three realms of the Christian afterlife—Hell, Purgatory, and Paradise—where he meets many of the souls who determined the course of European history and completes his own moral and religious education. Part of Integrated Studies Program; requires concurrent enrollment in Art 298. *Four credit hours.* HOLMES

352s Modern and Contemporary Italian Literature and Culture An introduction to contemporary Italy through short stories and movies by such authors and directors as

Alberto Moravia, Elsa Morante, Pier Paolo Pasolini, Italo Calvino, Gianni Celati, and Nanni Moretti, focusing on cultural and social aspects. Particular attention devoted to the improvement of writing, reading, and communicative skills through written compositions, oral presentations, and group discussions. *Prerequisite:* Italian 237. *Four credit hours.* L. MORONI

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

JANUARY PROGRAM

Selected courses, offered in January, may be used to fulfill the January Program requirement, which is described under "Academic Requirements." A complete list of offerings is published in the *January Program Course List*, available on the registrar's Web page in October, when students elect a course for the January term. Enrollment is limited to 30 or fewer students in nearly all courses. First-year students have priority in all noncredit and 100-level courses unless otherwise indicated in the course list.

Most courses to be offered in January are described in this catalogue with the regular semester offerings of each department or program (a "j" following the course number indicates a January Program course). Some courses, however, are independent of any specific department and are described below. Many are not determined until after publication of this catalogue.

Course Offerings

000 January Program Waiver for Qualifying Foreign Study *Noncredit.*

002j Emergency Medical Technician Training Basic life support skills. The management of airway and respiratory problems, cardiopulmonary resuscitation, techniques of oxygen therapy, bleeding control and treatment for shock, soft tissue injury and fracture care, principles of spinal immobilization, fundamentals of triage and transportation of the sick and injured, and treatment modalities for a range of medical, obstetrical, pediatric, environmental, and psychiatric emergencies. 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. The course meets the most recent National Standard Curriculum for EMT-Basic Education. Supplemental course cost (\$440) covers materials and a required CPR course offered the first day; it does not include text and workbook. *Noncredit.* INSTRUCTOR

006 Furniture Making An introduction to the basic techniques and design skills that will enable students to create fine furniture. Hand and power tool techniques taught in a well-equipped shop at the Colby-Hume Center. Required reading: Peter Korn's *Woodworking Basics: Essentials of Craftsmanship*. No charge for materials or supplies. *Prerequisite:* Permission of the instructor. Contact Dr. Alan Hume at hahume@colby.edu. *Noncredit.* HUME

007j Blacksmithing An introduction to the basic techniques of forging and metal craft, which will enable students to design and create ornamental ironwork and functional household items. Students will work under the supervision of a blacksmith at the Colby-Hume Center. Required reading: Jack Andrews's *New Edge of the Anvil*. No charge for materials or supplies. *Prerequisite:* Permission of the instructor. Contact Dr. Alan Hume at hahume@colby.edu. *Noncredit.* HUME

008j Principles of Residential Design and Construction A comprehensive introduction to the principles and practices of residential design and construction, this course will provide future homeowners and aspiring amateur builders a thorough understanding of how a house functions to meet the needs of its occupants. Topics will be examined through a problem-solving approach and will include siting and design considerations, structural requirements, and plumbing, heating, and electrical systems. Eight to 10 hours per week will be spent in the classroom with additional hands-on activities available outside of classroom time. Students seeking additional information can contact Scott Guay at slguay@colby.edu. *Noncredit.* GUAY

010j Introduction to Career Planning An introduction to the concepts and processes of career exploration and planning. Students will learn to identify and describe factors related to their personal career goals, research career fields using various tools and activities, and develop a personal career plan. Current trends in the world of work that may impact career plans will be explored. *Noncredit.*

011j Audio Technology and Recording An introduction to audio technology including acoustics, sound production, recording, microphone techniques, recording formats, and computer sound editing. Fieldwork includes experience in recording studio and on location. *Noncredit.* PERROW

015j Kumi Taiko: Ensemble Drumming of Japan The history of taiko and kumi taiko in Japan. Other topics include taiko construction, taiko as oral tradition, dojo etiquette, and taiko in North America. In addition, students will learn skills such as the use of voice and hara while drumming, rudiments of form, dynamics, rhythm, kuchi shoga, and choreography as well as several taiko ensemble compositions: hiryu sandan gaeshi, isami goma, matsuri, and parts of shishimai (lion dance) music. Pieces will be learned by rote through vocalization and physical repetition. The course will culminate in a student performance in a recital in February. *Noncredit.* PATON

016j 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 working in black and white, traditional figure painting practices, and alla prima techniques. Out of class work is essential. Estimated cost for materials: \$150. *Noncredit.* LIBBY

[137] Multidisciplinary Approaches to HIV/AIDS Since its first appearance in 1981, AIDS became perhaps the world's most serious public health problem. As scientists continue to study its epidemiology, scholars from virtually every discipline have begun to address the psychological, sociological, spiritual, economic, and ethical implications of this disease, and scholars in literature, music, and art depict these implications in a variety of media. Accordingly, the goal of the course is to explore AIDS from the perspective of several academic disciplines. Third credit possible for submission of significant research paper. *Two or three credit hours.*

JAPANESE

In the Department of East Asian Studies.

Chair, PROFESSOR KIMBERLY BESIO [CHINESE]

Professor Tamae Prindle; Associate Professor Besio; Visiting Instructor Michiko Nakagawa; Language Assistant Akiko Muroi

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

125f Elementary Japanese I Introduction to the spoken and written language, to provide a thorough grounding in all the language skills: speaking, listening, reading, and writing. *Prerequisite:* Japanese 125 is prerequisite to 126. *Five credit hours.* PRINDLE

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

127f Intermediate Japanese I A continuation of the methods and goals used in elementary Japanese. *Prerequisite:* Japanese 126; Japanese 127 is prerequisite to 128. *Four credit hours.* NAKAGAWA

128s Intermediate Japanese II A continuation of the methods and goals used in elementary Japanese. *Prerequisite:* Japanese 127. *Four credit hours.* NAKAGAWA

135fs Conversational Japanese I In a small group setting, students practice speaking. Nongraded. *Prerequisite:* Concurrent enrollment in Japanese 125 or 126. *One credit hour.* MUROI

235fs Conversational Japanese II In a small group setting, students practice speaking. Nongraded. *Prerequisite:* Concurrent enrollment in Japanese 127 or 128. *One credit hour.* MUROI

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

322s Third-Year Japanese Advanced reading, audiovisual comprehension, and writing practices in Japanese. Designed primarily for those students who have had substantial experience in a Japanese-speaking setting. *Prerequisite:* Japanese 321. *Four credit hours.* NAKAGAWA

335f 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.* MUROI

421f Fourth-Year Japanese Further reading, writing, listening, and speaking in Japanese, using current newspaper articles, short stories, and audiovisual materials. *Prerequisite:* Japanese 322; Japanese 421 is prerequisite to 422. *Four credit hours.* PRINDLE

422s Fourth-Year Japanese Further reading, writing, listening, and speaking in Japanese, using current newspaper articles, short stories, and audiovisual materials. *Prerequisite:* Japanese 421. *Four credit hours.* NAKAGAWA

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

JEWISH STUDIES

Director, ASSOCIATE PROFESSOR ELISA NARIN VAN COURT

PROGRAM FACULTY AND ADVISORY COMMITTEE: Professors Guilain Denoex (*Government*), David Suchoff (*English*), and Robert Weisbrot (*History*); Associate Professors Howard Lupovitch (*History*), Narin van Court (*English*), and Raffael Scheck (*History*); Assistant Professor Carleen Mandolfo (*Religious Studies*); Visiting Instructors Eugene Avrutin (*History*) and Rabbi Raymond Krinsky

The Jewish Studies Program is an academic program affiliated with the Division of Interdisciplinary Studies. The program seeks to acquaint students with the breadth of Jewish culture, to introduce them to life and culture in the modern state of Israel, and, because Hebrew has been the primary vehicle of Jewish expression in Israel and in the diaspora, to help them attain a working knowledge of the Hebrew language. Through the minor in Jewish studies, the program offers students an opportunity to take courses in the following areas of Jewish studies: history, literature and thought, Israeli society and politics, and Hebrew. The interdisciplinary nature of Jewish studies allows students to take courses in different departments, including History, Religious Studies, English, and Government.

Requirements for the Minor in Jewish Studies

A minimum of seven courses including two core courses (History 181 and 182) and five other courses in Jewish studies selected from the following list. Students are strongly encouraged to pursue the study of Hebrew, either by completing two semesters of biblical Hebrew (Religious Studies 201, 202) or by studying modern Hebrew in Israel. Students may count up to two courses in Hebrew toward the five elective courses required for the minor.

Successful completion of the minor requires a 2.00 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:

| | |
|-------------------|---|
| <i>English</i> | 398C Feminism, Faith, and Fratricide in Jewish Women's Writing 398D Hebrew Bible and Literary Theory |
| <i>Government</i> | 251 Israelis and Palestinians: Conflict and Accommodation 252 Politics of the Middle East |
| <i>Hebrew</i> | 125 Beginning Hebrew I 126 Beginning Hebrew II 127 Intermediate Hebrew |
| <i>History</i> | 181 Jewish History I: From Antiquity to 1492 182 Jewish History II: From 1492 to the Present 298 Radicalism in Russian History 398 Jewish Autobiography 421 Research Seminar: Debating the Nazi Past 497 Eastern European Jewish History and Culture |

| | |
|--------------------------|---|
| <i>Religious Studies</i> | 233 Introduction to Hebrew Scriptures |
| | 338 Texts of Terror: Violence and the Religions of the Book |
| | 398a God After Auschwitz: Post-Holocaust Theology |

For a comprehensive list of courses approved for the Jewish studies minor refer to the Jewish Studies Web site.

Course Offerings

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

LATIN

In the Department of Classics.

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

Course Offerings

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

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

131f Introduction to Latin Literature Selected readings; see Latin 271 for 2005 description. Successful completion of this course fulfills the College language requirement. *Prerequisite:* Latin 112 or appropriate score on the College Board Latin SAT-II test or placement test administered during new student orientation. *Four credit hours.* L. O'NEILL

[237] Runaways, Wolves, and Kings—Livy's *History of Rome* Livy's account of the foundation and early days of Rome has less to do with history than with myth and legend. These famous stories give insight into how the Romans constructed their heroes and villains, and Livy writes beautiful Latin prose. *Prerequisite:* Latin 131. *Four credit hours.* L.

[251] Ovid: *Metamorphoses* An examination of Ovid's most famous work for evidence of the author's views on poetry, politics, and power, as a basis for discussion of Ovid's artistry and inventiveness. *Prerequisite:* Latin 131. *Four credit hours.* L.

[255] Forbidden Love: *Dido and Aeneas* (Virgil, Book 4) Translation and analysis of selections from the *Aeneid* concerning the ill-starred love of Dido and Aeneas. Topics for discussion include duty vs. love, Dido as foreign enchantress, Virgil and Homer, love as a madness/disease, and legitimate couple or illicit lovers? *Prerequisite:* Latin 131. *Four credit hours.* L.

271f Horace's *Epodes*: Lampoons and Blame Poetry Horace is one of Rome's greatest and most influential poets, but often textbooks focus on his blandest poems for fear of offending anyone. A selection from *The Epodes*, a book of often scurrilous abuse in poetic form focusing in particular on his poems about witches and witchcraft. *Prerequisite:* Latin 131. *Four credit hours.* L. O'NEILL

[341] Sacred Rites and Erotic Magic: Propertius 4 An analysis of the two, rival poetic programs of Propertius 4; how “patriotic” poems become erotic manifestos, and how sacred rites are profaned by erotic ritual. *Prerequisite:* Latin 131. *Four credit hours.* L.

354s 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. *Prerequisite:* Latin 131. *Four credit hours.* L. O’NEILL

[355] Roman Satire: Mockery, Ridicule, and Outrage The only literary genre claimed by the Romans as their own invention, satire targets everyone in its scathing and humorous attacks, as it paints a vivid picture of the urban landscape of ancient Rome. Readings from Horace and Juvenal. *Prerequisite:* Latin 131. *Four credit hours.*

[362] Lovers, Exiles, and Shepherds—Virgil’s Eclogues The *Eclogues* have exerted a tremendous influence on later poets across Europe and the Americas. Virgil’s bucolic poetry draws on ancient learning, contemporary politics, and his own artistic sensibility. *Prerequisite:* Latin 131. *Four credit hours.*

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

LATIN AMERICAN STUDIES

Director, ASSOCIATE PROFESSOR LUIS MILLONES-FIGUEROA

ADVISORY COMMITTEE: Professors Patrice Franko (*Economics*), Nugent (*Anthropology*), and Jorge Olivares (*Spanish*); Associate Professors Millones-Figueroa (*Spanish*) and Betty Sasaki (*Spanish*); Assistant Professors Ariel Armony (*Government*), Daniel Contreras (*English*), Ben Fallaw (*History and Latin American Studies*), Emma García (*Spanish*), and Maritza Straughn-Williams (*Anthropology and African-American Studies*)

Requirements for the Major in Latin American Studies

A total of 10 courses, including Introduction to Latin American Studies (Latin American Studies 171), Advanced Spanish Grammar (Spanish 231), two Latin American literature courses at the 200 level or above, History of Latin America (History 173), four additional courses on Latin America at the 200 level or above from at least three disciplines other than literature, and one senior seminar or senior project.

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

Majors are required to spend at least one semester in Latin America matriculated in a program that offers university-level courses (not in a language acquisition program); all course work abroad must be conducted in either Spanish or Portuguese. All study abroad plans must be approved by the director of the Latin American Studies Program. No more than the equivalent of four semester courses of foreign study or transfer credit may be counted toward the major. A minimum grade point average of 2.70 is required for admission to study abroad.

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

Honors in Latin American Studies

Students majoring in Latin American studies with a 3.30 major average or better at the end of their sixth semester (including course work done abroad) may apply for admission to the honors program by the Friday after fall break of their senior year. Permission is required. It involves a year-long independent research project that replaces the senior seminar requirement. Successful completion of the work of the honors thesis and of the major will enable the student to graduate "With Honors in Latin American Studies."

Courses Approved for the Major in Latin American Studies

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| <i>Anthropology</i> | 217 Race and Ethnicity: Cross-Cultural Perspectives 231 Caribbean Society and Culture 235 Latin American Culture and Society 254 Women of the African Diaspora |
| <i>Economics</i> | 214 Economic Policy and Performance in Contemporary Latin America |
| <i>Government</i> | 253 Latin American Politics 254 Latin American Politics in Film 335 United States-Latin American Relations 450 Seminar: Democratization in Latin America |
| <i>History</i> | 173 History of Latin America 272 History of Law, Society, and Rebellion in Mexico 273 History of Women, Gender, and Family in Latin America 275 Strongmen and Populism in Modern Spain and Latin America 277 History of the Maya from 200 B.C. 473 The Roots of Conflict in Modern Latin America |
| <i>Spanish</i> | 231 Advanced Spanish 273 Contemporary Spanish-American Short Story 276 U.S. Latina/Chicana Women Writers 298A U.S. Latina/o Literature 298B Imagining Latin America 371 The Colonial Experience: European and Amerindian Responses to the Cultural Encounter 493A Seminar: Natural Histories of Colonial Americas |

Course Offerings

171s Introduction to Latin American Studies An intensive, cross-disciplinary introduction to Latin American society and culture. Elite and popular search for identity through writings and art (music, painting, murals). Institutions and structures found across Latin America such as frontiers, the landed estate, urban shantytown, religious syncretism. *Four credit hours.* H, D, I. FALLAW

483f, 484js Senior Honors Thesis A year-long research project for senior majors, resulting in a written thesis to be publicly presented and defended. Students may register either for two credits in the fall, January, and spring terms or for three credits in the fall and spring terms. *Prerequisite:* a 3.3 or higher major average at the end of the junior year and permission of the Latin American studies advisory committee. *Two or three credit hours.*

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

MATHEMATICS

Chair, PROFESSOR THOMAS BERGER

Professors Berger, Fernando Gouvêa, and Benjamin Mathes; Visiting Professor William Berlinghoff; Associate Professors Jan Holly, Leo Livshits, and George Welch; Assistant Professors Otto Bretscher, Liam O'Brien, and Katherine St. Clair; Faculty Fellows Alvaro Lozano-Robledo and Victor Shubov

The Department of Mathematics offers courses in mathematics and statistics for students who: (1) plan a career in an area of pure or applied mathematics; (2) need mathematics as support for their chosen major; or (3) elect to take mathematics as part of their liberal arts education or to fulfill the area requirement in quantitative reasoning.

The department offers three programs: majors in mathematics and mathematical sciences and a minor in mathematics. Majors in mathematics and mathematical sciences can be taken with honors. In addition, there 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, computer science, biomathematics, and physics. They also have used the major as a solid foundation for careers in teaching, law, banking, insurance, management, the computer industry, and other areas.

All first-year students who intend to enroll in one of the 100-level calculus courses in the fall semester are required to complete the mathematics placement questionnaire prior to registration.

Requirements for the Major in Mathematics

Completion of one year of calculus, Mathematics 253, 274, 333, 338, either Mathematics 434 or 439, plus four additional courses selected from three- or four-credit mathematics courses numbered 300 or above (excluding Mathematics 484). In exceptional cases, with the permission of the department, another 400-level course may be substituted for 434 or 439.

Although Mathematics 302 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 one year of calculus, Mathematics 253, 274, 302, Computer Science 151; one course (to establish an overall "theme" for the major) selected from Mathematics 311, 332, 372, 381, Computer Science 231; four three- or four-credit courses selected from mathematics courses numbered 200 or above (excluding Mathematics 484). With written permission of the advisor, one (or, in exceptional cases, two) of these courses may be replaced by a course with significant mathematical content from another department.

Requirements for the Honors Program in Mathematics or Mathematical Sciences

An honors program is available for students majoring in mathematics and mathematical sciences who have a grade point average of at least 3.25 in all mathematics courses numbered 200 or higher and who complete an additional, pre-approved program of independent study in the major (Mathematics 484) culminating in both a written paper and a colloquium presentation. Students who successfully complete the requirements and who receive recommendation of the department will graduate "With Honors in Mathematics" or "With Honors in Mathematical Sciences."

Requirements for the Minor in Mathematics

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

The point scale for retention of the majors-and minor applies to all courses in the majors/minors. No requirement for the majors or minor may be taken satisfactory/unsatisfactory.

Course Offerings

110f Statistical Thinking An introduction to basic concepts in statistics with a focus on statistical literacy. Students will learn practical applications and the language and reasoning involved in analyzing data including the use of statistical software. Topics include graphical and numerical methods for summarizing data, central tendency, variability, introductory probability, designing experiments and collecting data, and evaluating data from experiments, studies, and surveys. Does not count toward any major or minor. Credit may be received for only one of Mathematics 110, 112, 212, or 231. *Four credit hours.* Q. O'BRIEN

111s Mathematics As a Liberal Art The historical and contemporary role of mathematics in culture and intellectual endeavor; the nature of contemporary mathematics; mathematics as a tool for problem solving; logical reasoning; selected topics from modern mathematics. *Four credit hours.* Q. INSTRUCTOR

121fs Single-Variable Calculus Differential and integral calculus of one variable: limits and continuity; differentiation and its applications, antiderivatives, the definite integral and its applications; exponential, logarithmic, and trigonometric functions. Students electing this course in the fall term must complete the mathematics placement questionnaire prior to registration. *Four credit hours.* Q. BERGER, WELCH

122fs Series and Multi-Variable Calculus Further study of calculus of one and several variables: infinite series; vectors and analytic geometry in two and three dimensions; partial derivatives; multivariable calculus. *Prerequisite:* A course in single-variable calculus. *Four credit hours.* Q. FACULTY

[131] Complements to Calculus Intended for students with some prior exposure to calculus who do not feel prepared to enter Mathematics 122 or 161, the course will reinforce and complement calculus concepts by relating calculus with other areas of mathematics, such as discrete mathematics, linear algebra, and complex variables. For students with no prior exposure to calculus, this course may be taken concurrently with Mathematics 121. *Prerequisite:* Previous exposure to calculus. *Four credit hours.* Q.

161f Honors Calculus I The first course in the honors calculus sequence. A synthesized approach to the calculus of one and several variables 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. First-year students must complete the mathematics placement questionnaire before selecting this course. *Prerequisite:* One year of calculus in high school. *Four credit hours.* Q. MATHES

162s Honors Calculus II A continuation of Mathematics 161. Integral calculus of several variables, infinite series. May not be taken for credit if the student has earned credit for Mathematics 122. *Prerequisite:* Mathematics 161. *Four credit hours.* MATHES

194s Mathematics Seminar Informal discussion of topics related to the mathematical sciences. Topics vary but are centered on a single book whose emphasis will generally be on the non-technical, humanistic side of mathematical endeavors. May be repeated for credit. Nongraded. *One credit hour.* BERGER

212fs Introduction to Statistical Methods A first course in statistical methods for scientists, this course addresses issues for proposing/designing an experiment, as well as exploratory and inferential techniques for analyzing and modeling scientific data. Topics include descriptive statistics, design of experiments, randomization, elementary probability, random variables, discrete and continuous probability distributions, 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, logistic regression, nonparametrics. Statistical computing packages will be used throughout. Credit may be received for only one of Mathematics 110, 112, 212, or 231. *Four credit hours.* Q. ST. CLAIR

231fs Applied Statistics and Regression Analysis Elementary probability theory, special discrete and continuous distributions, descriptive statistics, sampling theory, confidence intervals, tests of hypotheses, correlation, linear regression, and multiple linear regression. Examples and applications slanted toward economics. Credit may be received for only one of Mathematics 110, 112, 212, or 231. *Prerequisite:* Mathematics 102, 121, or 161. *Four credit hours.* Q. O'BRIEN

253fs Linear Algebra Solutions of linear systems of equations, matrix algebra, determinants. Introduction to abstract vector spaces and linear transformations, eigenvalues, and eigenvectors. *Prerequisite:* Mathematics 102, 121, 131, or 161. *Four credit hours.* MATHES

274fs Introduction to Abstract Mathematical Thought An introduction to fundamental mathematical techniques used in upper-level mathematics courses. The course presents the principles of mathematical logic and uses them to examine standard methods of direct and indirect proof, including mathematical induction. Topics include techniques from finite mathematics, the set theoretic approach to functions and relations, and the theory of infinite sets. *Prerequisite:* Mathematics 102, 121, 131, or 161. Two semesters of calculus is recommended. *Four credit hours.* LIVSHITS, MATHES

302s Vector Calculus An advanced calculus course. Vectors, lines, and planes; limits, continuity, derivatives, and integrals of vector-valued functions; polar, spherical, and cylindrical coordinates; partial and directional derivatives; multiple integrals; line and surface integrals; Green's Theorem; Stokes's Theorem; Fourier series; applications. Typically involves the use of a large computer mathematics package such as Mathematica or Maple. *Prerequisite:* Mathematics 122 or 162. *Four credit hours.* BERGER

311fs Introduction to Differential Equations Theory and solution methods of ordinary differential equations; linear differential equations; first-order linear systems; qualitative behavior of solutions; nonlinear dynamics; existence and uniqueness of solutions; applications. *Prerequisite:* Mathematics 122 or 162, and 253. *Four credit hours.* INSTRUCTOR

[312] Partial Differential Equations An introduction to partial differential equations. Linear and nonlinear partial differential equations, systems; initial value problems, boundary value problems; analytic and numerical methods of solution; applications. *Prerequisite:* Mathematics 253 and either 302 or 311 (either of the latter may be taken concurrently). *Four credit hours.*

[313] Differential Geometry An introduction to the differential geometry of curves and surfaces in three-dimensional space. Curves: tangent, normal, and binormal vectors; curvature and torsion; the moving frame. Surfaces: the first and second fundamental forms,

the *Theorema Egregium*, sectional and Gaussian curvature, and selected additional topics. *Prerequisite:* Mathematics 122 or 162, and 253; 274. *Four credit hours.*

[315] Geometry Euclidean geometry and its symmetries applied to modern topics in geometry. *Prerequisite:* Mathematics 253. *Four credit hours.*

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

333f Abstract Algebra Introduction to algebraic structures, such as groups, rings, integral domains, and fields. *Prerequisite:* Mathematics 253 and 274. *Four credit hours.*
GOUVÊA

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

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

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

357s Elementary Number Theory An introduction to the theory of numbers. Factorization and primes: unique factorization, greatest common divisors, the sequence of primes, primality testing and factoring on the computer, connections with cryptography. Congruences: linear congruences, theorems of Fermat, Euler, and Wilson, Chinese remainder theorem, quadratic residues, quadratic reciprocity law. Further topics chosen by the instructor. Offered in alternate years. *Prerequisite:* Mathematics 102, 121, 131, or 161. Two semesters of calculus or Mathematics 253 is recommended. *Four credit hours.*
GOUVÊA

372f Mathematical Modeling Application of mathematics to real-life problems in a variety of areas. Interpretation of existing mathematical models, analysis, and computer simulation. Formulation and development of mathematical models. *Prerequisite:* Mathematics 122 or 162, and 253. *Four credit hours.* INSTRUCTOR

[373] Operations Research A survey of the application of scientific methods to the study of organizational operations via quantitative models. *Prerequisite:* Mathematics 112 or 231, and 253. *Four credit hours.*

[376] History of Mathematics A survey of the history of mathematics since the dawn of civilization. Original sources will be examined. The instructor may choose to focus on one theme or topic and its development throughout the history of mathematics. *Prerequisite:* Mathematics 274. *Four credit hours.* H.

[378] Introduction to the Theory of Computation Listed as Computer Science 378 (q.v.). *Prerequisite:* Mathematics 274 or Computer Science 231 and either Mathematics 122 or 162. *Four credit hours.*

381f Mathematical Statistics I: Probability A first course in probability covering 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.* ST. CLAIR

382s Mathematical Statistics II: Inference An introduction to statistical inference covering 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, analysis of variance, and regression. Although applications are discussed the emphasis is on theory. *Prerequisite:* Mathematics 381. *Four credit hours.* ST. CLAIR

[391] Problem-Solving Seminar Seminar on problem-solving 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 non-standard problems can be approached. Facts and strategies presented will be of value to both pure and applied pursuits. Nongraded. *One credit hour.*

398s Design of Experiments Methods of designing and analyzing scientific experiments to address research questions, emphasizing statistical thinking and applications as much as underlying mathematical structures and theory. Topics include completely randomized factorial designs, randomized block designs, split-plot designs, general linear models, and random effects models. Computer applications are integrated throughout. *Four credit hours.* O'BRIEN

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

439f Topics in Real Analysis A sequel to Mathematics 338. Content may vary from year to year, but topics such as topology, measure theory, functional analysis, or related areas may be considered. May be repeated for credit with permission of instructor. *Prerequisite:* Mathematics 338. *Four credit hours.* MATHES

484s 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.*

491f, 492s Independent Study Independent study in an area of mathematics of particular interest to the student. *Prerequisite:* Permission of the instructor. *One to four credit hours.* FACULTY

MUSIC

Chair; ASSOCIATE PROFESSOR STEVEN NUSS

Professors Paul Machlin and Steven Saunders; Associate Professors Jonathan Hallstrom, Eva Linfield, and Nuss; Adjunct Associate Professor Cheryl Tschanz; Visiting Assistant Professor Marshall Fulbright

The Colby Music Department integrates academic instruction in music with a broad range of performance opportunities. Both the music major and the music minor include

Western music history, tonal and post-tonal analysis, and applied music, while allowing students flexibility to emphasize composition, theory, history, performance, or popular music. Course offerings range from music history and theory to musicianship, conducting, composition, world music, jazz history, and American popular music. Music students acquire a broad range of critical, analytical, and performing skills, preparing them for careers in higher education, performance, teaching, arts management, librarianship, and music technology, as well as fields outside music that demand abstract reasoning, aesthetic sensitivity, and analytical skill.

The Music Department is housed in the Bixler Art and Music Center, whose facilities include a 394-seat recital hall, a large band/orchestra rehearsal room, a state-of-the-art electronic music studio, classrooms, two seminar rooms, faculty offices, and practice rooms. Performances are scheduled in the recital hall, in the Page Commons Room, and in Lorimer Chapel. In addition to its collection of books, scores, and performing editions, the art and music library includes a listening center, a large collection of CDs, DVDs, and other recordings, a computer cluster, scanning and digital sound-processing facilities, a seminar/study room, and resource materials for curricular and recreational needs. Colby is also home to the Ralph T. Gould Collection, a set of more than two dozen 19th-century brass and woodwind instruments.

Requirements for the Major in Music

Music 111, 181, 182, 184, 241, 242, 281, 282, 341, 493; one elective in music at the 200 level or higher; two semesters of lessons and two semesters of ensemble participation. The department requires majors to demonstrate keyboard proficiency through a brief examination by the end of the first semester of the junior year. The specific elements of the exam are available from the department.

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

Requirements for the Minor in Music

Music 111, 181, 182; one semester of music history chosen from Music 241, 242, 341; two four-credit music courses at the 200 level or higher (or one 200-level course and Music 184); and two semesters of applied music (both of which must be taken on the same instrument). The College does not subsidize the cost of lessons for minors. For additional information concerning applied music options, 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. Majors are also eligible for an additional four semesters of subsidized instruction; however, the College will not fund more than two instruments per semester. Students should elect piano as their second instrument until they fulfill the piano proficiency requirements.

Note: all three- or four-credit hour courses offered by the Music Department, fulfill the area requirement in arts (A). Those that also fulfill the diversity requirement are so designated.

Course Offerings

091fs Lessons: Noncredit (or JP) Noncredit instruction in voice and instruments for qualified students. Regular offerings include violin, viola, violoncello, piano, voice, flute, guitar (classical, American traditional, and jazz), and selected brass and woodwind instruments. One 30- or 60-minute lesson weekly in fall and spring; two 45-minute lessons weekly in January. For additional information concerning fees, scheduling, and related matters, see the Music Department secretary. Cost during January Program: \$240. *Noncredit.* FACULTY

093fs Applied Music: Ensemble, Noncredit Noncredit participation in musical ensembles sponsored by the Music Department. See description for 193.

111fs Introduction to Music An exploration and celebration of the art of listening. Develops techniques and vocabulary for critical listening, emphasizing student involvement with a wide range of musical works. Stresses both the structure of musical works and their place in Western culture and history. Survey of styles during the major historical periods: Medieval, Renaissance, Baroque, Classical, Romantic, and Modern. No previous musical experience is assumed. *Four credit hours.* A. SAUNDERS

[114] 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. The class includes semi-private instruction and performances in both 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.

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

[117] Music and the Divine Recent and classic scholarship in the fields of quantum physics and chaos theory, Eastern and Western theologies and myths, literary, cultural, and music theory, and gender studies (among others) will be used as vehicles to hear how multi-dimensional and non-linear realities describe, influence, and determine how we hear and make music. Lectures, discussions, and student projects will all consider the “quantum-theological” certainty that, like charged electrons or Catholic bread and wine, musical things and thoughts too can be simultaneously here and there, this and that, before and after. *Prerequisite:* Music 182. *Four credit hours.*

[118] African Music An introduction to the music of Africa, an integral and defining aspect of the culture of Africa. Hands-on experience with various instruments (e.g., drums, rattles, bells) as well as singing and dancing, to provide important insights into the cultures of Africa. Various African music themes will be explored through films and recordings. The course will culminate in a final performance by the class. *Three credit hours.* A.

[119] Carnival in Music Funny, bawdy, crude, and often wise, the characters of the *Commedia dell'Arte* emerged in different cultures as *Pulcinella*, *Pierrot*, *Harlequin*, and *Punch and Judy*. The *Commedia* originated as popular culture of music and theater in 16th-century Italy and has inspired visual, literary, and musical expression from its beginnings into our time. Selected music from the Baroque period to the 20th century will be studied in its context of other arts: film, theater, and the visual arts. *Four credit hours.* A.

[133] American Music An examination of selected genres of American music, including the cultivated traditions of music for voice, piano, chamber ensemble, and symphony, as well as the vernacular heritage of hymnody, folk, and popular song, African-American music (including the blues, ragtime, and jazz), Tin Pan Alley, Broadway musical, and rock. Includes close reading of selected works, study of selected composers (Billings, Gottschalk, Ives, Ellington, Copland), and consideration of relationships between music and cultural context. *Four credit hours.* A.

136s Tradition, Experiment, and Action: America's Post-war Music, 1945-1970

The genres of composition and musical performance that manifest political or social concerns during the uneasy post-war years in America. Among repertoires to be examined are establishment concert music and the revolutionary experimental styles spawned in opposition to it; doo-wop and the evolution of rock and roll; jazz, soul and Motown; the cultivated folk tradition; and musical theater and film. Part of the Integrated Studies Program; requires concurrent enrollment in English 136, History 136. *Four credit hours.*

MACHLIN

153f 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. FULBRIGHT

181f Music Theory I The first course in a sequence exploring the language of music. Just as learning a foreign language involves mastering a variety of skills (listening, speaking, reading, and writing), becoming conversant in music requires the ability to hear, notate, analyze, compose, and perform. The course ensures 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. SAUNDERS

182s 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

[183] Modal and Tonal Counterpoint A study of counterpoint—the composition of complementary musical lines—is essential for a thorough understanding of the origins of tonal harmonic practice and of why chords behave as they do. Indeed, no lesser figures

than Mozart, Haydn, Beethoven, and Brahms recognized the importance of rigorous counterpoint studies for a musician's development and training. Students will learn the art of this "linear" musical thinking as they develop the aural and technical skills necessary to compose contrapuntal works in two, three, and four voices. *Prerequisite:* Ability to read music. *Four credit hours.* **A.**

184s Musicianship A course aimed at focusing students' musical sensibilities in both listening and performing contexts. Emphasis is on the development of aural skills, including recognition of increasingly complex musical patterns, sight-reading via both instrument and voice, and keyboard skills (including sight-reading of harmonic progressions and chorales, score-reading, and simple improvisation). Primarily for music majors; open to other qualified students with permission of the instructor. *Prerequisite:* Music 181. *Four credit hours.* **A.** LINFIELD

191fs 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

193fs 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, 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, bells, and exposure to several traditions of African singing and dancing. The group presents concerts both on campus and throughout the state of Maine. BENISSAN

Chorale. The largest choral ensemble, its repertoire includes unaccompanied works of the 18th through 20th centuries by European and American composers as well as major works for chorus and orchestra. Tours and exchange concerts are arranged. Enrollment, open to all students, is through auditions early in the fall semester. MACHLIN

Collegium Musicum. A chamber ensemble, performing music from the Medieval, Renaissance, and Baroque periods. Its core consists of a vocal group of about 18 singers to which instruments will be added as needed. Students with experience in recorder, classical guitar, and harpsichord are encouraged to enroll with permission of the instructor. Enrollment for singers is through auditions early in the fall semester. LINFIELD

Jazz Band. The Jazz Band presents a standard big band 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. Non-competitive auditions are held at the beginning of each semester
HALLSTROM

Wind Ensemble. The Wind Ensemble presents a concert each semester of works drawn from standard literature, symphonic works, movie music, marches, etc. Open to all interested brass, wind, and percussion players without audition. THOMAS

197f Latin American Music Yesterday and Today An exploration of the musical styles of Spanish-speaking European and South American countries. Principal attention on tracing the influences and uses of popular urban styles such as the bossa nova, tarantella, ballad, tango, samba, and other traditional dances and music to other musical genres, particularly Latin jazz, popular music, rock, and classical music. *Four credit hours.* FULBRIGHT

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

[232] Jazz History A survey of the first half-century of jazz (during its recorded era), examining the music and the cultural and social forces that shaped it. Specific consideration given to the development of various forms and styles (the blues, New Orleans jazz, stride piano, big band music, bebop) and analyses of the music of seminal performers and composers (Louis Armstrong, Bessie Smith, Duke Ellington, Billie Holiday, Charlie Parker, Miles Davis). *Prerequisite:* Music 111 or 133 or 153 or 181. *Four credit hours.* D, U.

[238] Burnt Biscuits and Green Onions: From Rhythm and Blues to Soul An examination of African-American popular song during the rhythm-and-blues era, from its origins in the 1930s and '40s in the blues, small band "jump blues," and black swing bands to its transformation into soul in the mid-1960s. A focus on analysis of the musical styles of individual musicians and groups as well as on a study of the way these styles analyze and comment on the culture(s) in which they are embedded. *Prerequisite:* Music 111, 133, 153, or 181. *Four credit hours.* A, D, U.

241f Music History I: From the Middle Ages Through the Renaissance to the Early Baroque Period The first in a three-semester sequence for majors acquainting students with the history and literature of Western art music. An investigation of compositional concepts and sociological contexts of the earliest notated music from the Middle Ages (c. 800) to polyphony of the Renaissance (c. 1400 to c. 1600) and the emergence of opera as well as the rise of autonomous instrumental music in the 17th century. Consideration of music within a broader cultural context with its relation, for example, to theology, literature, and the visual arts. *Prerequisite:* Music 111 and 181. *Four credit hours.* LINFIELD

242s Music History II: From the High Baroque to the Dawn of Romanticism The second in a three-course music history sequence for majors. The principal genres of the High Baroque, Classical, and Early Romantic periods (including opera, oratorio, cantata, song, sonata, string quartet, concerto, and symphony) as well as major composers (Bach, Handel, Haydn, Mozart, Beethoven, and Schubert). Theoretical issues and cultural context include music's relationship to literature and the visual arts, the nature of dramatic music, the rise of functional tonality, national styles, and aesthetics. *Prerequisite:* Music 111 and 181. *Four credit hours.* SAUNDERS

[252] Introduction to World Music Cultures throughout the world have made their music in bewilderingly diverse ways. Listening to that diversity, students will develop and refine listening skills to enable them to approach world musics as a rich reserve of cultural knowledge; a particularly sonic way of knowing. Music cultures of Africa, India, indigenous

America, Indonesia, and Japan are among those explored. Listening lab, selected readings, and writing projects; no knowledge of musical notation necessary. *Four credit hours.* **A, D.**

[253] Music and the Visual Image A composition class examining the role of music in film, television, and commercials. Explores representative samples of music/video pairings; the ways in which the composer and visual director influence and manipulate the listener/audience; and relationships between visual and musical elements. Students compose music for a number of individual video projects using basic video editing technology and MIDI (Musical Instrument Digital Interface) skills. *Prerequisite:* Music 181. *Four credit hours.* **A.**

[257] The Art of Song Composition The musical grammar and mechanics of some famous examples from the Western classical and contemporary song literature will serve as the means for exploring and unraveling some of the mysteries of song composition. Students will become proficient in setting text, composing convincing melodies and idiomatic keyboard accompaniments, and producing professional quality, computer-generated piano-vocal scores of their work. *Prerequisite:* Music 182. *Four credit hours.* **A.**

[258] In Search of Bach An examination of Johann Sebastian Bach's life and works with special attention to the many genres in which he worked—orchestral music, cantatas, keyboard music, and dramatic works. We will listen carefully to this music and uncover his ingenious compositional tricks. Although Bach supposedly led an uneventful life, we will consider his music in the context of his fascinating cultural moment. Finally, we will assess his influence on subsequent composers, from Mozart to The Beatles. *Four credit hours.* **A.**

[264] Company Stephen Sondheim's brilliant early musical about love and friendships, a major collaborative project between music, theater, and dance programs. *Three credit hours.* **A.**

[271] Music and Contemplative Practice The relationships between specific types of contemplative practice (Rinzai Zen meditation [zazen], hatha yoga, Hindu mantra chanting and asceticism, Greek Orthodox "psychosomatic prayer," etc.) and the musics and theologies of the cultures in which they are practiced. Special attention will also be given to explorations of how a knowledge of and participation in these contemplative practices and traditions may enhance and inform hearings of whatever music we are about most. *Four credit hours.*

[275] Music and Art in Japanese Culture Despite its high profile in the world, much about Japan remains largely misunderstood in the West. A study of the materials, forms, and social roles of four major genres of Japanese traditional music to posit an overall Japanese aesthetic and worldview. The musically-based interpretation of Japan and its people used as a means of developing an interdisciplinary "lens" through which to explore elements of Japanese literature, visual art, social customs, history, religious beliefs, and the Japanese language in both its spoken and written forms. *Four credit hours.* **A, D.**

281f Music Theory III Advanced chromatic harmony, reductive analytical techniques, studies of late 19th- and early 20th-century forms, composition for a variety of standard instrumental combinations and multi-media formats. Continued work in ear training and keyboard harmony. *Prerequisite:* Music 182. *Four credit hours.* **NUSS**

282s Music Theory IV Post-Romantic harmony and contemporary techniques, focusing on representative works of 20th-century composers. Primarily for music majors. *Prerequisite:* Music 281. *Four credit hours.* **NUSS**

298s Music of Venice Explores Venice as a center for the arts, viewing music in the context of the city's social and political climate as well as in the context of other fine arts. For centuries Venice set musical trends for European secular and sacred music. Opera as a genre was born in Venice; the Basilica of San Marco served a double function for liturgical as well as state events; and the earliest music conservatories sprang up in Venice, furthering developments in instrumental music. Study of music from the 16th through the 18th century, including Willaert, the Gabriellis, Monteverdi, and Vivaldi. Basic ability to read music recommended. *Four credit hours.* LINFIELD

341f Music History III: Music of the 19th and 20th Centuries The third in a three-course music history sequence for majors. A survey of the music of Western Europe and America beginning with Hector Berlioz and continuing to the present. Issues include the evolution of symphonic, operatic, solo piano, and solo song styles during the mid- and late 19th century and the subsequent impact these genres had on the wide-ranging stylistic, philosophical, and technological directions music has taken since the early 20th century. *Prerequisite:* Music 111 and 182. *Four credit hours.* MACHLIN

[358] Imagining Music An introduction to recent trends in the disciplines of musicology and music theory through reflections on the ways that we think about and use music. Topics include theories of musical meaning (what music means, and how such meanings are communicated); absolute vs. constructed meanings (fixed or immutable vs. created uniquely by each listener); referentialism vs. formalism (music as representing objects, emotions, or ideas in the material world vs. music as a closed, self-referential system); music's ontological status (its ways of existing; for example, can music exist apart from notation and performance?); music as a universal language; and musical values (including differences between music of diverse styles and cultures). *Prerequisite:* Music 182 or a 200-level music course. *Four credit hours.* A.

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

483f, 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.*

491f, 492s Independent Study Individual topics in areas where the student has demonstrated the interest and competence necessary for independent work. Primarily for senior music majors. *Prerequisite:* Permission of the department. *One to four credit hours.*

493Af Senior Seminar: World Music This seminar asks students to resist the pull of the sonic and conceptual patterns of Western ("textbook") art music by developing ways of hearing and thinking about non-Western and Western non- "art music" traditions as products of specific cultural practices and beliefs. Special emphasis on the study of music from India, Japan, Bali, Turkey, Native American tribes, as well as on American "country music," club, house, and techno genres. *Prerequisite:* Senior standing as a music major or minor. *Four credit hours.* D, I. NUSS

493Bs Seminar: Schenker Theory An exploration of the most elegant and influential theory of tonal music of the 20th century, the theories of the Austrian theorist Heinrich

Schenker. Topics include Schenker's early writings on harmony and counterpoint; his development of the idea of the *Ursatz* or fundamental structure; analytical and graphing techniques; and recent critiques of the ideologies of Schenker theory. *Prerequisite*: Senior standing as a music major or minor. *Four credit hours.* SAUNDERS

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, PROFESSOR CHESHIRE CALHOUN

Professors William Adams, Calhoun, Daniel Cohen, Jill Gordon, and Robert McArthur; Visiting Professor Mark McPheeran; Visiting Assistant Professor William Edelglass; Faculty Fellow Marcy Lascano; Visiting Instructor Jason Raibley

"Philosophy," as William James put it, "is an attempt to think without arbitrariness or dogmatism about the fundamental issues." One of the core disciplines of the liberal arts, philosophy provides a unique perspective on basic human activities such as the pursuit of knowledge, the creation of aesthetic value, the regulation of social and political interaction, and the search for meaning. Philosophy involves the pursuit of conceptual clarity by critically examining the assumptions and conceptual frameworks that underlie other disciplines and everyday thought. Colby's program features a sequence of courses dealing with the history of philosophical thought, as well as courses treating the major subfields of philosophy.

Requirements for the Major in Philosophy

To complete the major in philosophy, a student must take a minimum of 10 courses, at least three of which must be at or above the 300 level and no more than two of which may be at the 100 level. Those courses must include Ancient Philosophy 231; Modern Philosophy 232; one course in logic, either 151 or 158; one course in metaphysics and epistemology chosen from 239, 274, 317, 338, 353, 373, 376; one course in values chosen from 211, 218, 234, 236, 272, 311, 374; one course in diversity chosen from 213, 215, 221, 272, 311, 312, or a pre-approved course in non-Western philosophy; and four additional courses in philosophy, only one of which can be from 483/484, 491/492 and none from 277/278. In addition to the 10 courses, students must enroll in one year of the philosophy colloquium series (201 and 202). Students should consult the department about special topic course offerings (297, 298, 397, 398) that may satisfy the area requirements in logic, values, diversity, and epistemology/metaphysics.

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. 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. The six courses must

include (1) Ancient Philosophy 231 or Modern Philosophy 232; (2) one additional course in the history of Western philosophy selected from Philosophy 231, 232, 352, 353, 359, 373, 374, 378; and (3) four additional courses, no more than one of which may be at the 100 level.

Course Offerings

[111] Central Philosophical Issues: Self and Society An introduction to philosophy by consideration of two of its central branches: social and political philosophy and ethics. Issues addressed are: moral absolutes, the social contract, political power, individual rights, economic justice, the good society. Readings from Plato, Locke, Mill, Marx, Malcolm X, and Orwell. *Four credit hours.* S.

114fs Central Philosophical Issues: Nature and God An introduction to philosophy focusing on epistemology (the theory of knowledge) and metaphysics (the theory of the basic nature of the universe) through issues in philosophy of religion. *Four credit hours.* L.
EDELGLASS, LASCANO

126f Philosophy and the Environment An examination of who we are in relation to our natural environment with an emphasis on the moral dimension of this relationship. Part of the Integrated Studies Program; requires concurrent enrollment in Biology 131 (lab section C), English 126. *Four credit hours.* S. EDELGLASS

[133] Philosophy in the First Half of the 20th Century Pragmatism, Pluralism, Positivism, and Professionalization. This period saw philosophy gradually (and somewhat painfully) settle into the role of an academic discipline among others, rather than the discipline prior to and more fundamental than other disciplines. An examination of the "divorce" between philosophy and psychology, and an assessment of attempts by philosophers to locate language, experience, or culture as the proper subject matter for their discipline. How World War I, the theory of relativity, immigration, and industrialization shaped the discipline philosophy was becoming. Part of the Integrated Studies Program; requires concurrent enrollment in English 133. *Four credit hours.* S.

135s Puzzles and Paradoxes An introduction to some of the central concepts, problems, and methods of contemporary philosophy by engaging with an assortment of perplexing problems that inevitably arise when thought turns in on itself. Dilemmas of decision theory and paradoxes of rationality are among the topics covered. *Four credit hours.* COHEN

[136] Philosophy in the Post-War Era, 1945-70 An introductory, interdisciplinary survey of philosophy using themes from the post-war period, including existentialism and the meaning of life, the intellectual foundations of religion, scientific "truth" and the responsibilities of scientists, war and pacifism, social justice, civil disobedience, and free speech. Part of the Integrated Studies Program; requires concurrent enrollment English 136. *Four credit hours.* S.

139f Medical Ethics An examination of ethical problems in health care and public policy, including problems that arise in connection with abortion, euthanasia, human cloning, gene therapy, human and animal experimentation, resource allocation, and advance directives. Our purpose will be to understand and appreciate the ethical questions raised by these issues and to consider and critically evaluate some prominent positions and arguments concerning them. Some key concepts of ethical theory will be discussed, including utilitarianism, individual rights, welfare, and autonomy. Part of Integrated Studies Program; requires concurrent enrollment in English 139. *Four credit hours.* RAIBLEY

151f Logic and Argumentation A survey of the theory and practice of rational argumentation. Diagramming, fallacy identification, and propositional logic, the formal and critical tools needed for argument analysis, are developed in order to enhance the ability to understand, construct, and critically evaluate arguments. Not open to students with credit for Philosophy 152 or 158. *Four credit hours.* Q. COHEN

[158] Formal Logic A survey of the techniques of formal reasoning, and the nature of logic systems, with applications in ordinary language. Propositional logic, predicate logic, and Boolean systems. Not open to students with credit for Philosophy 151 or 152. *Four credit hours.* Q.

175f Ancient Greek Thought An interdisciplinary introduction to ancient Greek philosophy that begins with its emergence out of mythological patterns of thought and then examines the work of the Greek Sophists, continuing on to Socrates, Plato, and Aristotle, focusing on their account of the relationship between morality, religion, and argumentation. Requires concurrent enrollment in Anthropology 175. May not be substituted for Philosophy 231 in the major or minor. *Four credit hours.* S. MCPHERRAN

201f, 202s Philosophy Colloquium A year-long colloquium series of presentations from faculty and invited speakers on topics of current philosophical interest. Students are expected to attend all the colloquia, read the papers beforehand, and, with mentors, prepare questions to be asked of the presenters. *One credit hour for completion of two semesters of the series. Prerequisite:* Philosophy major or minor. COHEN

211f Moral Philosophy An introduction to three major philosophical approaches to ethics: utilitarianism, Kantian ethics, and virtue ethics. Includes moral decision-making procedures, theory evaluation, the relation of law and morality, and such special topics as self-respect, snobbery, moral luck, and saintliness. *Four credit hours.* S. CALHOUN

[212] Philosophy and Technology An exploration of the causes and social effects of technology, principally during the 19th and 20th centuries. Topics will include the human tendency toward control, the ethics of technological development and implementation, and the relationships between technology and social organization. Emphasis on communications, military, information, biological, and medical technologies. *Four credit hours.*

[213] 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, D.

215f 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. Formerly offered as Philosophy 155. *Four credit hours.* S, D, U. GORDON

[218] Philosophy of Law An exploration of central philosophical issues in law. Topics include the nature of legal systems, the political, social, and ethical implications of laws, and their administration, justice, and legal reasoning. Readings from philosophers, jurists, and legal cases. *Four credit hours.* S.

231f 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 Sceptics, and the Stoics. *Four credit hours.* **H.** GORDON

232s History of Modern Philosophy Central philosophical issues in the modern period, from Descartes to Kant, with emphasis on metaphysics and epistemology. *Four credit hours.* **H.** CALHOUN

234s Philosophy and Art An introduction to the most significant philosophical issues raised by the production and experience of art: the nature of art, aesthetic experience, aesthetic judgment, aesthetic interpretation, expression, representation, art and emotion, art and nature, and the moral and political dimensions of art. *Four credit hours.* EDELGLASS

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

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

253j Skepticism East and West For almost as long as there have been claims to knowledge, there have been skeptical challenges to those claims. The variety of skeptical arguments seems endless, ranging from considerations of human fallibility, cultural relativity, and the elusiveness of truth to ethical objections about the arrogance of dogmatism and metaphysical speculation about brains-in-vats and other matrix-like scenarios. Skepticism is an irrepressible phenomenon for all times and all cultures. This course will engage with a variety of skeptical texts from different historical eras and different cultures as well as responses to them. *Prerequisite:* A prior course in philosophy. *Three credit hours.* COHEN

[258] Advanced Logic Further investigations into symbolic logic and its extensions, with special attention to modal logic and some attention to metatheoretic results. *Prerequisite:* Philosophy 151 or 158. *Four credit hours.*

272s Applied Ethics An examination of philosophical approaches to contemporary debates about affirmative action, euthanasia, gay rights, environmental ethics, abortion, workfare, prostitution, speech codes, and capital punishment. Special attention to the structure of philosophical arguments on these issues and the key theoretical frameworks and concepts used by philosophers. *Four credit hours.* **S, D, U.** CALHOUN

274s Philosophy of Religion A treatment of the principal philosophical problems concerning the nature and justification of religious belief. Topics include the classic arguments for God's existence, the nature of the divine attributes, the problem of evil, mystical experience, the role of religion in ethics, and the relation of faith to reason. *Prerequisite:* One course in philosophy or religious studies. *Four credit hours.* **S.** LASCANO

277fs Reuman Reading Group Faculty-student reading groups arranged for the purpose of informal, but regular and structured, discussions of philosophical texts. May be repeated for additional credit. Nongraded. *Prerequisite:* Permission of the instructor. *One credit hour.* COHEN

297f Indian Philosophy An introduction to early Indian texts, including the *Vedas*, *Upanishads*, and the *Bhagavad-Gita*; followed by a careful study of classic Hindu and Buddhist philosophies; culminating in the reading of some of the important Indian philosophical texts written during the 20th century. *Four credit hours.* EDELGLASS

298s Science and Pseudoscience An introduction to early Indian texts, including the *Vedas*, *Upanishads*, and the *Bhagavad-Gita*; followed by a careful study of classic Hindu and Buddhist philosophies; terminating with some of the important Indian philosophical texts written during the 20th century. *Four credit hours.* LASCANO

311f Contemporary Currents in Ethical and Political Theory: Multicultural and Global Citizenship Recent political theorizing as it relates to cultural and social differences and global poverty. Topics include John Rawls's conception of just institutions, Rawlsian-based arguments for gay and lesbian rights and for protective rights for minority and indigenous cultures, the nature of culture in "multiculturalism," and the moral responsibility of members of wealthy developed nations to the global poor. *Prerequisite:* Two courses in philosophy. *Four credit hours.* D, I. CALHOUN

[312] Feminist Philosophical Literature An in-depth investigation of feminist philosophers' critiques and reconstructions of contemporary themes in ethics, political theory, and theory of knowledge. *Prerequisite:* Six credit hours in philosophy and/or women's, gender, and sexuality studies. *Four credit hours.* S, D, U.

314s 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, Luxemburg, Gramsci), cultural criticism (Marcuse, Adorno), feminism (Hartmann), and aesthetic theory (Jameson, Williams, Eagleton). *Four credit hours.* S. GORDON

[317] Philosophy of Science A consideration of some major 20th-century conceptions of what scientists aim to do, what theoretical structures they employ in pursuing their aims, and what legitimates these structures. Science seems to be constrained by experience in distinctive ways, but it also ventures far beyond experience in pursuing its theoretical and explanatory aims. These issues approached historically by examining the rise and fall of the project known as logical empiricism (or logical positivism). *Prerequisite:* One course in philosophy. *Four credit hours.*

[338] Philosophy of Language Philosophy has taken a linguistic turn in the 20th century: philosophers have come to suppose that reflection on the nature of language and the linguistic representation can help solve long-standing philosophical problems. The development of the philosophy of language and its success, with special attention to the role of metaphor. *Prerequisite:* Philosophy 151, 152, or 158. *Four credit hours.*

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

353f Contemporary Analytic Philosophy Analytic philosophy in this century is the product of philosophical analysis and foundational empiricism. On occasion, they have appeared as complementary, but there is a deep tension between them as to the nature of philosophy itself. An exploration of the transformations of philosophy that have resulted. *Prerequisite:* Philosophy 232. *Four credit hours.* COHEN

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

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

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

[376] Philosophical Psychology A focus on philosophical accounts of the nature of mind and psychological phenomena, including the relation of mind to body, the significance of consciousness to having a mind, theories of emotion, and the problem of determining personal identity over time. Authors studied include Descartes, William James, Freud, Skinner, and Ryle. *Prerequisite:* Six semester hours in philosophy. *Four credit hours.* **S.**

378s Contemporary Continental Philosophy An exploration of the most significant themes and thinkers in recent French and German thought in the areas of phenomenology, hermeneutics, critical theory, structuralism, and deconstruction. *Four credit hours.*
EDELGLASS

392s Philosophy Seminar: Plato A close reading of several of Plato's dialogues, working toward a holistic understanding of his philosophical project. The focus is primarily on the interpretive strategy that treats philosophically the dialogues' dramatic and literary elements. *Prerequisite:* Philosophy 231. *Four credit hours.* GORDON

397f Metaphysics Metaphysics, according to Aristotle, is the study of being qua being. Topics include the structure of being, focusing on questions concerning properties, possibilities, persistence, and causation; what there is (ontology) and the essence of identity; and whether properties are universals, what aspect of reality grounds truths about what is and is not possible, what it means to say that something persists through time, and the nature of causation. *Four credit hours.* LASCANO

483f, 484s Philosophy Honors Program Research conducted under the guidance of a faculty member and focused on an approved topic leading to the writing of a thesis. A 3.25 major average at the end of the senior year, 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

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

PHYSICS

In the Department of Physics and Astronomy.

Chair, PROFESSOR CHARLES CONOVER

Professors Robert Bluhm, Murray Campbell, and Conover; Associate Professor Duncan Tate; Assistant Professor Virginia Long; Teaching Assistant Lisa Lessard

The department seeks to train students to think analytically in terms of the fundamental principles of physics. We provide meaningful and welcoming courses to a diverse group of students who are majors in physics and astronomy, majors in other sciences, and majors in departments outside the sciences. Subject matter in introductory courses is selected to illustrate basic phenomena of nature, their regularity, and their technological applications. The Physics 141-142 course sequence provides a solid basis for further work in physics as well as preparation for medical school and advanced study in other sciences. These courses also provide excellent preparation for students who plan to enter professions such as law, teaching, and business. 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 and molecular physics, condensed-matter physics, theoretical physics, and infrared astronomy. All faculty 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. This program is coordinated by the Physics Department but does not require a physics major at Colby. Students should consult with the engineering advisor before selecting their first-semester courses.

Physics 141, 142, 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, field experience, 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.

Required Physics Courses (unless exempted by Advanced Placement)

| | |
|----------------|---|
| <i>Physics</i> | 141 Foundations of Physics I (or 143 Honors Physics) |
| | 142 Foundations of Physics II |
| | 241 Modern Physics I |
| | 242 Modern Physics II |
| | 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)

| | |
|-------------------------|--|
| <i>Computer Science</i> | 151 Structured Programming and Elementary Algorithms |
| <i>Mathematics</i> | 121 Calculus I (or 131 or 161 Honors Calculus) |
| | 122 Calculus II (or 162 Honors Calculus) |
| | 253 Linear Algebra |
| | 302 Vector Calculus |
| | 311 Introduction to 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.

| | |
|---|--|
| <i>Astronomy</i> | 231 Introduction to Astrophysics |
| <i>Biology</i> | 274 Neurobiology |
| <i>Chemistry</i> | 255 Nuclear Magnetic Resonance |
| | 341 Physical Chemistry |
| <i>Geology</i> | 226 Optical Mineralogy |
| <i>Mathematics</i> | 332 Introductory Numerical Analysis |
| | 352 Complex Variables |
| <i>Physics</i> | 254 Essential Electronics |
| | 311 Classical Mechanics |
| | 321 Electricity and Magnetism |
| | 332 Thermodynamics and Statistical Mechanics |
| | 333 Experimental Condensed Matter Physics |
| | 334 Experimental Atomic Physics |
| | 335 General Relativity and Cosmology |
| | 336 Condensed-Matter Physics |
| | 338 Nuclear and Particle Physics |
| | 431 Quantum Mechanics |
| | 432 Advanced Quantum Mechanics |
| <i>Science, Technology, and Society</i> | 215 Global Change: Environmental Science and Society |

Honors Program 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 (Physics 254, 333, 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, 302, 311, 352, Physics 254, 311, 321, 332, and 431.

Requirements for the Minor in Physics

Physics 141 (or 143), 142, 241, 242 (or a physics course numbered 300 or above), 493; Mathematics 121 (or 131 or 161), 122 (or 162).

Course Offerings

[115] The Shadow of the Bomb More than 50 years ago the United States tested and then used nuclear weapons. The bombs resulted from the leaps we made during the 20th century in understanding the laws of nature. The creation of nuclear weapons and the accompanying technology has shaped both the scientific and political worlds since that time. Topics include the physics of atoms and nuclei, the technology of nuclear weapons and nuclear power, the creation and use of the first nuclear bomb during World War II, the post-war, and present eras, including a study of the development of hydrogen bombs, nuclear power, nuclear waste, and the proliferation of nuclear weapons. A working knowledge of high school algebra is required, but no previous study of physics is assumed. *Three credit hours.* N.

141f, 142s Foundations of Physics I A calculus-based survey of mechanics of solids, momentum, work and energy, gravitation, waves, electromagnetism, and optics. Lecture, laboratory, and discussion. *Prerequisite:* A working knowledge of high school or college calculus, or concurrent enrollment in Mathematics 121 or 161. Physics 141 or 143 is prerequisite for 142. *Four credit hours.* N. TATE

143f Honors Physics Motion, forces, conservation laws, waves, gravity, Einstein's special relativity, and nuclear physics. A course for students who have had substantial physics and calculus courses in high school. May not be taken for credit if the student has earned credit for Physics 141. Lecture and laboratory. *Four credit hours.* N. BLUHM

231s Introduction to Astrophysics Listed as Astronomy 231 (q.v.). *Four credit hours.* N. CAMPBELL

241f Modern Physics I Special relativity, Planck blackbody radiation, the basis of quantum mechanics, and the Schroedinger equation. Lecture and laboratory. *Prerequisite:* Physics 142 and Mathematics 122 or 162. *Four credit hours.* LONG

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

254s Essential Electronics An introduction to modern scientific electronics, emphasizing laboratory work and including theory, problem solving, and circuit design. From simple, direct-current devices to digital integrated circuits, microcomputer instrumentation, and analog signal processing. Normally offered every other year. *Prerequisite:* Physics 142. *Four credit hours.* CONOVER

311s Classical Mechanics Newton's laws, oscillatory motion, noninertial reference systems, classical gravitation, motion of rigid bodies, and Lagrangian and Hamiltonian mechanics. Lecture and discussion. *Prerequisite:* Physics 142 and Mathematics 122 or 162. *Four credit hours.* TATE

321f Electricity and Magnetism A theoretical treatment of electrostatics and magnetostatics in vacuum and material media through Maxwell's equations. Lecture and discussion. *Prerequisite:* Physics 142 and Mathematics 302. *Four credit hours.* CAMPBELL

332s Thermodynamics and Statistical Mechanics Concepts of temperature, energy, entropy, heat, and work and their thermodynamic relations as developed from a microscopic point of view. Single and multicomponent systems are discussed, using both classical and quantum statistics. Lecture and discussion. Normally offered every other year. *Prerequisite:* Physics 241 and Mathematics 122 (or 162). *Four credit hours.* BLUHM

[333] Experimental Condensed Matter Physics Modern experimental techniques of condensed matter physics are used to investigate the vibrational, electrical, and optical properties of materials. Phenomena to be studied may include the Hall effect in semiconductors, superconductivity in Josephson junctions, phonons in crystalline compounds, molecular symmetry breaking of C₆₀, and surface plasmons of metal island films. Photolithographic techniques may be learned in conjunction with studying electrical properties. *Prerequisite:* Physics 242. Physics 336 is strongly recommended but not required. *Three credit hours.*

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

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

336f 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.* LONG

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

401f, 402s Senior Physics and Astronomy Colloquium Discussion of topics of current interest in physics and/or astronomy. Required for all senior physics majors. *One credit hour for the year.* BLUHM, LONG

415f, 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 to three credit hours.*

431f Quantum Mechanics Nonrelativistic quantum mechanics, including Schrodinger theory, operator algebra, angular momentum, and applications to simple atomic systems. Lecture and discussion. *Prerequisite:* Physics 242 and Mathematics 253. *Four credit hours.* CONOVER

[432] Advanced Quantum Physics Quantum mechanics of atoms in external fields, including time-independent and time-dependent perturbation theory, treatment of identical particles, angular momentum addition, and a quantum description of light. Lecture and discussion. *Prerequisite:* Physics 321 and 431. *Four credit hours.*

483f, 484s Independent Honors Project Research conducted under the guidance of a faculty member and focused on an approved topic leading to the writing of an honors thesis. *Two to four credit hours.*

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

PSYCHOLOGY

Chair, PROFESSOR THANE PITTMAN

Professors Pittman, Diane Winn, and Edward Yeterian; Associate Professor Tarja Raag; Assistant Professors Yulia Chentsova Dutton and Ayanna Thomas; Visiting Assistant Professors John Bulevich and Jennifer Yates; Faculty Fellow Jean Burr; Research Scientist Joseph Atkins; Teaching Associate Colleen Burnham

The Psychology Department seeks to fulfill three objectives. The first is to prepare students for graduate work in psychology and ultimately for professional careers as teachers, researchers, and practitioners. The second is to prepare students majoring in psychology to enter the business or professional community with a strong background in human behavior and its determinants. The third is to provide courses for students majoring in other fields for whom psychological knowledge may be useful. Laboratories are equipped for faculty and students to conduct original research in human cognitive, developmental, cultural, social, and personality phenomena and include animal facilities for neuroscience research. All laboratories, as well as a data center for student use, are equipped with computers having Internet access.

The concentration in neuroscience allows students to explore an interdisciplinary field at the interface of psychology and biology. This program prepares students for graduate study or employment in psychology as well as in neuroscience and related biomedical fields.

The department stresses the scientific approach to the study of human behavior and requires a fairly extensive set of quantitative and experimental courses for all majors. Each student conducts independent research as an integral part of the major.

Requirements for the Major in Psychology (Beginning with the Class of 2009)

Psychology 111, 214, 215, 415; at least two courses from 251, 253, 254, 255; at least two courses from 232, 233, 236, 272; at least one seminar with an associated course in collaborative research; at least one other 300-level course.

Requirements for the Major in Psychology (Through the Class of 2008)

Either Psychology 121 and 122 or 111; 214, 415; at least two courses from 251, 253, 254, 255; at least two courses from 236, 237, 239, 256, 259, 274, 297/8, 354, 374; at least two courses from 232, 233, 236, 272; at least two more 200-level courses; at least two courses numbered 300 or higher, one of which must be a seminar.

One year of laboratory experience in the natural sciences is recommended.

Requirements for the Major in Psychology: Neuroscience (Beginning with the Class of 2009)

Psychology 111, 214, 215, 233, 235, 415; at least one course from 251, 253, 255; at least one course from 333, 372, 374, 398C; ; at least one seminar with an associated course in Collaborative Research. In addition, Biology 163, 164, or 175 or 176 and 179, 274. In addition, at least one biology course from 225/297, 232, 276, 279, 312, 315, 357, 373, 374.

Requirements for the Major in Psychology: Neuroscience (Through the Class of 2008)

Either Psychology 121 and 122 or 111; 214, 233, 235 or 238, 415; at least three courses from 232, 236, 254, 259, 272; at least one course from 251, 253, 255; at least one course from 333, 372, 374, 398C; at least one additional course numbered 300 or higher. In addition, Biology 163, 164, or 175 or 176 and 179, 274. In addition, at least one biology course from 225/297, 232, 276, 279, 312, 315, 357, 373, 374.

The point scale for retention of the major applies to all courses offered toward the major as prescribed above. All requirements for the major must be met in conventionally graded courses.

Honors in Psychology or Psychology: Neuroscience

Students seeking to participate in the honors program must make formal application to the department during the junior year. In addition to fulfilling the basic requirements for the psychology major, students must take one additional course in psychology numbered above 300 and complete the honors research sequence (Psychology 483, 484). Upon vote of the department, the student will be awarded his or her degree "With Honors in Psychology" or "With Honors in Psychology: Neuroscience."

Attention is also called to the Senior Scholars Program.

The department no longer offers a minor in psychology as of fall 2005. For those students who declared a minor in psychology before the end of the 2004-2005 academic year, the requirements for the minor in psychology are Psychology 121 and 122 or 111, 214; at least one course from 251, 253, 254, 255; at least one course from 232, 233, 236, 272; at least one other 200-level course; at least one course at the 300 or 400 level.

Course Offerings

111fs Introduction to Psychology An examination of classical and contemporary topics in psychology: history and systems, research methods, physiological psychology, sensation and perception, consciousness, learning and memory, cognition and language, development, motivation and emotion, intelligence, personality, psychopathology, and social psychology. Participation in psychological research is required. *Four credit hours.*

S. FACULTY

214fs Research Methods and Statistics in Psychology I Discussion of techniques used in conducting behavioral research. Includes literature survey, hypothesis formulation, control techniques, and research design as well as descriptive and inferential statistics. Lecture and laboratory. *Prerequisite:* Psychology 111 or 121, 122. *Four credit hours.* Q.

WINN

[215] Research Methods and Statistics in Psychology II Continuation of Psychology 214. Topics include design, analysis, and interpretation of complex factorial studies, consideration of advanced methodological issues in design of experiments, and written communication of experimental research. Laboratory culminates with a completed original research project. Lecture and laboratory. *Prerequisite:* Psychology 214. *Four credit hours.*

232f Cognitive Psychology The human information processing system; how stimulus information is transformed, stored, retrieved, and used. Emphasis on theoretical models grounded in empirical support. Topics include pattern recognition, attention, memory, reasoning, language processes, decision making, and problem solving. *Prerequisite:* Psychology 111 or 121. *Four credit hours.* THOMAS

233f Physiological Psychology The study of neural mechanisms underlying cognitive processes and behavior, including the ways in which the nervous system subserves sensory coding and perception, movement, motivation, emotion, consciousness, learning, and memory. Includes historical antecedents and integration of animal experimental and human clinical data. *Prerequisite:* Psychology 111 or 121. *Four credit hours.* YATES

235f Laboratory in Brain and Behavior A laboratory supplement to Psychology 233. Major emphasis on techniques that enhance the understanding of brain-behavior relationships. Cannot be counted toward the psychology major or minor. *Prerequisite:*

Concurrent or prior enrollment in Psychology 233 and permission of the instructor. *One credit hour.* YATES

236s Drugs, Brain, and Behavior A consideration of the relationships among drugs, the nervous system, conscious experience, and behavior. The history as well as the psychopharmacology of a wide variety of licit and illicit substances will be surveyed—including alcohol, nicotine, caffeine, cocaine, amphetamines, marijuana, psychedelics, opiates, prescription drugs, and over-the-counter medications. *Prerequisite:* Psychology 111 or 121. *Four credit hours.* YATES

[251] Theories of Personality An examination of historical and current perspectives on the study of personality. Psychoanalytic, dispositional, sociocultural, and existential-humanistic theories of personality are covered. In addition, issues relevant to the study of personality, such as personality assessment, the stability and continuity of personality traits, and disorders of personality, are included. *Prerequisite:* Psychology 111 or 121, 122. *Four credit hours.*

253s 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 or 121, 122. *Four credit hours.* PITTMAN

254f Abnormal Psychology An examination of major paradigms, current issues, and research in abnormal psychology. Includes definitions and conceptualizations of abnormality, diagnostic classification, epidemiology, etiology, methods of assessment, and clinical intervention strategies as applied to the major categories of mental disorder. Special topics such as the sociocultural context of psychopathology, the biological/genetic risk factors, and the importance of co-morbidity in the study of psychopathology are addressed. *Prerequisite:* Psychology 111 or 121, 122. *Four credit hours.* DUTTON

255s Child Development Principles of psychological development from conception through preadolescence, from a biological, sociocultural, and psychodynamic perspective. *Prerequisite:* Psychology 111 or 121, 122. *Four credit hours.* BURR

[256] Adolescent and Adult Development Principles of psychological development from adolescence through senescence. Focus is on the individual's typical attempts to cope with changes in physical structure, social roles, and personal identity. Emphasis is on the application of theoretical concepts to research findings. *Prerequisite:* Psychology 255. *Four credit hours.*

257f Educational Psychology Psychological principles applied to problems of education. Principles of developmental psychology, educational testing and measurement, child and adolescent problems, and pathology. For related practicum courses, see the Education Program. Cannot be counted toward the psychology major or minor. *Prerequisite:* Sophomore standing or above. *Four credit hours.* S. BURR

272s 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 or 121. *Four credit hours.* BULEVICH

335f Developmental Psychology Seminar An examination of research and theory in developmental psychology, with an emphasis on current issues. Topics may include nonverbal behaviors, facial expressions, social development, cognitive development,

gender development, infancy, adolescence, or aging. *Prerequisite:* Psychology 255. *Four credit hours.* BURR

336f 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; concurrent enrollment required in Psychology 337. *Prerequisite:* Psychology 214, 253. *Four credit hours.* PITTMAN

337f 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.* PITTMAN

[352] Sex and Gender Seminar An examination of the human experience from the perspective of research/theory on sex and gender. Topics include biological processes, social behavior, personality, cognition, health, stereotypes, gender roles, gender identity, sexuality. Emphasis on sex-based behaviors and gender-based behaviors from a developmental perspective. *Prerequisite:* Psychology 255. *Four credit hours.*

[354] Psychological Testing and Assessment An examination of the methodological foundations of psychological testing, assessment, and measurement that stresses both benefits and limitations of testing in practice. *Prerequisite:* Psychology 214, and Psychology 251, 254, or 255. *Four credit hours.*

[355] Psychopathology Seminar An examination of primary literature focusing on empirical, conceptual, and methodological issues and controversies in the field of psychopathology. Topics drawn from the major domains of mental disorder (e.g., schizophrenia, personality disorders, mood disorders). Issues may include symptomatology; assessment and diagnosis of disorder; social, biological, and genetic factors contributing to disorder; and approaches to management and treatment. *Prerequisite:* Psychology 254. *Four credit hours.*

[372] Seminar: Cognitive Neuroscience An exploration of cognition as information processing, beginning with an investigation of the neural mechanisms that instantiate cognitive ability, with an in-depth evaluation of perceptual abilities and deficits. Likely topics include hemispheric specialization, visual perception, attention, memory, emotion, reasoning, and cognitive aspects of sexual differentiation. Primary literature will be used to evaluate contemporary theories. *Prerequisite:* Psychology 232 or 233 or 272. *Four credit hours.*

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

415f, 416s Psychological Research Each student will conduct a research project on a question about human or animal behavior or mental processes. The question will be addressed by analyzing and synthesizing scientific literature (415). The investigation may include data collection (416). The project will integrate the knowledge and skills acquired in Psychology 214 and one or more content areas of the discipline. Students must apply to department during previous academic year. *Prerequisite:* Psychology 214, content area

courses relevant to the research topic, and junior or senior standing in the major. *Two credit hours.* FACULTY

483f, 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. *Three credit hours.* FACULTY

491f, 492s Independent Study Individual projects, under faculty supervision, in areas in which the student has demonstrated the interest and competence necessary for independent work. Cannot be counted toward the psychology major or minor. *Prerequisite:* Permission of the instructor. *One to four credit hours.* FACULTY

RELIGIOUS STUDIES

Chair; PROFESSOR DEBRA CAMPBELL

Professors Campbell and Nikky Singh; Assistant Professor Carleen Mandolfo

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); history of Christianity (216, 236, 259); biblical literature (233, 234); 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 Scholar project.

The point scale for retention of the major applies to all courses that count toward the major.

Honors Program in Religious Studies

Students majoring in religious studies who have a grade point average of 3.50 or higher in the major may apply during the junior year for admission to the honors program. Proposal and bibliography must be submitted to the department chair by April 15. 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); history of Christianity (216, 236, 259); biblical literature (233, 234); three religious studies courses at the 300 level or above. The three 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

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|---------------------|--|
| <i>Anthropology</i> | 354 Native American Religion and Empowerment |
| <i>Art</i> | 475 Seminar in Devotional Art |

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| <i>English</i> | 349 | Modern Jewish Writing: From the Diaspora to the Modern Israeli Novel |
| | 398 | Feminism, Faith, and Fratricide in Jewish Women's Writing |
| <i>Government</i> | 251 | Israelis and Palestinians: Conflict and Accommodation |
| | 252 | Politics of the Middle East |
| <i>History</i> | 181 | Jewish History I: From Antiquity to 1492 |
| | 182 | Jewish History II: From 1492 to the Present |
| | 215 | Heresy, Humanism, and Reform |
| | 313 | Women in Medieval and Early Modern Europe |
| | 317 | The Gothic Moment: Paris and the Isle-de-France, 1100-1250 |
| | 384 | Dilemmas of Modern Jewish Identity |
| | 386 | Anti-Semitism |
| | 411 | Sainthood and Popular Devotion in the Middle Ages |
| | 413 | Joan of Arc: History, Legend, and Film |
| <i>Music</i> | 117 | Music and the Divine |
| <i>Philosophy</i> | 114 | Central Philosophical Issues: Nature and God |
| | 274 | Philosophy of Religion |
| <i>Sociology</i> | 235 | Sociology of Religion |

Course Offerings

117f A Passage to India: India and the Western Imagination Beginning with Walt Whitman's romantic journeys toward the "soul" of the universe, the course will study Western attitudes towards India and India's encounter with Western culture in return. Literature and film include *Clear Light of Day*, *Salam Bombay*, *Siddhartha*, *The Razor's Edge*, *Gitanjali*, *Interpreter of Maladies*, *Bend It Like Beckham*, and *Four Quartets*. *Four credit hours*. L, D. SINGH

[119] 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 *Vedas*, *Upanishads*, *Bhagavad-Gita*, and *Heart Sutra*. *Three credit hours*. D.

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

[154] Islam and the Middle East An introduction to Islam, beginning with Muhammad and the Qur'an and exploring the major beliefs, practices, and institutions of this religion. Consideration to the diversity within Islam (e.g., Sunni, Mu'tazilite, Sufi, Shi'ite, etc.) as well as to its general characteristics. Attention both to Islam in its formative period and to Islam as a dominant religion in the contemporary Middle East. *Three credit hours*. S, D, I.

[198j] Catholics in Film and Fiction An examination of Catholic popular culture, primarily in North America, focusing on its expression in a diverse collection of fictional and cinematic renderings of Catholic spirituality, community, ethnicity, and soul-searching in the 20th and 21st centuries. *Three credit hours.*

211f Religions of India A study of Hinduism, Buddhism, Jainism, Sufism, and Sikhism with a focus upon their religious texts and the cultural context within which they developed. An examination of the relationship these religious traditions have to one another, their metaphysical understanding of reality, their theories of self, and their views of the social—as expressed in ritual, myth, art, and poetry. *Four credit hours.* **S, D.** SINGH

212s 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, and the tea ceremony, etc.), and the psychological and artistic practices of Tibet. *Four credit hours.* **S, D.** SINGH

216s Church History and Theology in Medieval Europe Listed as History 216 (q.v.). *Four credit hours.* **H.** TAYLOR

217f 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. *Four credit hours.* **H.** CAMPBELL

233f Introduction to Hebrew Scriptures An examination of the Law, prophets, and writings of the Hebrew bible as illuminators of the socio-historical world of ancient Israel and as works of literature in their own right. Priority will be given to understanding the literature in a manner consistent with our knowledge of the culture that influenced the ancient authors, with secondary focus on modern interpretations (and misinterpretations). *Four credit hours.* **L.** MANDOLFO

234s Introduction to the Christian Scriptures Intended as a sequel to Religious Studies 233; an introduction to the specifically Christian scriptures (the Old Testament Apocrypha and the New Testament). Beginning with the intertestamental period, an exploration of the literature that reflects the background and earliest stages of the Christian movement. Attention is given to the historical and cultural context of the literature and to the development of early Christian theology and its significance for the contemporary world. *Four credit hours.* **L.** MANDOLFO

236f Christianity from the Reformation to the Present Turning points in the history of Christianity from the Protestant and Catholic reformations of the 16th century to the present. The expansion of Christianity through missionary and colonial enterprises, the ever-increasing diversity within Christianity from the 16th century onward, and Christian responses to the Enlightenment, feminism, institutionalized racism, the Holocaust, totalitarianism, the cultures of indigenous peoples, and a broad spectrum of technological changes from the printing press to modern reproductive technologies. *Four credit hours.* **H.** CAMPBELL

[256] Religion in Film and Fiction An examination of selected works in American literature, with emphasis on the manner in which the authors treat biblical and religious

themes, characters, and narratives. With reference to these works and films based upon them, students pursue related questions about the place of myth, symbol, and imagery in American thought and culture. *Four credit hours.* L.

257s Women in American Religion An examination of women in North American religions from colonial times to the present, exploring the religious experiences of ordinary women as well as those of famous religious leaders, heretics, and prophets. Close attention paid to the ways in which women have adapted patriarchal religions to their own needs and developed their own spiritualities, as well as to the emergence and development of feminist critiques of organized and civil religion. *Four credit hours.* H, D. CAMPBELL

[259] 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, liberation theology, and Catholic teachings on issues such as sexuality, capital punishment, medical ethics, social justice, and the role of women in the church. *Four credit hours.*

[275] Contemporary Wicca: Formalists, Feminists, and Free Spirits The history, the historicity, and the practice of contemporary Wicca on this continent. Wicca, one of the fastest growing religions in North America, and often erroneously confused with Satanism, is an earth-based religion centered on Goddess (and God) imagery that stresses the sacredness of each individual and all of life. Extensive readings and some videos on the thea/ology, rituals, practices, and political activism of Wiccans. Experiential components (which may include e-mail discussions with Wiccans, ritual design, participation in an open circle, or personal use of divination) and questions: How does the centrality of feminine divine imagery affect the development, structures, and practices of this religion? To what extent has feminism shaped Wicca in the United States and Canada? Why are so many Wiccans also activists, and why is there so much public resistance to and discrimination against Wiccans? *Three credit hours.* D.

297Af 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. *Four credit hours.* MANDOLFO

297Bf Popular Indian Film: Religion, Aesthetics, and Morality We enter the cinematic world of a rapidly changing and globalizing India to study the interplay of goddesses and heroines, mythology and reality, good and evil, modernity and tradition. How does the make-believe world of Indian cinema express authentic religious experience? How does it make use of the traditional aesthetic theory of *rasa*? What moral values does it propagate? How does it depict the Asian and Western worlds? *Four credit hours.* SINGH

[312] South Asian Women at the Crossroads: Tradition and Modernity The departure of the British and the partition of the Indian subcontinent created a new world in which indigenous traditions, Western imperialism, and independence deeply affected women and the rise of the women's movement. A study of both South Asian women who live in the subcontinent and those who have made their homes abroad, focusing on issues of gender, race, and class. In the writings of South Asian women, literary ideals, religious traditions, and societal issues overlap; caste and hierarchy, colonialism and its aftermath, sexuality, and the search for identity emerge vigorously in their speeches, novels, biographies, and poetry. *Four credit hours.* L, D, I.

[315] North American Women's Spiritual Narratives An examination of North American women's spiritual narratives (autobiographical and fictional) from the colonial era to the present. Explores how female authors in different times and from a variety of traditions have inscribed their most profound spiritual experiences (including those of marginalization and diaspora) into personal narratives that often challenge the spiritual and religious teachings dominant in the communities in which they were raised. *Prerequisite:* One of the following: Religious Studies 216, 217, 236, or 257. *Four credit hours.*

[316] Seminar: Contemporary Western Theology Following a brief recapitulation of early 20th-century theology and the religious crisis of the world wars, an intensive study of a variety of theological developments since mid-century, including post-Holocaust Jewish, feminist, Native American, black, Christian-Buddhist, liberation, process, and eco-theologies. *Prerequisite:* One of the following: Religious Studies 217, 236, 257, or 259. *Four credit hours.*

317s 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, D, I.** SINGH

[332] Contemporary North American Spirituality In contrast to theology (formal discourse about God and divine-human relations), the field of spirituality focuses upon the specific efforts of individuals to achieve communion (or even union) with God. The variety of ways that "ordinary people" and famous mystics within the Judeo-Christian tradition have sought to nurture close relations with God, covering the period from the rise of Christianity through the present day. *Prerequisite:* One of the following: Religious Studies 217, 236, 257, or 259. *Four credit hours.*

334s Religion and World War II An examination of religious and spiritual responses to the Second World War (including the Holocaust) and its aftermath, and the Cold War, as they are embodied in historical narratives, theologies, personal narratives, fiction, drama, and film. Addresses questions revisited since September 11, 2001, concerning how political crises catalyze spiritual awakenings and, in the process, give birth to new theologies and spiritualities. *Prerequisite:* One of the following: Religious Studies 217, 236, 257, or 259. *Four credit hours.* CAMPBELL

[356] The African-American Religious Experience A sociological analysis and historical overview of the diverse religious organizations, leaders, experiences, and practices of black people in the United States. Emphasis upon the predominant Afro-Christian experience, its relationship with the African background, contemporary African religions, other religions (e.g., Islam), political institutions, social change, urban problems, and the arts. Special attention to the role of black Christian women in church and society. *Prerequisite:* An introductory sociology or anthropology course, or American Studies 276. *Four credit hours.* **D.**

[393] Text and Tradition: Judaism, Past and Present Listed as History 393 (q.v.). *Four credit hours.* **H, D, I.**

397f 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 “re-create” the story, the latter being an attempt to “re-interpret” the story. Students will also learn some basic film theory as well as some techniques for interpreting film. *Prerequisite:* Religious Studies 233 or 234. *Four credit hours.* MANDOLFO

398s God After Auschwitz: Post-Holocaust Theology An examination of the startling theological changes Judaism and Christianity underwent in the aftermath of the Nazi genocide of European Jews during World War II, which challenged both Enlightenment views on the “progress” of humanity as well as Judaism’s (and to some extent Christianity’s) understanding of their covenant relationship with their God. How could a God that supposedly loved and promised to protect “his” people allow the indiscriminate torture and death of so many Jews, including innocent children? *Four credit hours.* MANDOLFO

483f, 484s Religious Studies Honors Program Research conducted under the guidance of a faculty member and focused on an approved topic leading to the writing of a thesis. *Prerequisite:* A 3.50 average in the major at the end of the junior year and permission of the department. *Four credit hours.* FACULTY

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

RUSSIAN

In the Department of German and Russian.

Chair, ASSOCIATE PROFESSOR URSULA REIDEL-SCHREWE (GERMAN)

Associate Professors Julie de Sherbinin and Sheila McCarthy; *Language Assistant* Natalia Kudriavtseva

The major emphasizes Russian language and literature 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 and seminars, discussion group meetings, films, weekly Russian table dinners, 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 literature. (Russian 237 and 238 are the preferred literature courses in translation.)
- (2) One course in pre-20th century Russian history and one course in 20th-century Russian history.
- (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 literature in translation: one course in 19th-century literature and one course in 20th-century literature. (Russian 237 and 238 are the preferred literature courses in English.)
- (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

113j 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 with a Russian family. Conducted in English; no knowledge of Russian required. Nongraded. Cost in 2005: \$2,250. Required meetings on campus in November and December. Early registration required. *Three credit hours.*
INSTRUCTOR

114j 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 with a Russian family. Conducted in English; no knowledge of Russian required. Nongraded. Cost in 2005: \$2,250. Required meetings on campus in November and December. Early registration required. *Three credit hours.* INSTRUCTOR

115j 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 with a Russian family. Conducted in English; no knowledge of Russian required. Nongraded. Cost in 2005: \$2,250. Required meetings on campus in November and December. Early registration required. *Three credit hours.* INSTRUCTOR

125f, 126s Elementary Russian I The structure of the Russian language, spoken Russian, listening comprehension, and reading and writing of basic Russian. In addition to the textbook, multi-media materials in the Language Resource Center aid in understanding both the language and culture of Russia. *Prerequisite:* Russian 125 is prerequisite for 126. *Four credit hours.* DE SHERBININ

125j Elementary Russian I The structure of the Russian language, spoken Russian, listening comprehension, and reading and writing of basic Russian. In addition to the textbook, multi-media materials in the Language Resource Center aid in understanding both the language and culture of Russia. Offered in St. Petersburg. Cost in 2005: \$2,250. Required meetings on campus in November and December. Early registration required. *Three credit hours.* INSTRUCTOR

127f, 128s Intermediate Russian Increased emphasis on reading and writing skills; continued use of multi-media aids in improving oral and listening skills. *Prerequisite:* Russian 126; Russian 127 is prerequisite for 128. *Four credit hours.* MCCARTHY

135fs Conversation Group An informal weekly small-group meeting for conversation practice in Russian. Topics for discussion include autobiography, education, leisure time activities, travel, stores and purchases, film, TV, and newspaper excerpts. Conducted entirely in Russian. May be repeated for credit. Nongraded. *One credit hour.* KUDRIAVTSEVA

[174] Chekhov and the Short Story Study of the American and British short story as it was influenced by the Russian master of the short story, Anton Chekhov. Readings include Chekhov's early humorous stories and mature works, essays on the short story, and selected stories by Raymond Carver, Bernard Malamud, Katherine Mansfield, 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.

231j War and Peace: The Novel and the Film Topics, which change every year, may cover an author, a work, a genre, or a theme central to Russian literature of the 19th century. In January 2006, *War and Peace*, The Novel and the Film. Lev Tolstoi's epic study of Russia in the time of Napoleon's invasion. Close examination of the text; emphasis on improved writing and discussion skills. Conducted in English; no knowledge of Russian required. *Three credit hours.* L. MCCARTHY

[232] Topics in Russian Literature Topics, which change every year, may cover an author, a work, a genre, or a theme central to Russian literature of the 20th century. Conducted in English; no knowledge of Russian required. *Four credit hours.* L.

237s 19th-Century Russian Literature An introduction to some of the world's most influential authors—Dostoevsky, Tolstoy, and Chekhov—and study of selected works by Pushkin, Gogol, Lermontov, and Turgenev. Conducted in English; no knowledge of Russian required. *Four credit hours.* L. DE SHERBININ

[238] The Search for Utopia: 20th-Century Russian Literature An examination of the socialist realists' vision of Utopia, including selected works of Gorky, Sholokhov, and others, in comparison to the prophecies of modernist writers such as Bulgakov, Zamiatin, Olesha, Pasternak, and others. Careful attention to the writing process in a series of brief student essays. Conducted in English; no knowledge of Russian required. *Four credit hours.* L.

271f Human Rights in World Literature Selected readings of memoirs, poetry, short stories, and novels from Africa, Europe, and Latin America explore the ways that writers preserve a record of human cruelty and endurance. Writings by witnesses to, and victims of, some of the 20th century's most repressive political systems are studied in an investigation of how fiction disseminates information, facilitates survival, and insists upon remembrance. *Four credit hours.* L, D, I. DE SHERBININ

325f, 326s Conversation and Composition Reading and analysis of literary and historical texts from the 19th and 20th centuries. Topics change each year. Grammar review and continued practice in oral and written expression. Multimedia materials supplement the readings. Conducted in Russian. *Prerequisite:* Russian 128; Russian 325 is prerequisite for 326. *Four credit hours.* MCCARTHY

335fs Conversation Group An informal weekly small-group meeting for conversation practice in Russian. Topics for discussion include autobiography, education, leisure time

activities, travel, stores and purchases, film, TV, and newspaper excerpts. Conducted entirely in Russian. May be repeated for credit. Nongraded. *Prerequisite:* Russian 127 or equivalent. *One credit hour.* KUDRIAVTSEVA

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

425f Madness in Russian Literature Readings, lectures, and discussions of representative Russian short stories from the 19th and 20th centuries; weekly compositions in Russian, continued work in fine points of Russian grammar. Fall 2005: *Madness in Russian Literature*. Conducted entirely in Russian. Topics change each year. *Prerequisite:* Russian 325. *Four credit hours.* L. DE SHERBININ

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

[427] The Short Story and Russian Culture A central theme in Russian cultural history (e.g., the Russian peasantry or the role of political censorship) as exemplified in masterpiece short stories of the 19th and 20th century, as well as essays, letters, memoirs, and some periodical literature. Frequent writing and oral presentation develop students' skills in Russian. Conducted entirely in Russian. Topics change each year. *Prerequisite:* Russian 325. *Four credit hours.* L.

[428] The 20th-Century Russian Novel A seminar that analyzes one major Russian novel of the 20th century, for example, Bulgakov's *Master and Margarita* or Pasternak's *Dr. Zhivago*. Additional readings and discussions on the life and times of the author and the political, social, and historical context of the novel. Conducted entirely in Russian. *Prerequisite:* Russian 425 or 427. *Four credit hours.* L.

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

SCIENCE, TECHNOLOGY, AND SOCIETY

Director, ASSOCIATE PROFESSOR PAUL JOSEPHSON

ADVISORY COMMITTEE: *Professors Frank Fekete (Biology), James Fleming (Science, Technology, and Society), Fernando Gowêa (Mathematics), Robert McArthur (Philosophy), Leonard Reich (Administrative Science and Science, Technology, and Society), Dale Skrien (Computer Science), and James Webb (History); Associate Professors Jonathan Hallstrom (Music), Josephson (History), and Andrea Tilden (Biology); Assistant Professors Katie St. Claire (Mathematics), Jennifer Shosa (Geology), and Judy Stone (Biology)*

Science, Technology, and Society (STS) examines the social and cultural implications of discoveries, theories, and inventions—of natural knowledge and material culture—both in America and globally. The field has deep intellectual roots in the history, philosophy, and sociology of science and technology. STS is an exciting interdisciplinary field of study for students from all majors. It constitutes a fundamental aspect of a liberal arts education.

Science and technology have become increasingly important components of our world, changing the ways we live, work, and think. The well being of individuals, nations, and, ultimately, our Earth depends in part on technoscientific developments that are part of the process shaping both the social fabric and the natural environment.

By choosing from a variety of electives, students in the STS Program are introduced to critical and interdisciplinary perspectives on the interactions of science, technology, and society. Students gain an understanding of the historical and social dimensions of science and technology; they also become better-informed citizens of our high-tech society. STS requires 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 faculty. All courses are either U.S. or internationally focused and either science or technology focused. In the proposed major, students must take the following 11 courses (see also STS Approved Courses):

ST 112: Introduction to STS (required)

ST 485: STS Senior Seminar: Theories and Methods of Research (required)

ST 486: STS Senior Project: Written and Oral Communication of Research
or ST 492 Independent Study*

One science or computer science course above the College requirement (taken at the 200 level or above)

One STS technology course+

One STS science course+

One STS U.S.-focused course+

One STS internationally focused course+

Three ST 200 or higher-level courses

* With the permission of the STS director, students may substitute another 400-level course or senior thesis in an appropriate discipline for STS 486.

+ Chosen from the list of STS Approved Courses. A U.S.-, international-, technology-, or science-focused course that satisfies two or more foci (see STS Approved Courses) may not be counted twice.

Of the last seven courses listed above (one STS technology, one STS science, one STS U.S.-focused, one STS internationally-focused, and three STS 200 or higher-level courses) all may be STS courses. But at least three *must* be STS courses, including any that are from other departments but are cross-listed STS by the registrar. A student may not count more than three 100-level classes toward the major.

Senior Projects and Senior Honors Theses

Every senior will take STS 485, which will prepare him/her for research through seminar readings, literature reviews, and proposal writing. This is the first part of a year-long "capstone" experience in which students design and complete a final integrative project in Science, Technology, and Society (STS). This is followed by STS 486, an intensive writing experience with a final public presentation, or STS 492 (Independent Study) or other 400-level courses in an appropriate discipline with the approval of the STS chair.

Students with a 3.5 GPA in the major (and at least 3.25 overall) may request permission to undertake an honors thesis.

Requirements for the Minor in Science, Technology, and Society

Science, Technology, and Society 112, 485 (or equivalent), 486, two other STS courses, and at least two courses from the following list.

STS Approved Courses

* Key: International = I; U.S. = U; Science = S; Technology = T

- Anthropology* 252 Hunger, Poverty and Population I
256 Land, Food, Culture, and Power I
273 Medical Anthropology I
- Biology* 115 Biology of Women U, S
133 Microorganisms and Society U, S
134 Darwin on Trial U, S
271 Introduction to Ecology S
274 Neurobiology S
275 Mammalian Physiology S
493 Problems in Environmental Science S
- Chemistry* 112 Chemistry for Citizens U, S
118 Chemistry of Life S
217 Environmental Chemistry S
- Computer Science* 111 Weaving the Web T
113 Great Ideas in Computer Science U, T
232 Computer Organization T
298 Science of Networks
353 Artificial Intelligence T
- Economics* 231 Environment and Natural Resources U, S
- Environmental Studies* 118 Environment and Society U
319 Conservation Biology S
334 International Environmental Law I
- Geology* 131 Environmental Geology U, S
- Government* 333 Globalization and Social Justice I, S, T
- History* 244j Changing Notions of Progress I, U, T
246 Luddite Rantings U, I, T
394 Ecological History I, S
444 Big Science and Technology in the 20th Century I, U, S, T
445 Nuclear Madness I, U, T
446 Historical Epidemiology I, S
481 Ecological Change in World I, S
497 Science, Government, and Culture I, U, S, T
- Mathematics* 376 History of Mathematics S
- Music* 213 Introduction to Computer Music T
- Philosophy* 126 Philosophy and the Environment U, S
212 Philosophy and Technology U, T
213 Philosophical Inquiries into Race I, S
317 Philosophy of Science S
- Psychology* 197 Virtual Reality T
233 Physiological Psychology S
374 Human Neuropsychology S
- Physics* 115 The Shadow of the Bomb I, T
116 Chaos and Complexity S
197 Environmental Physics S
- Sociology* 333 Globalization I, S
Science, Technology, and Society 112 Science, Technology, and Society (required)
115j Digital Photography and Imaging
215 Weather, Climate, and Society I, S
251 U.S. Industry, Technology, and Society U, T
271 History of Science in America U, S
273 Apocalypse Now I, T
275 Science, Technology, and Politics U, T
281 Global Environmental History I, T
356 The Biography of Oil I, T

- 393 Technology, War, and Society I, T
 485 Senior Seminar: Theories and Methods (required)
 486 Senior Project (may be substituted)
 491 Independent Study
 492 Independent Study

Course Offerings

[017] Digital Photography and Imaging An exploration of classic photographic techniques as applied through the digital medium using digital cameras and scanners and PhotoShop Elements software. Students will explore and apply the principles of composition to increase the visual impact of their work. Technical applications will cover the basics of hardware and software operations, including sizing and cropping, color and tonal adjustments, and other image manipulations and corrections. Input options, file formatting, and output processes required for print and electronic viewing will be examined. Students will investigate the ways in which digital imaging can be used in art and in business, science, or communications through the production of four real-life projects. *Noncredit.*

112fs 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.
 HALE, JOSEPHSON

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

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

[215] Weather, Climate, and Society A comprehensive introduction to the science of global change and its social dimensions. Topics include the composition, structure, and circulation of Earth's atmosphere and oceans; air pollution, ozone depletion, *El Niño*, and climate change. *Four credit hours.* N.

[244] Changing Notions of Progress Listed as History 244 (q.v.). *Three credit hours.* H.

[246] Luddite Rantings: A Historical Critique of Big Technology Listed as History 246 (q.v.). *Four credit hours.* H.

[251] Industry, Technology, and Society An examination of the processes by which rapid technological developments have taken place in America, including the country's transformation from an agricultural- to an industrial-based economy during the 19th century; the stimuli and constraints on inventors, engineers, entrepreneurs, and corporations; the hesitant and often ineffective attempts by government to control technology; and the impact that evolving technology and industry have had on the environment. *Four credit hours.* H.

[271] History of Science in America A survey of the social, intellectual, and institutional development of science in America from colonial times to the present. Topics

include scientists' roles in government, education, and industry; science in war; women in science; and the emergence of America as a leading scientific nation. *Four credit hours.* **H.**

[273] Apocalypse Now: Science, Technology, and the Millennium Perspectives on technology and gender in the shaping of millennial hopes and expectations, including the quest for ultimate knowledge, power, and control. Topics include technological enthusiasm since the Middle Ages, in early American history, and as manifested by atomic weapons, space travel, robotics, artificial intelligence, genetic engineering, and the environmental crisis. Seminar format will emphasize close reading and discussion of primary sources. *Four credit hours.*

[275] Science, Technology, and Politics The origins of and contemporary issues in U.S. science and technology policy development, focusing on federal policy issues associated with the civil space program, advances in biomedicine, information technology, and intellectual property created by federally funded research. *Four credit hours.* **S.**

[281] Global Environmental History Perspectives from the Southern and Northern Hemispheres. A seminar examining the history of environmental issues from the different perspectives of the South and the North. The course will meet on occasion in the video conferencing center for discussions with international experts from the Southern Hemisphere. Readings and discussion will emphasize responses to past environmental changes through the historical lenses of gender, race, class, privilege, and other differences. *Four credit hours.* **H, I.**

298s The History of Modern Biology The publication of Charles Darwin's *Origin of Species* in 1859 radically altered prevailing perceptions of the natural history of life and controversially repositioned humans in the natural order. Evolution by natural selection had significant social and theological as well as taxonomic implications, the most severe expression of which has been its association with eugenics. Selected historical texts provide the basis for consideration of the historical relationship between biology and culture. *Four credit hours.* **HALE**

298Bs Science of Networks Listed as Computer Science 298 (q.v.). *Four credit hours.* **BILAR**

[356] The Biography of Oil Petroleum—it's not just a material, it's a way of life. How the oil industries and the technologies spawned by oil (e.g., automobiles, plastics, fertilizers) have influenced our lives, our economy, and our politics over the last 125 years. Consideration of alternative energy sources to oil as well as energy-related policy issues concerning international relations, human rights, environmental degradation, and resource depletion. *Four credit hours.* **S.**

[393] Technology, War, and Society A seminar on the role of technology in warfare and the military's broader influence on society from antiquity to the end of the Cold War. Topics include causes of war, military research and development, the rise of the national security state, high-tech warfare, and the future of war. *Four credit hours.* **H.**

397f Environmental Ethics: Sustainability and Justice "Sustainability" and "justice" are hotly contested concepts in the history and philosophy of the environment in Western thought. A consideration of the historical development of these terms and how we think about the human relationship to nature, asking questions such as: Does nature have an intrinsic value? What if any are our moral obligations to nature? Are humans a part of or apart from nature? Are population control and the private ownership of nature the best way to ensure a sustainable future? *Four credit hours.* **HALE**

398s Science and Religion With ongoing debate about whether creationism and “intelligent design” should be taught in our schools, it is clear that the relationship between science and religion retains a central place in how we think about ourselves and the world we inhabit. A consideration of two important episodes in the history of the relationship between scientific and religious belief: Galileo’s infamous trial for heresy by the Catholic Church in 1633 and the challenge to 19th-century orthodox Anglican theology posed by Charles Darwin’s theory of evolution through natural selection published in 1859. *Four credit hours.* HALE

[445] Nuclear Madness Listed as History 445 (q.v.). *Four credit hours.* H.

[471] Research Seminar: Science, Government, and Culture Listed as History 471 (q.v.). *Four credit hours.* H.

485f Technology and Its Discontents A seminar emphasizing classical and enduring texts by philosophers, historians, and sociologists of science and technology. Students will engage in weekly discussions and write a series of short think pieces on the readings. STS students will identify a research topic, conduct a literature review, and write a formal proposal in preparation for completing a final integrative project. Open to all seniors. *Prerequisite:* Permission of the instructor. *Four credit hours.* HALE

486s Science, Technology, and Society Senior Project Written and oral communication of research. Students complete a final integrative project and present a public seminar. Spring 2006: students should register for History 444. *Prerequisite:* Science, Technology, and Society 485. *Four credit hours.* JOSEPHSON

491f, 492s Independent Study Independent study in areas in which the student has demonstrated the interest and competence necessary for independent work. *Prerequisite:* Permission of the instructor and the program director. *One to four credit hours.*

SOCIOLOGY

Chair, PROFESSOR THOMAS MORRIONE

Professors Terry Arendell, Morrione, and Cheryl Townsend Gilkes; Assistant Professors Alec Campbell and Jonathan White; Visiting Instructor Heidi Kim

The sociology curriculum introduces students to the discipline, especially to the interplay of sociological theory and sociological research. Courses foster appreciation of such sociological concerns as social inequality, race and ethnicity, gender, social change, globalization, social control, deviance, conflict, social movements, and the formation of identity, and of various major social institutions, including education, the economy, polity, family, medicine, law, and criminal justice. Social policy issues are a common theme in courses. By conducting research for course projects, students learn that sociology is an empirically based social science; they learn to do sociology as well as to read about how it is done. The major in sociology provides students with critical and humanistic perspectives. For those considering graduate or professional school, the major offers a comprehensive background in theory, research methods, statistics, and various substantive subject areas in the discipline.

Requirements for the Major in Sociology

Sociology 131, 215, 252, 271, 272, 274, 318, 493. Four additional sociology courses (one course in anthropology at the 200 level or above may be substituted). Sociology 215, 271, 272, and 318 are to be completed before the senior year, typically during the second year.

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

Study Abroad

Department policy is that students majoring in sociology generally study abroad only one semester, preferably spring semester of their junior year, upon completion of all major course requirements (excepting electives and Sociology 493) *and* receive credit toward the major for only one course per semester, if that course is approved in advance by the department. To be approved, a course must be one that might be (or is) offered in the Colby Sociology Department; that is, no course focusing exclusively on another country or culture or without specified theoretical content will be granted elective credit toward the major. No core course requirements can be met by course work taken elsewhere. Students majoring in sociology are urged to seek approval for a range of courses, in advance, to be prepared for possible cancellation of an approved course in any non-Colby-sponsored program abroad.

Honors in Sociology

Seniors majoring in sociology may apply for the honors program by securing a faculty sponsor, a secondary faculty reader, and department approval of a written proposal. 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 3.60 grade point average in the major or special permission of the department. The written proposal must include a description of the proposed work and a timeline, and must be submitted within the first month of classes of fall semester for enrollment in the senior spring semester or during the last month of classes of the junior year for enrollment in the senior fall semester. 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 3.60 grade point average in the major and a 3.25 overall grade point average.

Note: All courses offered by the Sociology Department fulfill the area requirement in social sciences (S); Sociology 271 fulfills a quantitative reasoning requirement (Q). Sociology courses have limited enrollments.

Course Offerings

131f Principles of Sociology Sociologists study processes by which people create, maintain, and change their social and cultural worlds. They investigate contemporary social issues and strive to explain relationships between what happens in peoples' lives and the societies in which they live. Sociology's research methods and theories apply to the full range of human behavior, from individual acts to global environmental, political, and economic change. An introduction to how and why sociologists study social and cultural phenomena such as inequality, race and ethnicity, gender, power, politics, the family, religion, social and cultural change, crime, and globalization. *Four credit hours.* S, D, U.

CAMPBELL, KIM

[134] Global Sociology Sociologists study processes by which people create, maintain, and change their social and cultural worlds. An examination of these social processes from a global perspective. The world is becoming a single global society, in which our lives are increasingly connected with the lives of other people all over the globe. An introduction to the variety of methods used by sociologists to investigate this emerging global social system and to understand how it is changing the ways we experience and think about social life. Social phenomena such as identity, the family, gender, race and ethnicity, power and inequality, politics and social movements, and the relationship between society and the environment will be covered. *Four credit hours.* S, D, I.

[135] Politics, Ideology, and Inequality An examination of the distribution of resources (e.g., wealth, power, health, food, safety) within and between social groups including, but not limited to, ethnic groups, genders, regions, and social classes. The origins, course, and consequences of social inequality with particular attention to the ways in which politics and ideology create and legitimize various sorts of inequality and the difference between equality of opportunity and equality of result. *Four credit hours.* **S, D.**

[136] Sociology and Work An exploration of society, social behavior, and principles of sociology through the study of work, occupations, and professions. Building on the sociological tradition that highlights "the division of labor in society," the course addresses culture, socialization, roles, statuses, social inequality, gender, class, race-ethnicity, deviance, social control, education, family, urban life, and social conflict by exploring the ways work orders everyday life, the individual's relation to society, and social institutions. Special attention is paid to the meaning and importance of work in the context of capitalism and U.S. society. *Four credit hours.* **S, D, U.**

[214] African-American Elites and Middle Classes Utilizing classical and contemporary sociological theories of stratification and race relations, the course explores the intersection of class and race-ethnicity in the social origins and historical roles of elites and middle classes in the African-American experience. Particular attention to the writings of Du Bois, Frazier, Cox, and Wilson. Biographical and autobiographical perspectives provide rich description of socialization, family contexts, work, politics, ideologies, and the impacts of racism and social change. *Three credit hours.* **S, D, U.**

[215] 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:* A 100-level sociology course. *Four credit hours.*

218f Contemporary Sociological Theory An exploration and analysis of the contemporary state of sociology as a discipline. Special attention is given to critical theory, rational choice theory, global systems theory, phenomenology, ethnomethodology, symbolic interactionism, and postmodernists' criticism of modern social science. Formerly listed as Sociology 318. *Prerequisite:* A 100-level sociology course. *Four credit hours.* **MORRIONE**

231f Contemporary Social Problems Analysis of selected controversial issues and public problems in the contemporary United States. General theoretical frameworks in the sociology of social problems used to analyze issues from one or more perspectives; areas include alienation, economic and political freedom, the politics of morality, poverty, women's roles, and social inequality. *Four credit hours.* **S, D, U.** **GILKES**

[233] Crime and Justice in American Society An exploration of crime and the criminal justice system in American society. Topics include the definition of crime, police practices, sentencing practices, penal policy, and crime prevention. In addition, discussions of specific crimes, including drug crimes, domestic abuse, and white-collar crime. Each issue is tied to sociological discussions of the social, economic, and political contexts of crime and criminal justice policies. *Prerequisite:* Sociology 131 or 134 or 136. *Four credit hours.*

[235] Sociology of Religion A survey and overview of religion as a social phenomenon and an object of sociological analysis. Topics include theoretical perspectives, research strategies, the problem of meaning and moral order, and religion as a group phenomenon involving social conflict, social organization, social class, race-ethnicity, gender relations, politics, popular culture, and public problems such as pluralism, innovation, secularization, and religious economy. *Prerequisite:* A 100-level sociology course. *Four credit hours.* **U.**

238f Genocide and Political Violence An exploration of the perplexing and disturbing reality of widespread genocide and political violence throughout the world, particularly during the 20th century. Causes, what constitutes genocide, how genocide and political violence are rationalized and allowed to continue, issues of prejudice, discrimination, and racism, responses by the world community, issues of morality and immorality, and what can be done to prevent/reduce genocide and political violence. Case studies covered may include the Holocaust, Armenia, Rwanda, Burma, El Salvador, Guatemala, East Timor, Chiapas, Tibet, Congo. Formerly listed as Sociology 338. *Prerequisite:* A 100-level sociology course. *Four credit hours.* **D, I.** WHITE

[251] Population Problems in International Perspective An introduction to the sociological study of processes of population growth and change, examining the social causes of fertility, mortality, and migration and their impacts on population growth and the age-sex structure of populations. The history of world population growth and its relationship to economic growth, the food supply, and the environment. The debates over whether there is a "population problem" and over what types of population policies should be adopted. *Prerequisite:* One of the following: a 100-level sociology course, Anthropology 112, Environmental Studies 118, or Government 131. *Three credit hours.* **D, I.**

252f 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. Utilizing 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:* A 100-level sociology course. *Four credit hours.* **D, U.** GILKES

253f Sports and Society Classical and contemporary sociological theory applied to a study of sports, one of the largest and most under-analyzed institutions in our society. In addition to being a major industry, youth sports are also one of the spheres through which our youth are socialized into societal norms and values. Professional sports are often beholden to mega-corporate interests and are utilized as a vehicle for reinforcing American values and creating a vast consumer society. A sociological analysis of the influence this institution exerts on society, with particular attention to lessons regarding race, class, gender, violence, sexuality, consumerism, age, poser relations, and globalization. *Prerequisite:* A 100-level sociology course. *Four credit hours.* **S, U.** WHITE

[255] Urban Sociology An examination of urban social and cultural life in an historical and cross-cultural comparative perspective, with special emphasis on the United States. Explored are social, psychological, political, ethnic, and economic issues pertaining to urbanization and to urban social problems as well as to such topics as urban architecture, urban planning, urban renewal, and neighborhood life in national and global contexts. Students participate in a community-based service-learning project as part of the course requirement. *Prerequisite:* Sociology 131. *Four credit hours.*

[259] Social Movements in Comparative Perspective An examination of the central theories of social movement emergence, development, and dynamics in the context of an extended comparison of the South African anti-apartheid and American civil rights movements. *Prerequisite:* A 100-level sociology course or American Studies 271. *Four credit hours.*

[271] 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:* A 100-level sociology course. *Four credit hours.* Q.

272f 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:* A 100-level sociology course and sociology major. *Four credit hours.* MORRIONE

[273] Sociology of Families Central issues in the sociological study of the American family in both historical and contemporary contexts. Two broad facets of sociological study of the family are emphasized: the family as a major social institution in relationship to other major social institutions, particularly the industrial/post-industrial capitalist economy and the liberal democratic polity, and the family as a primary social group and a unit of intense interpersonal relationships structured along gender and generational lines. *Prerequisite:* A 100-level sociology course. *Four credit hours.*

[274] Social Inequality and Power A sociological analysis of the structure of inequality in the United States. The course surveys the major sociological theories of social class and inequality and applies them to analyze the American power structure, the nature and extent of inequality across the country, and the reasons for the persistence of racial inequality and gender inequality in contemporary society. *Prerequisite:* A 100-level sociology course. *Four credit hours.* D, U.

[275] Mothers and Daughters: Special Topics in Contemporary Family Relations An exploration of the mother-daughter relationship as depicted in myth, fairy tales, memoir, fiction, and poetry as well as sociological case studies and ethnographies. Consideration of racial ethnic variations, drawing on literature and social science materials representing the experiences and insights of Euro-American, African-American, Asian-American, Latina, Native American, and recent immigrant women. Also considered are alternative family arrangements, such as single-parent mother and lesbian mother ones, and stresses on contemporary families and families with dependent children as well as those consisting of adult relationships. *Three credit hours.* S, D, U.

276f 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 the topics examined are cultural definitions and expectations; childhood socialization; intimacies and sexualities; gendered activities and gender inequalities in marriage and family; activities and inequities in work and the economy; power and politics; and social reforms and possibilities. Variations by race and socioeconomic class are considered throughout. *Four credit hours.* S, D, U. KIM

[277] Social Psychology An analysis of major social psychological views of human behavior, with special emphasis on the works of George Herbert Mead and Herbert Blumer. Human group life, social behavior, self, situations, and society examined from a variety of perspectives. *Prerequisite:* A 100-level sociology course. *Four credit hours.*

[292] Social Change Television, rumor, fear, the madness of crowds, war, riots, the civil rights and women's rights social movements, congressional legislation, famine, industrialization, computer technology, religion, and government are agents of and products of social changes. A sociological look at phenomena such as these provides an introduction to the study of social change. A review of classical sociological approaches to the study of social change, as well as historical, social psychological, psychological, and ecological elements. Students are encouraged to analyze contemporary changes in American culture. *Prerequisite:* A 100-level sociology course. *Four credit hours.* U.

[333] Globalization, Political Economy, and Social Change Globalization is a word widely used in the media and in academic discourses but used in many different ways and applied to a broad range of social phenomena. A systematic exploration of some major aspects of the process of globalization and the ways in which they are interrelated: the changing organization of the world economy, the rise of global culture industry, problems of population growth and environmental degradation, and the spread of ethnic conflicts. The various types of resistance movements that have arisen in response to increasing globalization and some of the debates over how to solve the problems it has created. *Prerequisite:* One of the following: a 100-level sociology course, Anthropology 112, Environmental Studies 118, or Government 131. *Four credit hours.* **D, I.**

[336] The Sociology of Food If, as the saying goes, “you are what you eat,” then what are you? Do you know where your food comes from, who grows it, and how it is traded and transported to you? This course answers those questions, and more. Students explore the social meanings and the social relations surrounding the preparation and consumption of food as well as the social relations of food production. Also the organization of a global food system that links the production and consumption of food and how it generates abundance in some places and hunger and famine in others. *Prerequisite:* One of the following: a 100-level sociology course, Anthropology 112, Environmental Studies 118, or Government 131. *Four credit hours.* **D, I.**

[337] Childhood in Society A seminar exploring the social, historical, and cultural constructions of childhoods and children, with a specific focus on the American and Western European contexts, using a sociological perspective, especially the social constructionist paradigm, to explore the relationships between the social order and constructions of childhood, children and their environment, and age categories and social relations. Social policy relevant to childhoods and children. The history and development of child welfare in the United States, and selective contemporary social issues and needs, among them economic provision, education, health care, child care, and health care. *Four credit hours.*

[352] American Critics of American Society Sociological criticisms of post-war 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.*

[355] African-American Women and Social Change Sociological analysis and historical overview of African-American women and their families, work lives, and community (especially religious and political) experience. A focus on the contradictions between lived experience and cultural expectations surrounding gender and on the distinctive experiences of African-American women as a force for social change. *Prerequisite:* An introductory social science course or American Studies 276. *Four credit hours.* **D, U.**

[357] Civil Rights, Black Power, and Social Change A seminar examining the impact of the civil rights and black power movements on sociological concepts, theories, and perspectives on race relations, racial stratification, social change, and ethnicity. The PBS series *Eyes on the Prize I* and *II* are used to introduce readings and discussions of sociological and ideological texts influenced or produced by activists and activities of the civil rights or black power movements. The connections among civil rights and black power movements and other social movements in the United States and other societies. *Prerequisite:* An introductory anthropology, sociology, history, or American studies course. *Four credit hours.* **S, D, U.**

[358] The Sociology of W.E.B. Du Bois An intensive survey of the life and work of William Edward Burghardt Du Bois, prolific scholar, activist, and founder of one of the oldest sociology departments and research centers in the United States. Sociology was Du Bois's chosen discipline at the same time that he contributed to history, literature, and cultural studies and formed an important foundation for African-American studies. This exploration of Du Bois's sociological imagination includes an overview of his life and work and an assessment of the continuing importance of his work for understanding racial-ethnic relations and conflict in the United States and the world. Readings will 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, D, U.

[377] Sociology of Sexualities An exploration of the social aspects of human sexuality and various sexual identities, orientations, or preferences. The social constructionist perspective and feminist approaches frame the course. Topics include human sexual desire, attraction, and gender; the interrelationship between gender and sexuality; sexual behaviors and practices; heterosexuality, lesbianism, gay male sexuality, bisexuality, transsexuality, and transgenderism; intimate relationships; sex and marriage; the politics of sexuality; heterosexism and homophobia; and cultural images of sexuality and sexual behaviors. The overlapping influences of class, race, and ethnicity, and religious beliefs and traditions will be considered throughout the course. Formerly offered as Sociology 278. *Prerequisite:* One of the following: a 100-level sociology course; Women's, Gender, and Sexuality Studies 221, 275, or 276. *Four credit hours.* S, D, U.

[378] Welfare Policy in Sociological Perspective An examination of the origins and growth of the welfare state in comparative and historical perspective although primary emphasis is placed on the United States. Topics include the definition of welfare, the social and political functions of welfare provision, corporate welfare, the relationship of welfare programs to the labor movement and other social movements, and the current crisis in welfare programs in advanced industrial countries. The success and/or failure of specific welfare programs and the extent of fraud in the welfare system. *Prerequisite:* A 100-level sociology course. *Four credit hours.* D, U.

397f The Sociology of Alice Walker An exploration of Alice Walker's life, fiction, and critical essays in order to analyze the ways her work addresses the marginalization and erasure of African-American culture; identifies and examines critically specific social problems; constructs alternative theories of race and racism; confronts issues of gender, spirituality, and sexuality; and projects models of social change. Analysis of Walker's sociological, anthropological, and ethnographic imaginations includes a focus on her intellectual influences, including Zora Neale Hurston, W.E.B. Du Bois, Howard Thurman, and Martin Luther King, and an examination of related sociological theories, especially in feminist sociology and other critical theories. *Four credit hours.* S, D, U. GILKES

483f, 484s Honors Project *Prerequisite:* Senior standing, admission to the honors program, and permission of the supervising faculty member. *Two to four credit hours.*

491f, 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.*

493f Senior Seminar The relationship between war and society. Topics include the experience of battle, the military as an institution, mobilization and demobilization, social policy in and around wartime, and the revolution in military affairs; substantial time will be spent on contemporary conflicts. *Prerequisite:* Senior standing, Sociology 215, 271, 272, and 318. *Four credit hours.* CAMPBELL

SPANISH

Chair, PROFESSOR JORGE OLIVARES

Professors Priscilla Doel and Olivares; Associate Professors Luis Millones, Barbara Nelson, Yvonne Sanavitis, and Betty Sasaki; Assistant Professors María Colbert, Emma García, and Marisela Funes; Visiting Instructor Gary Atwood; Research Associate Meriwynn Grothe Mansori; Language Assistant Marta Vacas Matos

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

Requirements for the Major in Spanish

Spanish 135 and 231 and at least six additional literature courses numbered above 135, including two courses at the 200 level or above on literature written before 1800 and two on literature written after 1800 (of these four courses, two must be in Spanish literature and two in Spanish-American literature). Spanish 271 and Spanish 334 fulfill the post-1800 Spanish-American literature requirement only. Senior majors must enroll in 300- or 400-level classes. 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 3.5 major average or better 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

125f Elementary Spanish I An introductory course in Spanish that emphasizes an interactive approach to the study of grammar to acquire communicative skills and cultural awareness. *Four credit hours.* GARCÍA, NELSON

126fs Elementary Spanish II An introductory course in Spanish that emphasizes an interactive approach to the study of grammar to acquire communicative skills and cultural awareness. *Prerequisite:* Spanish 125. *Four credit hours.* FACULTY

127fs Intermediate Spanish I A grammar review at the intermediate level with continued emphasis on interactive communication and cultural awareness. *Prerequisite:* Spanish 126. *Four credit hours.* FACULTY

127j 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. Approximate cost: \$2,100. *Prerequisite:* Spanish 126 with a grade of B or better and permission of the instructor. *Three credit hours.* OLIVARES

128fs Intermediate Spanish II Development of critical skills through analysis of fictional texts, class presentations and discussions, and extensive writing. Assignments include synoptic, comparative, and analytic essays. Continuing work in vocabulary building and grammar review. *Prerequisite:* Spanish 127. *Four credit hours.* MILLONES, OLIVARES, SASAKI

131fs Conversation and Composition Development of critical skills through analysis of non-fictional texts, conversation, directing class discussions, and extensive writing. Assignments include expository, argumentative, comparative, narrative, and descriptive essays. Introduction to the principles of composing a research paper. Continuing work in vocabulary building and grammar review. *Prerequisite:* Spanish 128. *Four credit hours.* DOEL, SANAVITIS

135fs Introduction to Hispanic Literature Introduction to literary analysis through Spanish and Spanish-American texts. *Prerequisite:* Spanish 131. *Four credit hours.* L. FUNES, GARCÍA

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

[233] Contemporary Spanish Culture Beginning with the Second Republic (1931-36), an examination of historical, political, and sociological factors that have shaped the culture and society of contemporary Spain. The forces that have shaped Spain's transformation since the death of Francisco Franco in 1975. Emergent issues that are changing the shape of Spanish society, including the redefinition of traditional gender and family roles and the impact of and reaction to immigration. *Prerequisite:* Spanish 135. *Four credit hours.*

271f Questions of Identity, Spaces, and Power An exploration through selected readings of the rich and complex multicultural heritage of the Iberoamerican world, focusing on the broad questions of identity, spaces, and power. Analysis of relationships between Arab and Christian worlds, church and state, conquering and conquered peoples, dictatorships and revolutions/civil wars, men and women. Readings from novels, short stories, drama, and poetry to study the richness of both structures and themes. *Prerequisite:* Spanish 135. *Four credit hours.* L, I. DOEL

[273] Contemporary Spanish-American Short Story Close readings of contemporary Spanish-American short stories. *Prerequisite:* Spanish 135. *Four credit hours.* L

[276] U.S. Latina/Chicana Women Writers An examination of a selection of novels, short stories, poetry, theater, and nonfiction by United States Latina and Chicana women writers. Interdisciplinary in approach, the course will focus on the relationship between the texts read and several important contemporary issues. Topics include feminism, the social and cultural construction of race and ethnicity, immigration, cultural nationalism, and identity formation. Readings and class are in English. *Prerequisite:* Spanish 135. *Four credit hours.* L, D, U.

298As U.S. Latina/o Literature: The Construction of "New" American Identities Premised on the notion that U.S. Latinas/os have always been part of the American experience and cultural identity, this course surveys Latina/o cultural productions in the United States. Focusing on issues of race, class, sexuality, gender, and cultural position, the course will explore the ways in which Latina/o identities are constructed. Readings will include works by Chicanas/os, Puerto Ricans, Dominicans, and Cuban Americans. Readings and class are in English. *Four credit hours.* D, U. GARCÍA

298Bs Imagining Latin America: Novels and Their Films An examination of novels by key Latin American writers and their film adaptations. *Four credit hours.* MILLONES

298Cs Patriarchy, Power, and Perversity: Gender in Spanish Literature 1833-1936 An examination of representative literary works from Romanticism to the Spanish Civil War, with a focus on gender and its relationship to sexuality, race, space, and religion. Attention also given to the textual strategies that sustain or subvert normative gender roles. Readings include poetry, drama, short stories, and novels. *Four credit hours.* ATWOOD

334s Women in Hispanic Texts Works by both male and female Hispanic authors are included in a study of the portrayal of women in Hispanic poetry and fiction. Readings reflect both traditional and nontraditional portrayals of women in what has been a particularly male-oriented culture. *Prerequisite:* A 200-level literature course. *Four credit hours.* L, D. DOEL

351f Ideology and Ethics in Spanish Golden Age Literature An examination of specific literary works as responses to Spain's changing political climate during the 16th and 17th centuries. How the literary work reinforces or questions, creates or undermines, an official discourse that, in both Reformation and Counter-Reformation Spain, seeks to define national identity in ethical and ideological terms. *Prerequisite:* A 200-level literature course. *Four credit hours.* L. SASAKI

[352] Don Quijote Analysis of Miguel de Cervantes's masterpiece. A reading of the Quijote in English is recommended before taking the course. *Prerequisite:* A 200-level literature course. *Four credit hours.* L.

[371] The Colonial Experience: European and Amerindian Responses to the Cultural Encounter An exploration of texts and iconography produced to report, understand, legislate, and record the various dimensions of the cultural encounter during the 16th and 17th centuries. The course emphasizes the efforts by Europeans and Amerindians to control the memory of events and to position themselves in colonial society. Close readings of representative primary documents from all parts of the colonial Spanish world. *Prerequisite:* A 200-level literature course. *Four credit hours.* L.

398s Colonial Latin American Classics Close readings of narrative and poetic Latin American texts from the 16th to the 18th centuries that are now considered "classics" in the field of colonial literature, exploring a variety of literary and historical genres, and taking into consideration the ideological positions of their authors. *Prerequisite:* A 200-level literature course. *Four credit hours.* MILLONES

483fj, 484s Senior Honors Thesis The senior honors thesis will be undertaken in addition to all required courses for the major; it does not replace any part of the major. The thesis, which will be written in Spanish, is to be a substantial study of a carefully defined literary topic supported by critical sources. *Prerequisite:* A 3.50 or higher major average at the end of the junior year and permission of the department. *Three credit hours.*

491f, 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.*

493Af Seminar: Sexual Dissidence in Revolutionary Cuba A study of the textual production of same-sex sexual subjectivities in post-1959 Cuba in the context of the government's official attitude toward homosexuality, which has developed from the oppressive policies of the 1960s and the 1970s to the somewhat less intolerant views of the 1990s. While focused on same-sex sexualities in Cuba, the seminar will provide a framework for discussing literary, cultural, and political dimensions of sex, gender, sexuality, desire, identity, and community. *Prerequisite:* Senior standing and a 300-level literature course. *Four credit hours.* OLIVARES

493Bs Seminar: (De)Constructing Femininities By examining the category of gender as a historically-specific social and ideological construct, we will explore the ways in which early modern women and women's roles are affirmed and contested in a variety of texts both by and about women. *Prerequisite:* Senior standing and a 200-level literature course. *Four credit hours.* SASAKI

THEATER AND DANCE

Chair, PROFESSOR TINA WENTZEL

Associate Chair, TECHNICAL DIRECTOR JOHN ERVIN

Professor Joylynn Wing; Adjunct Professor Wentzel; Adjunct Associate Professor James Thurston; Assistant Professor Laura Chakravarty Box; Faculty Fellow Deidre Onishi; Technical Director Ervin; Irving D. Suss Visiting Guest Artist in Residence Julie Goell; Visiting Guest Artists Michael Daisy and Avner Eisenberg

The primary mission of the Department of Theater and Dance is to promote the historical, theoretical, and experiential study of these performing arts as vital and important areas of inquiry for liberal arts students. The department is founded on two premises: first, that performance is essential to a full understanding of the art form; second, that all the arts share significant modes of thought and expression and that a knowledge of one art form will contribute to an understanding of all the arts. In addition to traditional lecture and discussion courses, the program of study includes frequent opportunities for practical experience in the theater. The department also seeks to educate the larger community through its rigorous production schedule of plays, dance concerts, touring artists, and residency workshops with guest artists.

Consistent with the College's mission, the major in theater and dance is a liberal arts, not a pre-professional, major. It is, however, a major that will adequately prepare particularly interested and talented students for graduate study and further involvement with performing groups. It is a structured major, ensuring that all students have experience and training in acting, directing, movement, design, and technical production in addition to the historical and theoretical study of theater and dance.

Requirements for the Major in Theater and Dance

A 12-course major comprising the following courses:

I. Theater and Dance 113, The Dramatic Experience.

II. Performance: any one section of Theater and Dance 264, and one course from each of the following four areas: acting, dance, directing/choreography, design.

III. Theater and Dance History: three courses: Theater and Dance 224, 226, or 228.

IV. Advanced Topics in Theater and Dance: two courses from the following: Theater and Dance 326, 335, 349, 361.

V. Theater and Dance 494, Senior Thesis.

VI. Significant participation in four faculty-directed productions in four separate semesters: one must be in performance, one must be in design/technical production, and one must be in stage management. Theater and Dance 264, Drama and Dance in Performance, counts as one of these experiences.

Requirements for the Minor in Theater and Dance

A seven-course minor comprising the following courses:

I. Theater and Dance 113, The Dramatic Experience.

II. Performance: one course in each of the following two areas: acting/dance, design.

III. Theater and Dance History: any two of the following: Theater and Dance 224, 226, or 228.

IV. Advanced Topics in Theater and Dance: one course from the following: Theater and Dance 326, 335, 349, 361.

V. Theater and Dance 264, Drama and Dance in Performance.

VI. Significant participation in two faculty-directed productions in two separate semesters. Theater and Dance 264, Drama and Dance in Performance, counts as one of these experiences.

Only three- and four-credit theater and dance courses may count toward the major or minor. The point scale for retention of the major applies to all courses offered toward the major. No requirement for the major or minor may be taken satisfactory/unsatisfactory.

Course Offerings

113f The Dramatic Experience Immerse yourself in the dramatic experience through observation, participation, and analysis. In addition to a foundation of dramatic studies, students will examine departmental productions as well as two or three professional performances off campus. Labs provide either weekly exposure to scenic and lighting methodologies or a condensed two-week opportunity in lighting or sound operations. (Two-week lighting/sound lab requires permission of the instructor.) *Four credit hours.*

A. ONISHI

131j Theater Production Go behind the scenes to reveal the “magic” of theater. In addition to learning the rudiments of scenery, lights, costumes, props, and sound, students are encouraged to explore advanced topics, such as the “flying” of an actor or painting realistic marble. The lab component offers students a hands-on opportunity to practice the crafts of theater in a relaxed setting, while using first-rate equipment under the guidance of working professional instructors. *Three credit hours.* **A.** ERVIN

135fs Introduction to Design An introduction to the principles of visual design and their role in the dramatic event. Particular emphasis is placed on bringing the imagined world of the playwright to life through the use of space, light, and clothing. Historical and contemporary texts are explored through lectures, discussions, and projects. No prior experience is required. Enrollment limited. *Four credit hours.* **A.** THURSTON

139s Stagecraft I An introduction to exploration of scenic construction, lighting production, and prop-making concepts, techniques, equipment, and materials, emphasizing problem solving through research, experimentation, and collaborative learning. Students will be challenged to understand the interrelationship between stagecraft and other aspects of dramatic art. Out of class work is essential. Previous experience is not necessary. *Four credit hours.* **A.** ERVIN

155s Foundations of Dance Concentration on the basic principles of dance movement: body alignment, coordination, strength and flexibility, forms of locomotion. *Three credit hours.* **A.** WENTZEL

171f Acting I: Improvisation An overview of the foundational techniques of stage performance, with a focus on invention and structured improvisational problems. Through the use of theater games and movement improvisation, performance skills will be approached from two perspectives: concentration and action. The process allows students to break through thinking and movement patterns that have limited them in the past by responding to each other’s imagination, energy, and style. Enrollment limited. *Four credit hours.* **A.** WENTZEL, WING

224f Performance History I: Religious/Ritual Theater and Performance History of religious/ritual theater and its literature from the ancients to the present. Theater architecture, representative works of dramatic literature, staging practices, and theoretical treatises on performance from around the globe are considered in relation to human systems of belief. *Prerequisite:* Theater and Dance 113. *Four credit hours.* **L.** ONISHI

226s Performance History II: Popular Secular Theater and Performance Survey of popular theater and its literature from the ancients to the present. Theater architecture, representative works of dramatic literature, staging practices, and theoretical treatises on performance from around the globe are considered in relation to the history of popular culture. *Prerequisite:* Theater and Dance 113. *Four credit hours.* **L.** ONISHI

[228] Performance History III: Elite, Intellectual, and Political Theater and Performance Survey of elite, intellectual, and political theater and its literature from the ancients to the present. Theater architecture, representative works of dramatic literature, staging practices, and theoretical treatises on performance from around the globe are considered in relation to the history of power, thought, and politics. *Prerequisite:* Theater and Dance 113. *Four credit hours.* L.

[235] Intermediate Design Visual design for the stage and its essential connection to text and action are explored through creative research, individual projects, and work on Theater and Dance Department productions. Emphasis is placed on the necessary balance between theory and practice and centers on an integrated visual design philosophy including scenery, costumes, and lights. *Prerequisite:* Theater and Dance 135. *Four credit hours.* A.

239s Stagecraft II Further exploration of scenic construction, lighting production, and prop-making concepts, techniques, equipment, and materials. In addition to an expansion of the course of study from Stagecraft I, students will examine scene painting through theoretical and practical projects where possible. Out of class work is essential. *Four credit hours.* ERVIN

255f Advanced Dance: Moving Through Human Anatomy An overview of the major systems of the body (skeletal, fluids, nervous, etc.) to show how the systems support and move the body in and through space. Personal awareness of these systems fosters understanding of their interrelationships in self and others and helps to refine personal, technical clarity with regard to movement expressivity in performance. Course content will change each semester and may be repeated for credit. *Prerequisite:* Theater and Dance 155. *Three credit hours.* A. WENTZEL

264Af Drama and Dance: *Servant of Two Masters* All the best laid plans were made to go awry in this timeless comedy of intrigue, greed, and love unrequited, written in 1743 by Carlo Goldoni. A classic gender-bending comedy of errors, borrowing from the improvised genre of *Commedia dell'Arte*. *Prerequisite:* Auditions to be held at the beginning of the fall semester. *Four credit hours.* A. GOELL

264Bj Drama and Dance: Performing Stories The art of storytelling and extemporaneous autobiographical solo performance, emphasizing the unique strengths and ubiquity of storytelling, unslaving performance from the written text, and exploring narrative authority as a storyteller. *Three credit hours.* A. DAISEY

264Cs Colby Dance Theater and Repertory Company A dance theater company of students who perform the work of professional, faculty, and student choreographers in concert, combining advanced-level contemporary technique and company rehearsals. *Prerequisite:* Auditions held early in the fall semester. Open to first year students. *Four credit hours.* A. WENTZEL

264Ds Drama and Dance: *An Enemy of the People* In an act of good faith, esteemed citizen Dr. Stockmann attempts to expose a water pollution scandal in his Norwegian hometown, only to be reviled as an "enemy of the people." Written by Henrik Ibsen in 1882; Colby's production will be moved to Maine in an original adaptation by the director. *Prerequisite:* Auditions held at the beginning of spring semester. *Four credit hours.* A. WING

271s Acting II: Scene Study Concentrated monologue and scene work, based on Stanislavsky techniques, with strong focus on script analysis, particularly with regard to playing actions and intentions. Development of skills in sense memory, creating character, concentration, and spontaneity while preparing polished finished scenes and audition pieces. No prior experience is required. *Prerequisite:* Theater and Dance 171. *Four credit hours.* WING

335s Topics in Design: Designing with Light Advanced studies in design and technical production with emphasis on the theoretical and historical role of design in theater and dance. Topics vary from semester to semester and focus on the historical context of design, design theory, production design, technical theater, and theater architecture. *Prerequisite:* Theater and Design 135. *Four credit hours.* THURSTON

339s Stagecraft III Further exploration of scenic construction, lighting production, and prop-making concepts, techniques, equipment, and materials. In addition to an expansion of the course of study from Stagecraft II, students will examine M.I.G. welding through theoretical and practical projects where possible. Out of class work is essential. *Four credit hours.* ERVIN

349Af Topics in Dramatic Literature: Women Playwrights An examination of plays and staging techniques of women writing for the contemporary theater. Emphasis on current feminist and performance theory in order to investigate the implications of gender roles, stereotypes, and associated assumptions and conventions of theatrical performance. *Four credit hours.* D, U. WING

349Bs Topics in Dramatic Literature: Comedy and Revolution An investigation of the manner in which comic structure lends itself to social and political critique. Topics range from the origin and development of comedy to contemporary political satire. *Four credit hours.* WING

359f Choreography Description and analysis of movement and its relation to basic elements of dance: time, space, weight, and flow. Improvisation and choreographic studies will be the vehicles for exploring the formal compositional fundamentals of dance and their application to group choreography. Final projects will be research-based and fully conceived dances to be presented in an informal concert format. *Prerequisite:* Theater and Dance 255 and permission of the instructor. *Three credit hours.* WENTZEL

361Af Topics in Performance: Clowning and the Art of Commedia Two master teachers and performers of physical comedy reveal the secrets of clowning to give the student a sense of comfort and physical ease onstage. Students will learn to breathe and move onstage and improvise in an acting ensemble while exploring the stock characters of the *Commedia dell'Arte*, a form of improvised comedy harking back to 16th-century Italy, and the foundation of our comic stereotypes today. *Four credit hours.* EISENBERG, GOELL

361Bs Topics in Performance: Moving Theater Through movement exercises, students will study diverse transcultural/transnational styles of music/sound and movement ranging from Javanese court dance to Super Bowl halftime shows. The course will be a combination of discussion and practice; as a final project, students will design an itinerant production, guiding the audience to various sites on campus. *Four credit hours.* ONISHI

379f Directing Theories and techniques of staging drama and strategies for organizing and facilitating the creative process commonly used in current theater. One-day workshop with a guest professional stage manager is mandatory. Requires time outside of class for preparation and rehearsal. *Prerequisite:* Theater and Dance 113. *Four credit hours.* WING

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

494f Senior Thesis An intensive research-oriented experience. Students are expected to complete in-depth, independent research on a singular topic and present their conclusions to the department in a final thesis paper and public presentation. *Prerequisite:* Senior standing as a theater and dance major. *Four credit hours.* FACULTY

WOMEN'S, GENDER, AND SEXUALITY STUDIES

Director, ELIZABETH D. LEONARD

APPOINTMENTS IN WOMEN'S, GENDER, AND SEXUALITY STUDIES: *Professor Lyn Mikel Brown, Visiting Assistant Professor Lisa Arellano*

PROGRAM FACULTY FOR WOMEN'S, GENDER, AND SEXUALITY STUDIES: *Terry Arendell (Sociology), Debra Barbezat (Economics), Karen Barnhardt (Education), Kimberly Besio (East Asian Studies), Jennifer Finney Boylan (English and Creative Writing), Laura Chakravarty Box (Theater and Dance), Betsy Brown (College Relations and Biology), Lyn Mikel Brown (Education and Women's, Gender, and Sexuality Studies), Cedric Gael Bryant (English), Cheshire Calhoun (Philosophy), Debra Campbell (Religious Studies), Daniel Contreras (English), Suellen Diaconoff (French), Priscilla Doel (Spanish), Ben Fallaw (History and Latin American Studies), James Fleming (Science, Technology, and Society), Cheryl Townsend Gilkes (Sociology and African-American Studies), Linda Goldstein (College Relations and American Studies), Jill Gordon (Philosophy), Paul Josephson (History), Heidi Kim (Sociology), Karen Kusiak (Education), Leonard (History), Eva Linfield (Music), Howard Lupovitch (History), Phyllis Mannocchi (English), Robert McArthur (Philosophy), Margaret McFadden (American Studies), Mary Beth Mills (Anthropology), Jane Moss (French), Elisa Narin van Court (English), David Nugent (Anthropology), Jorge Olivares (Spanish), Laurie Osborne (English), Adrianna Paliyenko (French), Tamae Prindle (East Asian Studies), Marilyn Pukkila (Library), Tarja Raag (Psychology), Anindyo Roy (English), Elizabeth Sagaser (English), Betty Sasaki (Spanish), Nikky Singh (Religious Studies), Maritza Straughn-Williams (Anthropology and African-American Studies), Katherine Stubbs (English), Mark Tappan (Education), Andrea Tilden (Biology), and Joylynn Wing (Theater and Dance)*

The Women's, Gender, and Sexuality Studies Program is an interdisciplinary program designed to acquaint students with scholarship on women, gender, sexuality, and feminist theory. WGSS courses examine the way gender is culturally constructed and the relation of gender to other systems of social difference, such as race, ethnicity, class, and sexual orientation. WGSS scholarship covers a variety of theoretical and empirical studies from within both traditional disciplines and interdisciplinary frames. In addition to the core WGSS courses, the program offers a wide range of cross-listed courses taught by faculty members from many departments and programs, and students are encouraged to develop a broad foundation through study in several fields. A WGSS major or minor graduates with a program of study that is often unique to the student's developing interests.

Students may pursue a major or a minor in WGSS. Descriptions for courses cross-listed with WGSS are listed under the various departments.

Requirements for the Major in Women's, Gender, and Sexuality Studies

Twelve courses, including an introductory course (typically WG 113, WG 221, WG 275, or WG 276); a course in feminist theory (typically WG 311); a senior seminar (typically WG 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. In consultation with the advisor (typically the WGSS program director), and by the end of the junior year, a WGSS major must develop and identify a three-course thematic focus. Some possible examples are queer studies; gender, religion, and spirituality; gender and history; women, science, and health; women's literature; and global feminisms. Students are encouraged to focus in an area pertinent to their own special interests. The thematic focus typically informs the independent work individual students pursue in the senior seminar.

Because the connection between theory and practice is important to WGSS, majors are *invited* to pursue relevant field experience opportunities, but no more than four credit hours of field experience (approved by the WGSS coordinating committee) may be counted toward fulfillment of the major requirements. Students also may count toward fulfillment of the major requirements a maximum of one semester of independent study (WG 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 WG 113, WG 221, WG 275, or WG 276); a course in feminist theory (typically WG 311); and a senior seminar (typically WG 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 three credit hours of field experience (approved by the WGSS coordinating committee) *or* one semester of independent study (WG 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 (please note: as course offerings change yearly, this list is not exhaustive)

| | |
|---------------------------|---|
| <i>American Studies</i> | 115 The Image of Women and Men in American Film |
| | 275 Gender and Popular Culture |
| | 376 Alternative Popular Cultures |
| | 393 Proseminar: The American Culture of Work |
| <i>Anthropology</i> | 217 Race and Ethnicity: Cross-Cultural Perspectives |
| | 231 Caribbean Society and Culture |
| | 254 Women in the African Diaspora |
| | 273 Medical Anthropology |
| | 373 The Anthropology of Gender and Sexuality |
| | 452 Anthropology of Power |
| <i>Biology</i> | 115 Biology of Women |
| <i>Classics</i> | 332 Manhood in Greek Society and Literature |
| <i>East Asian Studies</i> | 271 Women in Japanese Cinema and Literature |
| <i>Economics</i> | 254 The Economics of Women, Men, and Work |

- Education* 231 Teaching for Social Justice
332 Women, Girls, and the Culture of Education
338 Educational Technology and Student Learning
- English* 298 Gendered Memoir
312 Desire and Autonomy in Medieval Women's Writing
336 Early American Women Writers
343 African-American Literature
348 Postcolonial Literature
362 Art and Oppression: Lesbian and Gay Literature and Modern Society
412 Shakespeare (when appropriate)
413 Author Course (when appropriate)
425 Modern Women's Literature
429 Passionate Expression: Love, Sex, and Sexuality in Western Literature
- French* 493 Seminar (when appropriate)
351 French-Canadian Literature and Society
353 Francophone Women Writers
357 Women Writers in the Maghreb: Algeria, Morocco, Tunisia
- History* 358 Passionate Discontent: The 19th-Century Epidemic
231 American Women's History, to 1870
232 American Women's History, 1870 to the Present
273 History of Women, Gender, and Family in Latin America
313 Women in Medieval and Early Modern Europe
340 Seminar: Biographies and Autobiographies of Great American Women
413 Seminar: Joan of Arc: History, Legend, and Film
422 Research Seminar: Topics in Modern European Women's History
- Philosophy* 435 Research Seminar: The American Civil War
178 Thinking Sex
212 Philosophy and Technology
215 Feminist Philosophies
312 Philosophical Topics in Feminist Theory
317 Philosophy of Science
- Psychology* 352 Sex and Gender Seminar
- Religious Studies* 257 Women in American Religion
275 Contemporary Wicca: Formalists, Feminists, and Free Spirits
312 South Asian Women at the Crossroads: Tradition and Modernity
- Science, Technology, and Society* 398 Feminism, Rhetoric, and Paul
271 History of Science in America
273 Apocalypse Now: Science, Technology, and the Millennium
- Sociology* 273 Sociology of Families
274 Social Inequality and Power
276 Sociology of Gender
297 Contemporary Family Relations: Mothers and Daughters
333 Globalization

| | |
|--------------------------|--|
| | 355 African-American Women and Social Change |
| | 377 Sociology of Sexualities |
| | 391 Gender and Public Policy |
| | 397 Sociology of Alice Walker |
| <i>Spanish</i> | 271 Questions of Identity, Spaces, and Power |
| | 276 U.S. Latina/Chicana Women Writers |
| | 334 Images of Women in Hispanic Texts |
| | 371 The Colonial Experience |
| | 493 Seminar (when appropriate) |
| <i>Theater and Dance</i> | 349 Topics in Dramatic Literature (when appropriate) |

Course Offerings

[011] Sexual Violence and its Impact During this 40-hour course, taught by a staff member of Rape Crisis Assistance and Prevention in Waterville, students will be sensitized to the emotional, psychological, physical, and social impacts of sexual violence. Topics of discussion will range from communication, advocacy, and crisis intervention to state laws and mental health issues. The dynamics and effects of various types of sexual violence are covered and include the following: sexual harassment, incest, child sexual abuse, date rape, stalking, acquaintance rape, and intimate partner abuse. Students will gain much of the knowledge, understanding, and skills necessary to provide services to the Rape Crisis Helpline, a sexual violence helpline serving northern Kennebec and Somerset counties. *Note:* this is an emotionally intense and demanding training course. It is recommended that participants have adequate support systems to assist in dealing with stress that may be encountered due to participation. Rape Crisis understands that many participants have been exposed to sexual violence in their lives; however, it may not be a positive experience for a person actively engaged in the healing process. *Noncredit.*

[012] Domestic Abuse and Family Violence Prevention The dynamics of domestic abuse, its effect on children, batterers' intervention strategies, dating abuse, legal remedies, and effective advocacy programs. Students will acquire the knowledge and skills necessary to become Family Violence Project volunteer advocates. Class meetings will be intensive and may be especially difficult for individuals with firsthand experience with the issue of domestic abuse. Family Violence Project staff will make every effort to be sensitive and supportive; however, a personal support system is highly recommended. *Noncredit.*

[111] Introduction to Women's, Gender, and Sexuality Studies An introduction to the interdisciplinary field of women's, gender, and sexuality studies, utilizing classical and contemporary texts. An examination of the variety of feminist theoretical approaches to understanding gendered lives in historical and transnational contexts. *Four credit hours. D, U.*

[113] Introduction to Women's Literature and Feminist Criticism An introduction to the practice of feminist criticism and to women's literature. The impact of feminist criticism on literary studies; fiction, prose, and drama by women writers from various countries. *Four credit hours. L, D, I.*

[137] Multidisciplinary Approaches to HIV/AIDS Listed as JP137 (q.v.). *Two credit hours.*

[178] Gender and Sexuality How French-speaking novelists, dramatists, poets, and filmmakers represent gender, sexuality, and sexual difference. Texts translated into English will be used to analyze the impact of culture and religion on issues related to gender and sexuality. Texts and films will be selected from a variety of French-speaking countries and

regions, including France, Canada, Haiti, North Africa, sub-Saharan Africa, Lebanon, and Vietnam. Part of the Integrated Studies Program; requires concurrent enrollment in Philosophy 178. Admission by application. *Four credit hours.* L, I.

[211] Women in Myth and Fairy Tale How are women portrayed in the myths and fairy tales of Western cultures? What is the impact of these images on our selves and our society? What are some alternatives to the images we are familiar with? Are there innate "women's ways of heroism" that have been denigrated or ignored by patriarchal systems, or is such a gender distinction purely a social construct? These questions are explored through close examination of ancient and contemporary versions of the stories of Psyche, Beauty, and Inanna. Native American stories and feminist fairy tales provide alternative images for discussion, as will various video versions of the stories. Normally offered every other year. *Three credit hours.* L, D.

217s Boys to Men An exploration of the thoughts and 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 explicitly 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, with particular attention paid to the problem of men's violence against women and against other men. Students work with boys and young men in local schools and after-school programs. *Four credit hours.* S, D, U. TAPPAN

[221] Gender, Race, and the Politics of Difference From an interdisciplinary perspective, the course examines how women have responded to the relationships among gender, race, ethnicity, sexuality, and class, with special emphasis on feminist contributions to understanding the politics of difference. How assertions and denials of difference have defined "woman" and the priorities of feminist activism in the United States. *Four credit hours.* D.

232s Introduction to Queer Studies 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

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

276f Sociology of Gender Listed as Sociology 276 (q.v.). *Four credit hours.* S, D. KIM

[277] Mothers and Daughters: Special Topics in Contemporary Family Relations Listed as Sociology 275 (q.v.). *Three credit hours.* S, D, U.

311f Topics in Feminist Theory: U.S. Third World Feminist Theory An examination of the trajectory of theories about woman/women from first to second to third wave feminism in the U.S. Central texts from each period are read in conjunction with work that addresses the intersection of gender with race, ethnicity, class, sexuality, and nation. Thematic concerns include women and labor, ideologies of domesticity and kinship, and women's sexuality. *Four credit hours.* D, U. ARELLANO

[312] Philosophical Topics in Feminist Theory Listed as Philosophy 312 (q.v.). *Four credit hours.* S, D.

[315] Contemporary Asian-American Women Writers Contesting images such as the evil Dragon Lady and the exoticized Lotus Blossom, recent texts by Asian-American women often transform rigid notions of identity, culture, and nation. Students explore the various strategies that are used in Asian-American women's writing (autobiography, fiction, poetry, essay, and film) to negotiate and offer alternatives to the authors' contemporary concerns: the hyperfeminization and sexualization of Asian-American women, especially as represented in popular culture; heterosexuality, patriarchal family structures, and domestic violence; and the myths of meritocracy and the American Dream for Asian immigrant women. *Four credit hours.* L, D, U.

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

491f, 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.*

[493] Seminar: International Women's Movements and Transnational Feminist Activism This seminar engages in an examination of current debates about social and political identity and seeks 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. *Four credit hours.* D, I.

ATHLETICS

249 Athletics

Athletics

The Department of Athletics offers physical education classes and sponsors intramural sports, intercollegiate athletics (varsity and "B" 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, with two levels of competition, recreational and competitive. Offerings include soccer, field hockey, flag football, volleyball, broomball, basketball, and softball. Special intramural events have included a triathlon, a home run derby, and a squash tournament.

The department oversees club sports. Clubs are student run and are offered if there is enough student interest to sustain the club. Examples include men's and women's rugby, the woodsmen's team, badminton, sailing, Frisbee, bicycling, water polo, men's volleyball, fencing, and an equestrian team.

Physical education classes are offered for students, faculty, and staff. Past offerings for students include aerobics, yoga, kickboxing, plyometrics, and pilates classes.

Indoor athletic facilities at Colby, clustered in the Harold Alfond Athletic Center, include Wadsworth Gymnasium, the Alfond Ice Arena, the 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 an eighth-mile indoor track, four full-size tennis courts, a 27-foot climbing wall, a batting cage, and jumping pits.

Outdoor facilities include the Bill Alfond Field, a lighted, synthetic turf surface completed in 2005; the quarter-mile, all-weather Alfond Track; Seaverns Football Field and stadium; Coombs Field and Crafts Field for baseball and softball respectively; a game field and two practice fields for soccer; the Alfond-Wales Tennis Courts, including 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 various other playing 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 men's and women's crew teams and the Sailing Club. The Outing Club maintains a cabin on Great Pond in Belgrade.

For information about the Department of Athletics, teams, and the department's faculty and coaching staff, visit www.colby.edu/athletics.

STUDENT SERVICES AND CAMPUS LIFE

- 251 Colby Experience
- 251 Student Support Team
- 251 Orientation
- 251 Housing
- 252 Dialogue Housing
- 252 Dining Services
- 252 Student Activities and Organizations
- 252 Multicultural and International Affairs
- 252 The Pugh Center
- 252 Governance
- 252 Safety and Security
- 253 Health and Counseling Services
- 253 General Regulations
- 253 Behavior
- 254 Access Policy
- 254 Health Policy
- 255 Student Records
- 255 The Colby Name

The Colby Experience

Life at Colby, as shaped by the College's mission and precepts (see General Information section) and other College initiatives, is characterized by academic rigor, a strong community, a friendly campus atmosphere, international perspectives, and efforts to understand and to advance diversity.

Intellectual challenge is at the core of the Colby experience. A strong community combined with strong academic and social programming ensure a rich student life. Colby is recognized as a leader in internationalism—in its emphasis on study abroad programs, in the international diversity of the student body and faculty, and in the ways global issues permeate the curriculum. Colby prepares graduates to function in a global economy and to work effectively with people of diverse races, cultures, and backgrounds. Colby graduates find their places at top Wall Street firms, the best medical schools and research universities, the finest law and business programs, in the arts, government service, social service, education, and nonprofit organizations.

Student Support Team

The Office of the Dean of Students provides services in residential life, housing, student activities, academic advising, multicultural affairs, international affairs, and personal counseling. Professional members of the staff are on call to assist students and parents at any hour. Along with Health Services, Counseling Services, and the College chaplains, the Office of the Dean of Students is part of Colby's Student Support Team, which assists students with academic, emotional, physical, or practical problems that may arise during the college years.

Orientation

From the time of admission until they arrive on campus, new students are invited to make use of the admitted students' Web site and a hot line to the College to get answers to questions they may have. An on-campus orientation program for first-year and other new students is held just before the beginning of each new semester. The program includes an introduction to the intellectual and social life of the College, meetings with academic advisors, and placement examinations. Prior to orientation, first-year students may participate in COOT (Colby Outdoor Orientation Trips), conducted by upperclass students, alumni, faculty, and staff members. Upperclass COOT leaders continue to guide new students once classes begin.

Housing

The residential experience at Colby is designed to extend and integrate intellectual inquiry into the dormitories and dining halls. Faculty residents, faculty associates, undergraduate hall staff, and hall presidents are on hand to guide hall activities. The College works to foster a welcoming campus community and strives to create an atmosphere and a residential experience that are fully inclusive for students from diverse backgrounds. Individual residence hall sizes range 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 are expected to live in College housing as assigned by the Office of the Dean of Students and are required to subscribe to an on-campus board plan.

Students who wish to live off campus must seek approval from the Office of the Dean of Students. A small number of students are permitted to live off campus and are generally assigned by a lottery system with first priority given to seniors.

Exceptions to Colby's housing policies are not granted for psychological or medical reasons, except as they comply with the Americans With Disabilities Act.

Dialogue Housing

Beginning in 2005-06 the College offered a pilot program, Dialogue Housing, designed to link the academic and residential experience more directly. In the program, students with a shared interest live together for one academic year and pursue sustained dialogue, civic engagement, and rigorous examination of a topic of interest through formal and informal activities. In 2005-06 the Green House, centered around environmental initiatives and sustainability, will be the pilot program for Dialogue Housing. Criteria for the Dialogue Housing initiative are online at www.colby.edu/dos/housing/dial0506.html.

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. For the fall of 2005-06 the Roberts Dining Hall will be closed for renovations, reopening for second semester. 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" section).

Student Activities and Student Organizations

The Office of Student Activities works with more than 100 student-led clubs and organizations focused on cultural, athletic, musical, political, publication, religious, service, or other themes. The professionals in the department also work with the Student Government Association and Student Programming Board, and organize Colby Outdoor Orientation Trips (COOT). Student Activities also manages the on-campus Coffee House and runs an Emerging Leaders program.

Multicultural and International Affairs

Colby is committed to providing multicultural and international programming for the campus as well as offering academic, social, and personal counseling to all students, particularly international students and those who self-identify as persons of color and/or gay, lesbian, bisexual, transgender, transsexual, intersexed, or questioning.

The Pugh Center

The Pugh Center, linked to Cotter Union, provides a hub for programs and activities that promote intercultural communication and understanding. The center houses 14 student organizations focused on multicultural issues, provides a gathering space for experiential learning opportunities and serves as a clearinghouse for information on issues and concerns related to race, ethnicity, religion, gender, and sexual orientation.

Governance

Students play significant roles in shaping student life through the Student Government Association (SGA) and the Social Programming Board (SPB) 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, and Race and Racism.

Safety and Security

Colby's Security Department works to provide a safe and secure environment for the Colby community. Security personnel offer a variety of services to assist students, faculty, and

staff members. 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. A ColbyCard electronic access system is in use in all residence halls and most 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. Colby's uniform crime reporting statistics are available online at www.colby.edu/security.

Health and Counseling Services

Colby's Health Center, accredited by the Accreditation Association for Ambulatory Health Care, is staffed around the clock while school is in session. Medical care for most illnesses or accidents is available in the Health Center, and physical therapy, alcohol and drug counseling, and psychological counseling are available by appointment. The Health Center has six beds for infirmary patients as well as examination rooms, a physical therapy room, and a small lab.

Counseling Services is open to any student wishing to discuss problems or situations that affect college life. Counseling Services is located in Garrison-Foster, the same building as Health Services, but is a separate department and maintains separate, confidential records. One of the College's counselors is on call for emergencies 24 hours a day during the school year.

Colby Emergency Response is a group of radio-dispatched, trained student emergency medical technicians who respond to health emergencies on campus. Most health and counseling services are available to students at no extra charge.

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.

Behavior

The College reserves the right to dismiss any student whose presence its officers believe to be detrimental to its general welfare.

Although authority regarding discipline is the ultimate responsibility of the dean of students, most of the serious cases requiring discipline of students are turned over by the dean to a judicial board composed of students and faculty or to a dean's hearing board. The regulations of the board and the rights of students appearing before the board are described in the *Student Handbook*.

The trustees have delegated to various sectors of the College, including the Student Government Association, extensive autonomy in the conduct of student affairs. Students retain the right to organize their lives and behavior within the standards agreed upon by the College community, so long as they do not interfere with the rights of others or with the educational process.

The right of free speech and the open exchange of ideas and views is essential, especially in a learning environment, and Colby vigorously upholds these freedoms. Similarly, the College is committed to maintaining a community in which persons of all races, ethnic

groups, nationalities, genders, economic backgrounds, ages, abilities, sexual orientations, and spiritual values are welcome. The College will not tolerate racism, harassment, including sexual harassment, or intimidation of any kind; any student found guilty of such actions or of interfering with these goals will be subject to civil prosecution as well as suspension or expulsion from Colby.

The College prohibits social fraternities and sororities. Students who pledge, who invite pledging, who haze, or who perpetuate any fraternity or sorority will be suspended for at least one year and may be subject to additional penalties that could include expulsion.

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

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

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

Access Policy

As a matter of College policy, all campus organizations and College-sponsored events are open to the full participation of all members of the Colby community without regard to race, gender, sexual orientation, religion, age, parental or marital status, national or ethnic origin, political beliefs, economic background, or disability unrelated to job or course of study requirements. Exceptions to this policy may be granted, for compelling reasons only, by mutual agreement of the dean of faculty and the Academic Affairs Committee or, in the case of student-sponsored events, by mutual agreement of the dean of faculty, the dean of students, and the College Affairs Committee.

Health Policy

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

The College feels that the best interests of students are served by providing medical and psychological counseling and treatment from professionals thoroughly informed about personal and family history. The College respects the rights of these professionals to use their judgment in meeting the health needs of students.

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

The director of counseling services and/or one of the medical practitioners may require that a student obtain treatment away from campus before continuing as a student either after time away or after one of the vacation periods during the year or in the summer.

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

Student Records

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

The Colby Name

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

DIRECTORIES, APPENDICES, INDEX, AND CALENDARS

- 257 Corporation
- 265 Faculty
- 293 Administration
- 298 Enrollment by States and Countries
- 299 Degrees Awarded
- 305 Honors
- 315 Index
- 320 Academic Calendars, 2005-06 and 2006-07

THE CORPORATION 2005-2006

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TOM C. AUSTIN, B.S., 1986-2005

Adjunct Associate Professor of Physical Education and Athletics, Emeritus

CHARLES W. BASSETT, M.A. '80, Ph.D., 1969-1999, 1999-2005

Lee Family Professor of American Studies and English, Emeritus; Visiting Professor of English

R. MARK BENBOW, M.A. '62, Ph.D., 1950-1990

Roberts Professor of English Literature, 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

JEAN D. BUNDY, M.A. '63, Ph.D., 1963-1989

Dana Professor of French Literature, Emeritus

FRANCISCO A. CAUZ, M.A. '77, Ph.D., 1957-1993

Professor of Spanish, Emeritus; Resident Director of Colby in Salamanca Program, Emeritus

WILLIAM R. COTTER, M.A. '79, LL.D., 1979-2000

Professor of Government, Emeritus; President, Emeritus

F. ELIZABETH CRAWFORD '29, M.L.S.

Associate Professor of Library Science, Emerita

EILEEN M. CURRAN, M.A. '73, Ph.D., 1958-1992

Professor of English, Emerita

JOHN M. DUDLEY, M.A. '86, Ph.D., 1964-1992

Professor of Physics, Emeritus

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. FILOSOFF, M.A. '81, Ph.D., 1969-2001
Professor of French, 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
The 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

YEAGER HUDSON, M.A. '77, Ph.D., 1959-1999
Dana Professor of Philosophy, Emeritus

ROBERT H. KANY, Ph.D., 1970-1996
Associate Professor of History, Emeritus; Director of Special Programs; Associate Director of Corporate and Foundation Relations

HOWARD L. KOONCE, M.A. '80, Ph.D., 1963-1994
Professor of English and Performing Arts, Emeritus

DONALDSON KOONS, M.A. '51, Ph.D., 1947-1982
Dana Professor of Geology, Emeritus

HUBERT C. KUETER, Ph.D., 1965-1997
Associate Professor of German, Emeritus

THOMAS R.W. LONGSTAFF, M.A. '84, Ph.D., 1969-2003
Crawford Family Professor of Religious Studies, Emeritus

COLIN E. MACKEY, M.A. '73, Ph.D., 1956-1990
Professor of English, Emeritus

ALBERT A. MAVRINAC, M.A. '58, Ph.D., 1958-1992
Dana Professor of Government, Emeritus

MARILYN S. MAVRINAC, Ph.D., 1963-1995
Associate Professor of Education and Human Development, Emerita

RICHARD J. MCGEE, M.A. '86, M.S., 1967-1998
Professor of Physical Education, Emeritus; Director of Athletics

C. ABBOTT MEADER, M.A. '96, M.F.A., 1983-1998
Professor of Art, Emeritus

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

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; Administrative Vice President, Emeritus

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

ROBERT W. PULLEN '41, M.A. '59, Ph.D., 1945-1981
Professor of Economics, Emeritus; Administrative Vice President, Emeritus

HAROLD B. RAYMOND, M.A. '68, Ph.D., 1952-1994
Professor of History, Emeritus

PETER RE, M.A. '65, M.A., 1951-1984
Professor of Music, Emeritus

EVANS B. REID, M.A. '58, Ph.D., 1954-1978
Merrill Professor of Chemistry, Emeritus

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

ALLAN C. SCOTT, M.A. '51, Ph.D., 1951-1973
Dana Professor of Biology, Emeritus

RICHARD C. SEWELL, M.A., 1974-2003, 2004-2005
Adjunct Associate Professor of Theater and Dance, Emeritus; Director of Powder and Wig, Emeritus; Irving D. Suss Visiting Guest Artist

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

ROBERT E.L. STRIDER, M.A. '57, Ph.D., 1957-1979
Professor of English, Emeritus; President, Emeritus

JOHN R. SWENEY, M.A. '82, Ph.D., 1967-2004
The NEH/Class of 1940 Distinguished Teaching Professor of Humanities, Emeritus, English

DACE WEISS, M.A., 1981-2001
Assistant Professor of French, Emeritus

GUENTER WEISSBERG, M.A. '70, Ph.D., 1965-1988
Professor of Government, Emeritus

JAMES B. WESCOTT, M.A. '01, M.S., 1978-2003
Adjunct Professor of Physical Education and Athletics, Emeritus

DORIN ZOHNER, Ph.D., 1963-1966; 1969-1996
Associate Professor of Psychology, Emeritus

WALTER H. ZUKOWSKI, M.A. '65, Ph.D., 1952-1982
Wadsworth Professor of Administrative Science, Emeritus

Named Chairs, Their Donors, and Current Chairholders

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

The Leslie Brainerd Arey Chair in Biosciences (1993) by Mary E. Arey in memory of her husband, Colby Class of 1912. W. Herbert Wilson, biology.

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

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

The 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 Singh, religious studies.

The Charles A. Dana Professorship Fund (1966) by the Charles A. Dana Foundation of New York City. Cheshire Calhoun, philosophy, Anthony Corrado, government, Susan Kenney, English, Thomas J. Morrione, sociology, and Clifford Reid, economics.

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

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

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

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 Franko, economics.

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

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

The Christian A. Johnson Professorship for Integrative Liberal Learning (1998) by the Christian A. Johnson Endeavor Foundation to launch a pioneer program in liberal arts education. Daniel H. Cohen, philosophy.

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

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

The Lee Family Chair in English (1993) by Robert S. Lee '51, Colby trustee, and his wife, Jean. Cedric Gael Bryant, English.

The Clare Boothe Luce Professorships (1988) through a bequest from Clare Boothe Luce. Catherine R. Bevier, biology; Lynn Hannum, biology; Virginia C. Long, physics; Jennifer D. Shosa, geology; Katherine St. Clair, mathematics; Judy L. Stone, biology; and Andrea R. Tilden, biology.

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. Julie T. Millard, chemistry.

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. Thomas H. Tietenberg, economics.

The Carolyn Muzzy Museum of Art Chair (1992) by Colby friend Carolyn Muzzy, who had been involved with the museum since its inception. Daniel G. Rosenfeld.

The NEH/Class of 1940 Distinguished Professorship in Humanities (1990) by the National Endowment for the Humanities and alumni from the Class of 1940. Jonathan M. Weiss, French.

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

The Oak Chair in East Asian Language and Literature (2000) by The Oak Foundation, the family foundation of the parents of a Colby alumnus. Tamae 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. Mario Moroni, Italian.

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

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

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

The Arthur Jeremiah Roberts Professorship of 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. Murray F. Campbell, physics.

The Sunrise Chair (2000) by anonymous parents of Colby alumni. Robert T. Bluhm Jr., physics.

The Julian D. Taylor 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. James W. Meehan Jr., economics.

The Whipple-Coddington Chair in Geology (1994) by Jane Whipple Coddington '55, Colby trustee, and F. Chandler Coddington Jr. Robert A. Gastaldo, geology.

The Harriet S. Wiswell and George C. Wiswell Jr. Chair in American Constitutional Law (2000) by Harriet Sargent Wiswell '48 and George C. Wiswell Jr. '50. Joseph Reisert, 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. Unfilled.

Faculty

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

WILLIAM D. ADAMS, M.A. '00, Ph.D. (Colorado College, California at Santa Cruz), 2000-
President; Professor of Philosophy

DEBRA A. AITKEN, M.A. '01, M.Ed. (Plymouth State, Frostburg State), 1985-
Adjunct Professor of Athletics

CHARLOTTE E. ALBRIGHT, Ph.D.¹ (Bennington, Boston University), 2005-
Visiting Assistant Professor of English

DONALD B. ALLEN, M.A. '82, Ph.D. (Fresno State, Illinois), 1967-
Professor of Geology

RICHARD A. AMMONS, M.B.A. (Amherst, Stanford), November, 2003-
Professor of American Studies; Vice President for College Relations

JEFFREY D. ANDERSON, Ph.D. (Knox, Chicago), 1996-
Associate Professor of Anthropology

LISA ARELLANO, Ph.D. (Bryn Mawr, San Francisco State, Stanford), 2005-
Visiting Assistant Professor of American Studies

TERRY J. ARENDELL, M.A. '99, Ph.D. (United States International, California at Berkeley), 1994-
Professor of Sociology

ARIEL C. ARMONY, Ph.D. (Buenos Aires [Argentina], Ohio, Pittsburgh), 1998-
Assistant Professor of Government; Co-Director, Goldfarb Center for Public Affairs and Civic Engagement, 2005-

GARY ATWOOD, M.A. (Idaho State, California at Irvine), 2005-
Visiting Instructor in Spanish

TOM C. AUSTIN, B.S. (Maine), 1986-2005
Adjunct Associate Professor of Athletics

EUGENE AVRUTIN, Ph.D. (Texas at Austin, Michigan), 2004-
Visiting Assistant Professor of History

SALLY A. BAKER, A.B. (Duke), 1989-1998, 2002-
Faculty Member without Rank: Executive Assistant to the President and Secretary of the Corporation

DEBRA A. BARBEZAT, M.A. '04, Ph.D. (Smith, Michigan), 1992-
Professor of Economics

KAREN A. BARNHARDT, Ph.D. (Carroll, Montana, North Carolina at Greensboro), 2000-
Assistant Professor of Education

JAMES C. BARRETT, Ph.D.¹ (California at Santa Cruz, Cornell), 2000-
Visiting Assistant Professor of Anthropology/Classics

CHARLES W. BASSETT, M.A. '80, Ph.D.¹ (South Dakota, Kansas), 1969-1999, 1999-2005
Lee Family Professor of American Studies and English, Emeritus; Visiting Professor of English

THOMAS R. BERGER, M.A. '95, Ph.D. (Trinity, California Institute of Technology), 1995-
Carter Professor of Mathematics

WILLIAM P. BERLINGHOFF, Ph.D.¹ (Holy Cross, Boston College, Wesleyan), 1988-1991;
2003; February-May 2005
Visiting Professor of Mathematics

AMY C. BERNATCHEZ, B.S.¹ (Maine), 2004-
Adjunct Instructor in Athletics

KIMBERLY A. BESIO, Ph.D. (Hawaii at Manoa, California at Berkeley), 1992-
Associate Professor of East Asian Studies [Chinese]

CATHERINE L. BESTEMAN, M.A. '05, Ph.D. (Amherst, Arizona), 1993-
Professor of Anthropology

PARKER J. BEVERAGE, M.A. (Dartmouth, Stanford), 1985-
Dean of Admissions and Financial Aid

CATHERINE R. BEVIER, Ph.D. (Indiana, Connecticut), 1999-
Clare Boothe Luce Assistant Professor of Biology

DANIEL BILAR, Ph.D. (Brown, Cornell, Dartmouth), 2004-
Visiting Assistant Professor of Computer Science

ADRIAN BLEVINS, M.F.A. (Virginia Intermont, Hollins, Warren Wilson), 2004-
Assistant Professor of English [Creative Writing]

ROBERT T. BLUHM JR., M.A. '03, Ph.D. (NYU, Princeton, Columbia, Rockefeller),
1990-
Sunrise Professor of Physics

LILIANA BOTCHEVA-ANDONOVA, Ph.D. (Mount Holyoke, Harvard), February 2004-
Assistant Professor of Government and Environmental Studies

LAURA CHAKRAVARTY BOX, Ph.D. (California State at Fullerton, San Diego State, Hawaii
at Manoa), February 2002-
Assistant Professor of Theater and Dance

JENNIFER FINNEY BOYLAN, M.A. '01, M.A.¹ (Wesleyan, Johns Hopkins), 1988-
Professor of English

OTTO K. BRETSCHER, Ph.D.¹ (Zurich [Switzerland], Harvard, Zurich [Switzerland]),
1998-
Assistant Professor of Mathematics

BETSY BROWN, Ph.D. (Boston University, Delaware), 1990-
Visiting Assistant Professor of Biology; Associate Director of Corporate and Foundation Relations

LYN MIKEL BROWN, M.A. '05, Ed.D.² (Ottawa, Harvard), 1991-
Professor of Education and Women's, Gender, and Sexuality Studies

PHILIP H. BROWN, Ph.D. (Colorado, School for International Training, Michigan),
2003-
Assistant Professor of Economics

CEDRIC GAEL BRYANT, M.A. '05, Ph.D. (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.F.A.¹ (California at Berkeley, Massachusetts at Amherst), 1987-
Associate Professor of English

THOMAS K. BURTON, B.A. (Hamilton), 1999-
Adjunct Assistant Professor of Athletics

CHESHIRE C. CALHOUN, M.A. '99, Ph.D. (Northwestern, Texas at Austin), 1991-
Charles A. Dana Professor of Philosophy

ALEC D. CAMPBELL, Ph.D. (Columbia, UCLA, California), 1998-
Assistant Professor of Sociology

DEBRA CAMPBELL, M.A. '02, Ph.D. (Mt. Holyoke, St. Michael's [Canada], Boston
University), January-June 1983, 1986-
Professor of Religious Studies

MURRAY F. CAMPBELL, M.A. '92, Ph.D. (Pennsylvania State, Cornell), 1980-
William A. Rogers Professor of Physics

CHRISTOPHER HAMLER CARRICK, B.S.¹ (Boston University), 2004-
Visiting Instructor in English

TRACY HAMLER CARRICK, Ph.D. (Boston University, San Francisco State, Syracuse),
2003-
Assistant Professor of English; Director of the Writers' Center, 2003-

DAVID TODD COFFIN '83, M.A. (Colby, Purdue), 2003-
Adjunct Instructor in Athletics

DANIEL H. COHEN '75, M.A. '00, Ph.D. (Colby, Indiana), 1983-
Professor of Philosophy; Christian A. Johnson Professor of Integrative Liberal Learning

PAUL E. COHEN, Ph.D.¹, (New Mexico, Illinois), 2005-
Visiting Assistant Professor of Mathematics

MARIA COLBERT, Ph.D. (Harvard), 2002-
Assistant Professor of Spanish

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

GEORGE L. COLEMAN II, M.A. (Cornell, Kansas), 1963-
Associate Professor of Geology; Registrar

CLARE BATES CONGDON, Ph.D.² (Wesleyan, Michigan), 1998-
Assistant Professor of Computer Science

SARAH O. CONLY, Ph.D.¹ (Princeton, Cornell), February 2001-2004
Visiting Assistant Professor of Philosophy; Integrated Studies Program

CHARLES W.S. CONOVER III, M.A. '04, Ph.D. (Middlebury, Virginia), 1990-
Professor of Physics

REBECCA R. CONRY, Ph.D. (Eastern Washington, Washington), 2000-
Associate Professor of Chemistry

DANIEL CONTRERAS, Ph.D. (Texas at Austin, Stanford), 2003-
Assistant Professor of English

ALLISON A. COOPER, M.A.¹ (Knox, UCLA), 2002-
Instructor in Italian

ANTHONY J. CORRADO JR., M.A. '01, Ph.D. (Catholic University, Boston College), February
1986-
Charles A. Dana Professor of Government

TRACEY A. COTE, M.S. (Northern Michigan, Wyoming), 1998-
Adjunct Assistant Professor of Athletics

JOHN CULLINAN, M.S. (Bates, Massachusetts at Amherst), 2005
Visiting Instructor in Mathematics

ERIN F. CURREN '97, Ph.D.¹ (Colby, Columbia), 2005-
Visiting Assistant Professor of French

MICHAEL J. DELL'OLIO, J.D.¹ (Maine, New Hampshire College, Massachusetts School of
Law), January-May 2004, 2005-
Visiting Assistant Professor of Administrative Science

MARTHA J. DENNEY, Ph.D. (Hamilton, Harvard, Brandeis), 1995-
*Assistant Professor of Education and Human Development; Associate Dean of Faculty and Director
of Off-Campus Study, 2000-*

GUILAIN P. DENOEU, M.A. '03, Ph.D. (Grenoble [France], Georgetown, Princeton), 1990-
Professor of Government

JULIE W. DE SHERBININ, Ph.D. (Amherst, Yale, Cornell), 1993-
Associate Professor of Russian

THOMAS A. DEXTER, M.S. (SUNY at Cortland), 1989-
Adjunct Associate Professor of Athletics

SUELLEN DIACONOFF, M.A. '00, Ph.D. (Willamette, Indiana), 1986-
Professor of French

MEADOW DIBBLE-DIENG '95, B.A. (Colby), 2005-
Visiting Instructor in French

PETER B. DITMANSON, Ph.D. (Minnesota, Harvard), 1999-
Assistant Professor of History and East Asian Studies

PRISCILLA A. DOEL, M.A. '93, M.A. (Colby Junior, NYU), 1965-
Professor of Portuguese and Spanish

MICHAEL R. DONIHUE '79, Ph.D. (Colby, Michigan), 1989-
Associate Professor of Economics

LINWOOD C. DOWNS '83, M.A.¹ (Colby, Columbia, Maine), 2003-2005
Visiting Instructor in Administrative Science

SHARI ULDRICH DUNHAM, Ph.D.² (Drew, MIT), 1998-2005
Dr. Gerald and Myra Dorros Assistant Professor of Biochemistry

STEPHEN ULDRICH DUNHAM, Ph.D.² (Hamline, Montana State), 1998-2005
Dr. Gerald and Myra Dorros Assistant Professor of Biochemistry

GREGORY DUTTON, B.A.¹ (Williams), 2005-
Visiting Instructor in Chemistry

YULIA CHENTSOVA DUTTON, M.A. (Williams, Minnesota), 2005-
Instructor in Psychology

WILLIAM EDELGLASS, Ph.D. (St. John's College, Emory), 2005-
Visiting Assistant Professor of Philosophy

BEVIN L. ENGMAN, M.F.A. (William and Mary, Portland School of Art, Pennsylvania), 1996-
Associate Professor of Art

MARGARET D. ERICSON, M.L.S. (Florida State), 1998-
Faculty Member without Rank: Art and Music Librarian

BEN W. FALLAW, Ph.D. (North Carolina at Chapel Hill, Chicago), 2000-
Assistant Professor of History and Latin American Studies

BARRY M. FARBER, M.B.A.¹ (Purdue, UCLA), 1995-2005
Visiting Assistant Professor of Administrative Science

- JOSEPH A. FEELY, M.Arch. (Williams, Washington), 1995-
Visiting Assistant Professor of Art; Supervisor of Special Projects/Architect
- 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
- DAVID H. FIRMAGE, M.A. '88, Ph.D. (Brigham Young, Montana), 1975-
Clara C. Piper Professor of Environmental Studies
- 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
- MARSHALL T. FULBRIGHT, M.Mus. (Chapman, California at Santa Barbara), 2005-
Visiting Assistant Professor of Music
- MARISELA A. FUNES, Ph.D. (Illinois at Urbana, St. Louis, Illinois at Urbana), 2002-
Assistant Professor of Spanish
- EMMA GARCIA, M.A. (California at Santa Cruz, Michigan at Ann Arbor), 2005-
Instructor in 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
- ROBERT A. GILLESPIE, Ph.D. (Cornell, Iowa), 1971-77, 1982-2005
Associate Professor of English; College Editor
- HEIDI M. GODOMSKY, M.A. (William and Mary, Trinity), 1993-
Adjunct Assistant Professor of Athletics
- MARK GODOMSKY, B.A. (Bates), 1998-
Adjunct Assistant Professor of Athletics
- JULIE GOELL, B.A.¹ (Emerson, Southern Maine School of Music), 2005-
Irving D. Suss Visiting Guest Artist, Theater and Dance
- JILL P. GORDON, M.A. '04, Ph.D. (Claremont McKenna, Brown, Texas at Austin), 1991-
Professor of Philosophy
- FERNANDO Q. GOUVÊA, M.A. '01, Ph.D. (Universidade de Sao Paulo [Brazil], Harvard),
1991-
Professor of Mathematics
- ARTHUR D. GREENSPAN, M.A. '91, Ph.D. (Columbia, Indiana), 1978-
Professor of French
- 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

CHRISTIANE GUILLOIS, Ph.D.¹ (Universite de Paris [France]), 1993-
Visiting Assistant Professor of French and Italian

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

PIERS HALE, Ph.D. (Glamorgan [Wales], Lancaster [England]), 2005-
Visiting Assistant Professor of Science, Technology, and Society

JONATHAN F. HALLSTROM, Ph.D. (Oregon State, Iowa), 1984-
Associate Professor of Music

LYNN HANNUM, Ph.D. (Bates, Yale), 2001-
Clare Boothe Luce Assistant Professor of Biology

NATALIE B. HARRIS, Ph.D. (Indiana), 1978-1980, 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-
Assistant Professor of Government

JAN É. HOLLY, Ph.D. (New Mexico, Illinois), 1996-
Associate Professor of Mathematics

OLIVIA HOLMES, Ph.D.¹ (Yale, Iowa, Northwestern), 2001-2002; 2005-
Visiting Assistant Professor of Italian

JENNIFER L. HOLSTEN '90, M.Ed. (Colby, Springfield), 1995-
Adjunct Associate Professor of Athletics

BRET D. JARRETT, Ph.D.¹ (Florida State, North Carolina at Chapel Hill, South Florida),
February-June 2005
Visiting Assistant Professor of Geology

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

RANDOLPH M. JONES, Ph.D.² (UCLA, California at Irvine), 1998-
Assistant Professor of Computer Science

PAUL R. JOSEPHSON, Ph.D. (Antioch, Harvard, MIT), 2000-
Associate Professor of History

JANICE ARMO KASSMAN, M.A. (SUNY at Stony Brook, Boston College), 1974-
Faculty Member without Rank: Vice President for Student Affairs and Dean of Students

JEFFREY L. KATZ, Ph.D. (Pennsylvania, Harvard), 2002-
Assistant Professor of Chemistry

TONI D. KATZ, M.S. (Maine at Portland, Simmons), 1983-
Faculty Member without Rank: Assistant Director of Technical Services, Colby Libraries

PETER JOSHUA KAVALER, Ph.D. (Haverford, Pennsylvania), 2004-
Assistant Professor of Biology

SUSAN McILVAINE KENNEY, M.A. '86, Ph.D.¹ (Northwestern, Cornell), 1968-
Dana Professor of Creative Writing

SAKHI KHAN, M.A. (Tufts, Harvard), 2001-
Adjunct Instructor in Athletics

HEIDI J. KIM, M.A.¹ (Brown, UCLA), September-December, 2002; 2004-
Visiting Instructor in Sociology

LINDA KIM, M.A. (Barnard, California at Berkeley), 2005-
Visiting Instructor in Art

R. KELLER KIMBROUGH, Ph.D. (Colorado, Columbia, Yale), 2001-2005
Assistant Professor of East Asian Studies [Japanese]

D. WHITNEY KING, M.A. '02, Ph.D. (St. Lawrence, Rhode Island), 1989-
Dr. Frank and Theodora Miselis Professor of Chemistry

THORNTON C. KLINE III, Ph.D.¹ (Dartmouth, Chicago, Stanford), September-December
2004
Visiting Assistant Professor of Philosophy

KAREN KUSIAK '75, M.Ed.¹ (Colby, Lesley)
Assistant Professor of Education

GEORGE T. LADD, Ph.D. (Massachusetts at Amherst, Boston College), 2002-2005
Visiting Assistant Professor of Psychology

CHARLES R. LAKIN, M.L.S. (U.S. Naval Academy, Iowa), 1985-
Faculty Member without Rank: Reference Librarian

STACEY L. LANCE, Ph.D.¹ (Connecticut, Maryland), 2002-
Visiting Assistant Professor of Biology

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

ALISON J. MURRAY LEVINE, Ph.D. (Haverford, Bryn Mawr, Virginia), 2003-
Visiting Assistant Professor of French and Italian

LYNNE Y. LEWIS, Ph.D.¹ (Colorado), February-May, 2005
Visiting Assistant Professor of Economics

EVA LINFIELD, Ph.D. (Wellesley, Brandeis), 1993-
Associate Professor of Music

LEO LIVSHITS, Ph.D. (Waterloo [Canada], Toronto [Canada]), 1994-
Associate Professor of Mathematics

JASON M. LONG, Ph.D. (Wheaton, Northwestern), 2002-
Assistant Professor of Economics

VIRGINIA C. LONG, Ph.D. (Williams, North Carolina), 2000-
Clare Boothe Luce Assistant Professor of Physics

FRANCES LOVEMORE, MB., Ch.B.¹ (Capetown [South Africa]), 2005-
Visiting Professor of International Studies; Oak Human Rights Fellow

HOWARD N. LUPOVITCH, Ph.D. (Michigan, Columbia), 1998-
Pulver Family Assistant Professor of Jewish Studies

PAUL S. MACHLIN, M.A. '87, Ph.D. (Yale, California at Berkeley), 1974-
The Arnold Bernhard Professor of Arts and Humanities, Professor of Music

G. CALVIN MACKENZIE, M.A. '86, Ph.D. (Bowdoin, Tufts, Harvard), 1978-
The Goldfarb Family Distinguished Professor of American Government; Vice President for Development and Alumni Relations, 1985-1988

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, 1987-1994, 1995-; Director, Goldfarb Center for Public Affairs and Civic Engagement, 2003-

CARLEEN R. MANDOLFO, Ph.D. (California State at San Francisco, Jesuit School of Theology, Emory), 2002-
Assistant Professor of Religious Studies

PHYLLIS F. MANNOCCHI, M.A. '96, Ph.D. (Pennsylvania, Columbia), 1977-
Professor of English

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

MERIWYNN G. MANSORI, Ph.D.¹ (Mount Holyoke, Johns Hopkins), 1995-2005
Visiting Assistant Professor of Spanish

JOSEPH A. MARCHAL, Ph.D. (Notre Dame, Harvard Divinity, Graduate Theological Union), 2004-2005
Visiting Assistant Professor of Religious Studies

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

TILAR J. MAZZEO, Ph.D. (New Hampshire, Washington), 2004-
Assistant Professor of English

BRENDA MCALEER, Ph.D.¹ (St. Mary's College, Vermont College, Walden), September-December 2003; 2004; 2005
Visiting Assistant Professor of Administrative Science

ROBERT L. MCARTHUR, M.A. '83, Ph.D. (Villanova, Temple), 1972-
Professor of Philosophy; Dean of Admissions and Financial Aid, 1982-1985; Vice President for Academic Affairs and Dean of Faculty, 1988-1998; Christian A. Johnson Professor of Integrative Liberal Learning

SHEILA M. McCARTHY, Ph.D.¹ (Emmanuel, Harvard, Cornell), 1987-
Associate Professor of Russian

MARGARET T. McFADDEN, Ph.D. (Wells, Duke, Yale), 1996-
Associate Professor of American Studies

PATRICK McGUINN, Ph.D. (Franklin and Marshall, Virginia), 2004-2005
Visiting Assistant Professor of Government

MICHAEL C. McGUIRE '89, M.L.S. (Colby, Syracuse), 2000-
Faculty Member without Rank: Systems/Reference Librarian

JAMES R. McINTYRE, Ph.D.¹ (Michigan State), 1976-
Associate Professor of German; Director of Career Services, 1982-1991

MARK L. McPHERRAN, Ph.D.¹ (California at Santa Cruz, California at Santa Barbara),
September-December 2002, 2003, 2004
Visiting Professor of Philosophy

JAMES W. MEEHAN JR., M.A. '82, Ph.D. (Saint Vincent, Boston College), 1973-
Herbert E. Wadsworth Professor of Economics

MARGARET P. MENCHEN, M.L.S. (Southampton [England], Maine), 1989-
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EDWARD J. MESTIERI, M.Ed. (Springfield, Norwich), 1989-
Adjunct Associate Professor of Athletics

JONATHAN PATRICK MICHAELLES, B.A. (Bates), 2005-
Adjunct Instructor in Athletics

JULIE T. MILLARD, M.A. '04, Ph.D. (Amherst, Brown), 1991-
J. Warren Merrill Professor of Chemistry

LUIS MILLONES, Ph.D. (Pontificia Universidad Catolica [Peru], Stanford), 1998-
Associate 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, Ph.D. (Western Ontario [Canada], California at Berkeley),
1992-
Associate Professor of Anthropology

GARRY J. MITCHELL, M.F.A.¹ (Hawaii at Honolulu, Pratt Institute), 1996-1998, 1999-
Assistant Professor of Art

MICHAEL MADSEN MORGAN, B.A. (St. Mary's of California), 2003-
Adjunct Assistant Professor of Athletics

MARIO MORONI, Ph.D. (University of Rome [Italy], Northwestern), 2001-
Paul and Marilyn Paganucci Assistant Professor of Italian Language and Literature

THOMAS J. MORRIONE '65, M.A. '85, Ph.D. (Colby, New Hampshire, Brigham Young),
1971-
Charles A. Dana Professor of Sociology

MARIA K. MORRISON, M.A.¹ (Princeton, Virginia), 2001-
Assistant Professor of German

JANE M. MOSS, M.A. '90, Ph.D. (Wellesley, Yale), 1979-
Robert E. Diamond Professor of Women's Studies, Professor of French

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John J. and Cornelia V. Gibson Professor of History

HIDEO NAGAHASHI, Ph.D. (Tsukuba [Japan], New Mexico State), 2005-
Visiting Assistant Professor of Mathematics

MICHIKO NAKAGAWA, M.A. (Aoyama Gakuin [Japan], Iowa), 2004-
Visiting Instructor in East Asian Studies

ELISA M. NARIN VAN COURT, Ph.D. (California at Berkeley), 1996-
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Douglas Professor of Economics and Finance

ROBERT E. NELSON, M.A. '96, Ph.D. (San Francisco State, Washington), 1982-
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CHERYL TSCHANZ NEWKIRK, D.M.A. (Indiana, SUNY at Stony Brook), 1991-
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DAVID L. NUGENT, M.A. '04, Ph.D. (Michigan, Columbia), 1989-
Professor of Anthropology

STEVEN R. NUSS, Ph.D. (Wisconsin at Madison, CUNY), February 1996-
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PHILIP NYHUS, Ph.D. (St. Olaf, Wisconsin at Madison), 1999-2001; 2004-
Assistant Professor of Environmental Studies

LIAM O'BRIEN, Ph.D. (Colorado School of Mines, Harvard), 2003-
Assistant Professor of Mathematics

PATRICIA O'BRIEN, M.Ed. (Salem State), 1995-2005
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JASON M. OPAL, Ph.D. (Cornell, Brandeis), 2003-
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Adjunct Assistant Professor of Athletics

DEE PEPPE, M.F.A.¹ (SUNY at New Paltz, Savannah College of Art and Design), 1999-
Assistant Professor of Art

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

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Professor of Psychology

VÉRONIQUE B. PLESCH, Ph.D. (Swiss Maturite Federale [Switzerland], University of Geneva [Switzerland], Princeton), 1994-
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Adjunct Assistant Professor of Athletics

TARJA RAAG, Ph.D. (Skidmore, Indiana), 1995-
Associate Professor of Psychology

JASON RAIBLEY, M.A.¹ (DePauw, Massachusetts at Amherst), 2005-
Visiting Instructor in Philosophy

JASON D. READ, Ph.D. (Hampshire, SUNY at Binghamton), 2004-2005
Visiting Assistant Professor of Philosophy

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 1996-
Professor of Administrative Science and Science, Technology, and Society

CLIFFORD E. REID, M.A. '89, Ph.D. (George Washington, Princeton), 1987-
Dana Professor of Economics

URSULA REIDEL-SCHREWE, Ph.D. (Harvard), 1989-
Associate Professor of German

DOUGLAS E. REINHARDT '71, M.B.A. (Colby, Babson), 1972-
Faculty Member without Rank: Associate Vice President for Investments

JOSEPH R. REISERT, Ph.D. (Princeton, Harvard), 1997-
Harriet S. Wiswell and George C. Wiswell Jr. Associate Professor of American Constitutional Law

KEVIN P. RICE '96, Ph.D. (Colby, Wisconsin at Madison), 2005-
Visiting Assistant Professor of Chemistry

KENNETH A. RODMAN, M.A. '98, Ph.D. (Brandeis, MIT), 1989-
William R. Cotter Distinguished Teaching Professor of Government; Director, Oak Human Rights Institute, 2003-

NICHOLAS L. ROHRMAN, M.A. '77, Ph.D. (Butler, Miami [Ohio], Indiana), 1977-2005
Professor of Psychology

HANNA M. ROISMAN, M.A. '94, Ph.D. (Tel Aviv [Israel], Washington at Seattle), 1990-
Professor of Classics

JOSEPH ROISMAN, M.A. '94, Ph.D. (Tel Aviv [Israel], Washington at Seattle), 1990-
Professor of Classics

DANIEL G. ROSENFELD, M.A. '03, Ph.D. (Johns Hopkins, Stanford), 2002-
Professor of Art; Caroline A. Muzzy Director of the Colby College Museum of Art

ANINDYO ROY, Ph.D. (Delhi [India], Illinois, Texas at Arlington), 1995-
Associate Professor of English

IRA SADOFF, M.A. '88, M.F.A.¹ (Cornell, Oregon), 1977-
Arthur Jeremiah Roberts Professor of Literature

ELIZABETH H. SAGASER, Ph.D. (Brown, Brandeis), 1994-
Associate Professor of English

KATHERINE R. ST. CLAIR, Ph.D. (Minnesota at Duluth, Minnesota-Twin Cities), 2004-
Clare Boothe Luce Assistant Professor of Mathematics

LAURA SALTZ, Ph.D. (Chicago, Yale), 2001-
Assistant Professor of Art and American Studies

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

BETTY G. SASAKI, Ph.D. (California at Santa Barbara, California at Berkeley), 1991-
Associate Professor of Spanish

STEVEN E. SAUNDERS, M.A. '04, Ph.D. (Carnegie-Mellon, Pittsburgh), 1990-
Professor of Music

RAFFAEL M. SCHECK, Ph.D. (Kantonsschule Wettingen [Switzerland], Universitat Zurich [Switzerland], Brandeis), 1994-
Associate Professor of History

RICHARD C. SEWELL, M.A. (Bard), 1974-2003, 2004-2005

Adjunct Associate Professor of Theater and Dance, Emeritus; Director of Powder and Wig, Emeritus; Irving D. Suss Visiting Guest Artist; Visiting Adjunct Associate Professor of Theater and Dance, 2004

THOMAS W. SHATTUCK, M.A. '00, Ph.D. (Lake Forest, California at Berkeley), 1976-
Professor of Chemistry

JENNIFER D. SHOSA, Ph.D. (Hobart and William Smith, Syracuse, Cornell), 2000-
Clare Boothe Luce Assistant Professor of Geology

ANDRÉ N. SIAMUNDELE, Ph.D. (University of Zaire, Yale), 2000-2005
Assistant Professor of French

DAVID L. SIMON, M.A. '88, Ph.D. (Boston University, London [U.K.]), 1981-
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

MARC L. SMITH, Ph.D. (Central Florida), 2001-
Assistant Professor of Computer Science

DEBRA A. SPARK, M.A. '03, M.F.A.¹ (Yale, Iowa), 1995-
Professor of English

SUSAN B. STERLING, Ph.D.¹ (Wellesley, California at Berkeley), 1988; 1993-1997; 1999-
2001; 2004-2005
Visiting Assistant Professor of English

ELISABETH F. STOKES, M.F.A.¹ (Smith, Massachusetts at Amherst), 2001-2005
Visiting Instructor in English

STEWART M. STOKES, M.A. (Massachusetts at Amherst, Trinity), 2000-
Adjunct Assistant Professor of Athletics

JUDY L. STONE, Ph.D. (Michigan, Yale, SUNY at Stony Brook), 1999-
Clare Boothe Luce Assistant Professor of Biology

MARITZA STRAUGHN-WILLIAMS, Ph.D. (Pace, CUNY), 1999-2005
Assistant Professor of Anthropology and African-American Studies

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

GERARD M. SWEENEY, Ph.D.¹ (Manhattan, NYU, Wisconsin at Madison), 2005-
Visiting Professor of English

MARK B. TAPPAN, M.A. '05, Ed.D.² (Oberlin, Ohio State, Harvard), 1991-
Professor of Education

DUNCAN A. TATE, Ph.D. (Oxford [England]), 1992-
Associate Professor of Physics

LINDA TATELBAUM, M.A. '04, Ph.D.¹ (Cornell), 1982-
Professor of English

LARISSA J. TAYLOR, M.A. '05, Ph.D. (Harvard, Brown), 1994-
Professor of History

DOUGLAS C. TERP '84, M.B.A. (Colby, Thomas), 1987-
Vice President for Administration and Treasurer; Professor of Administrative Science

DASAN M. THAMATTOOR, Ph.D. (Government Arts and Science College [India], Karnatak
[India], Princeton), 1999-
Associate Professor of Chemistry

DAVIDA THAMATTOOR, Ph.D.¹ (University of Bergamo [Italy], Pennsylvania State), March-
May, 2002; September-December 2004
Visiting Assistant Professor of Italian

PAMELA S. THOMA, Ph.D. (Ohio State, Colorado State, Colorado at Boulder), 1996-2005
Assistant Professor of American Studies and Women's, Gender, and Sexuality Studies

AYANNA KIM THOMAS, Ph.D. (Wesleyan, University of Washington), July 2005 -
Assistant Professor of Psychology

JENNIFER J. THORN, Ph.D. (SUNY at Binghamton, Columbia), 2003-
Assistant Professor of English

JAMES C. THURSTON, M.F.A. (Ohio Wesleyan, Northwestern), 1988-
Adjunct Associate Professor of Theater and Dance

THOMAS H. TIETENBERG, M.A. '84, Ph.D. (USAF Academy, University of the East in the
Philippines, Wisconsin), 1977-
Mitchell Family Professor of Economics

ANDREA R. TILDEN, Ph.D. (Alma, Oklahoma), 1999-
Clare Boothe Luce Assistant Professor of Biology

JAMES TORTORELLA, B.S. (Maine), 1996-
Adjunct Associate Professor of Athletics

DAVID M. VENDITTI, B.A. (Southern Maine), 2004-
Adjunct Assistant Professor of Athletics

ANDREAS WALDKIRCH, Ph.D. (Tuebingen [Germany], Boston College), 2005-
Assistant Professor of Economics

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

JONATHAN M. WEISS, M.A. '86, Ph.D. (Columbia, Yale), 1972-
*NEH/Class of 1940 Distinguished Professor of Humanities, French; Associate Dean of Faculty
 and Director of Off-Campus Study, 1991-2000*

ANKENEY WEITZ, Ph.D. (Cornell, Kansas), 1998-
Assistant Professor of Art and East Asian Studies

GEORGE A. WELCH, Ph.D. (Cornell, Vermont, Alaska, Dartmouth), 1992-
Associate Professor of Mathematics

CHRISTINE M. WENTZEL, M.A. '94, M.A. (Massachusetts, Michigan), 1973-
Adjunct Professor of Theater and Dance

JONATHAN M. WHITE, Ph.D. (Brandeis, Boston College), 2000-2002; 2003-
Assistant Professor of Sociology

RICHARD L. WHITMORE JR., M.A. '90, M.Ed. (Bowdoin, Maine), 1970-
Adjunct Professor of Athletics, 1987-2002

W. HERBERT WILSON JR., M.A. '02, Ph.D. (North Carolina, Johns Hopkins), 1990-
Leslie Brainerd Aray Professor of Biosciences

JOYLYNN W.D. WING, M.A. '04, Ph.D. (San Francisco State, Stanford), 1988-
Professor of Theater and Dance

DIANE S. WINN, M.A. '89, Ph.D. (Miami [Ohio], Brandeis), 1974-
Professor of Psychology

W. ARNOLD YASINSKI, M.A. '90, Ph.D. (Indiana at Bloomington, Michigan, Indiana at
 Bloomington), 1990-2005
Professor of English; Administrative Vice President and Treasurer

JENNIFER R. YATES, Ph.D.¹ (Dayton, North Carolina), 2003-
Visiting Assistant Professor of Psychology

EDWARD H. YETERIAN, M.A. '91, Ph.D. (Trinity, Connecticut), 1978-
*Audrey Wade Hittinger Katz and Sheldon Toby Katz Distinguished Teaching Professor of
 Psychology; Vice President for Academic Affairs and Dean of Faculty, 1998-*

JENNIFER A. YODER, Ph.D. (Akron, Maryland), 1996-
Associate Professor of Government and International Studies

MARCELLA K. ZALOT, M.S. (Smith, Massachusetts at Amherst), 1997
Faculty Member without Rank: Athletic Director

HONG ZHANG, Ph.D. (Huazhong Normal [China], Wuhan [China], Columbia), 1995-1999,
 2000-
Assistant Professor of East Asian Studies

¹ Part time.

² Professors Lyn Brown and Mark Tappan share a joint appointment; Professors Shari Dunham and Stephen Dunham share a joint appointment; Professors Clare Congdon and Randolph Jones share a joint appointment.

Faculty Sabbaticals, Leaves, and Directors of Colby Programs Abroad 2005-2006

Semester I

Phyllis Mannocchi, English

Semester II

Candice Parent, Athletics

Full Year

Jeffrey Anderson, Anthropology

Terry Arendell, Sociology

Laura Box, Theater and Dance

Otto Bretscher, Mathematics

Maria Colbert, Spanish

Margaret Ericson, Art and Music Librarian

Patrice Franko, Economics and International Studies

Jonathan Hallstrom, Music

Walter Hatch, Government

Jan Holly, Mathematics

Jeffrey Katz, Chemistry

Jason Long, Economics

L. Sandy Maisel, Government

Robert McArthur, Philosophy

Adrianna Paliyenko, French and Italian

Tarja Raag, Psychology

Leonard Reich, Administrative Science and Science, Technology, and Society

Ira Sadoff, English and Creative Writing

Elizabeth Sagaser, English

Debra Spark, English and Creative Writing

Jennifer Thorn, English

W. Herbert Wilson, Biology

Half-Year Leave Without Pay, Semester I

Suellen Diaconoff, French and Italian

Half-Year Leave Without Pay, Semester II

James McIntyre, German and Russian

Full-Year Leave Without Pay

James Fleming, Science, Technology, and Society

Howard Lupovitch, History and Jewish Studies

Laura Saltz, American Studies and Art

Colby Programs Abroad, Semester I

Colby in Dijon: Jonathan Weiss, French and Italian

Applied Music Associates

JULIA ADAMS, M.A., 1986-
Artist in Residence in Music

GRAYBERT BEACHAM, 2005-
Violin

KAREN BEACHAM, 1991-2000; 2005-
Clarinet

JORDAN MESSAN BENISSAN, 1999-
African Drumming

RICHARD BISHOP, 1993-
Bass Guitar

MARILYN BUZY, 1999-2002; 2005-
Percussion

ANGELA CAPPS, M.M., 1995-
Bassoon

MARY JO CARLSEN, B.Mus., 1985-2005
Violin, Concertmistress

CARL DIMOW, B.Mus., 1981-
Guitar

ANNABETH FRENCH, 1996-
Voice

SUZANNE GEORGE, January 2000-2005
French Horn

LOUIS O. HALL, Ed.D., 1999-
Oboe

DENNIS G. HARRINGTON, M.ED, 1987-92,1994-
Trumpet

LEE HUMPHREYS, 2004-
Flute

SEBASTIAN JEROSCH, 2000-
Trombone

STEPHEN KECSKEMETHY, D.Mus., 1986-
Artist in Residence in Music

MARGERY LANDIS, 2003-
French Horn

RONALD P. LANTZ, D.Mus., 1986-
Artist in Residence in Music

MARK LEIGHTON, M.A., 1981-
Classical Guitar

MARK MACKSOUD, 2004-
Set Drumming

GAYLE MAROON, B.Mus., 1995-
Piano

ELIZABETH E. PATCHES, M.M., 1992-
Voice

PAUL ROSS, Artist's Diploma, 1986-
Artist in Residence in Music

ERIC B. THOMAS, B.Mus., 1998-
Director of Band Activities

JOANN WESTIN, February 1996-
Piano

Marshals

BEVIN ENGMAN, M.F.A.

DUNCAN TATE, D.PHIL.

College Marshals

DEBRA BARBEZAT, PH.D.

TOM SHATTUCK, PH.D.

Faculty Marshals

JOAN SANZENBACHER, M.S.ED.

Administrative Marshal

SALLY BAKER

Platform Marshal

Research Associates

JOHN BULEVICH, 2005-

Research Scientist in Psychology

GAIL CARLSON, Ph.D., 2004-

Research Scientist in Environmental Studies

Associates and Assistants

TINA M. BEACHY '93, M.S., 1999-2005, 2005-

Teaching Associate in Biology

ERIC BRUNNER-WILLIAMS, 2005-

Bioinformatics Research Programmer

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LINDSEY W. COLBY, M.S., 1986-
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Technical Director, Theater and Dance

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CHARLES W. JONES, H, 1998-
Instrument Maintenance Technician

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LISA M. LESSARD, B.A., 2000-
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LISA M. MILLER, M.S., 1999-
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REBECCA J. ROWE, Ph.D., 2003-
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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

DANIEL C. TIERNEY, M.S., 2001-2005
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Fellows and Interns

JOSEPH E. ATKINS, M.A., 2002-2005
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JEAN BURR, M.A., 2005-
Faculty Fellow in Psychology

STEFANIA CAPITANI, 2005-2006
Language Assistant in Italian

KATHRYN FULTON, M.A., 2005-
Faculty Fellow in Anthropology

VANINA GERE, 2004-2005
Language Assistant in French

MARCUS A. JUHASZ, M.S., 2005-
Faculty Fellow in Chemistry

LING KANG, 2005-2006
Language Assistant in Chinese

NATALIA KUDRIAVTSEVA, 2005-2006
Language Assistant in Russian

FREDERICK LA RÍVIÈRE, Ph.D., 2005-
Dreyfus Teaching Research Fellow

MARCY LASCANO, M.A., 2005-
Faculty Fellow in Philosophy

MARTIN T. LEMAIRE, Ph.D., 2004-2005
Faculty Fellow in Chemistry

DAVID LEWIS-COLMAN, Ph.D., 2004-2005
Faculty Fellow in History

ALVARO LOZANO ROBLEDO, Ph.D., 2004-2005
Faculty Fellow in Mathematics

TANGUY MARTIN-PAYEN, 2005-2006
Language Assistant in French

SOPHIE MOSER, 2005-2006
Language Assistant in German

AKIKO MUROI, 2005-2006
Language Assistant in Japanese

DEIDRE ONISHI, M.A., 2005-
Faculty Fellow in Theater and Dance

DAVID ROTHENBERG, M.A., 2004-2005
Faculty Fellow in Music

VICTOR I. SHUBOV, Ph.D., 2004-2005
Faculty Fellow in Mathematics

KATHERINE A. THERIAULT '02, 2003-2005
Assistant Director, Farnham Writer's Center

MARTA VACAS MATOS, 2005-2006
Language Assistant in Spanish

College Committees

The president of the College and the dean of faculty are members *ex officio* of all committees of the College. Most of these committees are composed of faculty members, students, and administrators.

Academic Affairs

- Administrative
- Advisory Committee on Off-Campus Study
- Financial Priorities
- Independent Study
- Information Technology
- Library

College Affairs

- Admissions and Financial Aid
 - Bunche Scholars
- Athletic Advisory
- Cultural Events
 - Lipman Lecture
- Healthcare Advisory
- Multicultural Affairs*
- Race and Racism*

Faculty Committees

- Advisory Committee on Faculty Personnel Policies
- Committee on Academic Standing
- Dismissal Proceedings
- Faculty Course Evaluation
- Grievance
- Nominating
- Promotion and Tenure
- Research, Travel, and Sabbatical Leaves

Other Committees or Councils

- Advisory Committee on Investment Responsibility
- Appeals Board
- Faculty Lounge Committee
- Graduate Scholarship, Fellowship, and Professional Preparation Committees
- Harassment Advisory Group
- Institutional Animal Care and Use Committee
- Institutional Biohazard Safety Committee
- Institutional Review Board: Human Subjects
- Judicial Board
- Radiation Safety Committee

* Committees communicating with both the Academic Affairs Committee and the College Affairs Committee

ADMINISTRATION 2005-2006

- President*, WILLIAM D. ADAMS, M.A. '00, Ph.D., 2000-
Administrative Assistant to the President, JACQUELINE K. EDGAR PERSON, 1994-
Executive Assistant to the President and Secretary of the College, SALLY A. BAKER, A.B.,
 1989-98, 2002-
College Historian, EARL H. SMITH, M.A. '95, B.A., 1962-
Carolyn Muzzy Director of the Museum of Art, DANIEL G. ROSENFELD, Ph.D., 2002-
Lunder Curator of American Art, SHARON CORWIN, Ph.D., 2003-
Registrar for the Museum of Art, PATRICIA ROSS-KING, B.A., 2001-
Assistant Director for Operations, GREGORY J. WILLIAMS, 1990-
- Vice President for Academic Affairs and Dean of Faculty*, EDWARD H. YETERIAN, M.A. '91,
 Ph.D., 1978-
Assistant to the Vice President for Academic Affairs and Dean of Faculty, LILLIAN
 LEVESQUE, 1978-
Associate Dean of Faculty and Director of Off-Campus Study, MARTHA J. DENNEY,
 M.Ed., Ph.D., 1995-
Director of Colby in Dijon, JONATHAN M. WEISS, M.A. '86, Ph.D., 1972-
Director of Colby in Salamanca, JAVIER GONZALEZ-ALONSO, Ph.D., 1985-
Associate Director of Off-Campus Study, DANNA J. LEE, M.A., 2000-
Registrar, GEORGE L. COLEMAN II, M.A., 1963-
Director of the Colby Libraries, CLEMENT P. GUTHRO, M.L.S., Ed.D., 2003-
Assistant Director for Technical Services, TONI D. KATZ, M.S., 1983-
Head of Acquisitions, CLAIRE PRONTNICKI, B.A., 1991-
Library Technology Specialist, LAWRENCE W. BROWN, M.A., 1994-
Assistant Director for Public Services, MARGARET P. MENCHEN, M.L.S., 1989-
Circulation and Reserve Supervisor, EILEEN M. FREDETTE, 1988-
Art and Music Librarian, MARGARET D. ERICSON, M.L.S., 1998-
Reference Librarian, MARILYN R. PUKKILA, M.S.L.S., M.A., 1984-
Reference Librarian, CHARLES R. LAKIN, M.L.S., 1985-
Reference Librarian, MICHAEL C. MCGUIRE '89, M.L.S., 2000-
Reference Librarian, SARA L. PRAHL, M.A., 2004-
Science Librarian, SUSAN W. COLE, M.S., 1978-
Special Collections Librarian, PATRICIA A. BURDICK, M.S., M.L.S., A.L.M., 1998-
Slide Curator, MARGARET E. LIBBY '81, 1986-
Director of Athletics, MARCELLA K. ZALOT, M.S., 1997-
Sports Information Director, WILLIAM C. SODOMA, B.S., 2002-
Assistant Director of Athletics for Planning and Development, RICHARD L.
 WHITMORE JR., M.A. '90, M.Ed., 1970-
Director of the Oak Institute, KENNETH A. RODMAN, M.A. '98, Ph.D., 1989-
Co-Director of the Goldfarb Center for Public Affairs and Civic Engagement, L. SANDY
 MAISEL, M.A. '83, Ph.D., 1971-
Co-Director of the Goldfarb Center for Public Affairs and Civic Engagement, ARIEL C.
 ARMONY, Ph.D., 1998-
Associate Director of the Goldfarb Center, M. KATHLEEN O'HALLORAN, M.B.A.,
 2004-
Assistant Director for Community Outreach and Programming, ALICE D. ELLIOTT,
 B.S., 2004-
Coordinator for the "Colby Cares About Kids" Program, MARIA C. SWEET,
 B.S., 2000-

Director of Career Services, CYNTHIA A. PARKER, M.B.A., 1991-
Administrative Assistant to the Director, PENNY A. SPEAR, A.S., 1978-
Associate Director of Career Services, CATE T. ASHTON '80, M.A., 1987-
Assistant Director of Career Services, JOHN J. KAPPES, B.A., 2003-
Career Counselor, DIANA P. AVELLA, M.A., 2004-

Vice President for Administration and Treasurer, DOUGLAS C. TERP '84, M.B.A., 1987-
Associate Director of Personnel Services, BONNIE L. SMITH, B.S., 1986-
Associate Director of Personnel Services, RICHARD C. NALE, J.D., 1994-
Assistant Director of Personnel Services, HEATHER S. BUMPS, B.A., 1997-
Assistant Director of Financial Planning, NORA I. DORE, B.S., 2001-
Director of Security, PETER S. CHENEVERT, 1980-1988, 1997-
Assistant Director of Security/Systems Manager, CHRISTINE CUEVAS,
 A.S., 2004-
Director of Safety, BRUCE A. McDUGAL, C.S.P., B.B.A., 1993-
Director of Campus Services and Bookstore, BRUCE K. BARNARD, M.Ed., 1987-
Assistant Director of the Bookstore, BARBARA C. SHUTT, A.B., 1994-
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., C.P.A., 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, ELIZABETH H. BOWEN
 '81, M.A., 1998-
Student Financial Services Assistant, THERESA HUNNEWELL, A.S., 1976-
ColbyCard Manager, WILLIAM U. POTTLE, 1980-
Director of Information Technology Services, RAYMOND B. PHILLIPS, Ph.D., 1984-
Director of Academic Information Technology Services, TONI M. FREDETTE, M.S.,
 2002-
Senior Faculty Development Specialist, JACKIE M. TANNER, M.Ed., M.A.,
 1996-
Language Technology Consultant, ZACHARY E. CHANDLER, M.A., 2002-
UNIX Workstation Administrator, JOHN W. KUEHNE, Ph.D., 1996-
Director of Media Services, SAMUEL L. ATMORE, M.S., 1977-
Sound and Video Services Coordinator, DAVID C. PINKHAM,
 A.S., 2003-
Director of Administrative Information Technology Services, CATHERINE L.
 LANGLAIS, B.A., 1996-
Senior Systems Analyst, ELIZABETH N. SCHILLER, M.F.A., 1987-
Senior Systems Analyst, PAUL R. MEYER, M.S., 1999-
Web Technology Specialist, KEITH A. MCGLAUFLIN, B.S., 1989-
Senior UNIX Systems Administrator, JEFF A. EARICKSON, Ph.D., 1995-
Windows Server Administrator, RURIK SPENCE, 1988-
Web Application Developer, JANE M. ROBERTSON, B.A., 1990-
Director of Personal Computer Support Services, MARIA C. CLUKEY, B.A., 1999-
User Services Consultant, PAULA A. LEMAR, 1983-
Windows/Macintosh Technical Consultant, DEREK B. LAMB, A.S., 2005-

- Director of Technical Services*, DAVID W. COOLEY, M.Div., 1978-
Network Specialist, DANIEL S. SIFF, M.S., 2002-
Network Administrator, BRIAN ZEMRAK, 1998-
Associate Director for Telecommunication Services, KENNETH T. GAGNON, B.A., 1981-
- Director of Dining Services*, VARUN AVASTHI, M.S., 1999-
Associate Director of Dining Services, JOSEPH KLAUS, A.A.S., 1998-
Manager, Roberts Dining Hall, HEATHER VIGUE, B.A., 1997-
Assistant Manager, Roberts Dining Hall, DEBRA L. RUTMAN-JOHNSON, 2003-
Production Manager, Roberts Dining Hall, WENDY A. BENNEY, 2000-
Manager, Dana Dining Hall, PAUL BOUCHER, I.F.S.E.A., 1998-
Production Manager, Dana Dining Hall, MICHAEL HEMINGWAY, A.O.S., 2005-
Manager, Foss Dining Hall, TERRY LANDRY, 1997-
Manager, Spa, SANDRA SCHRAMM, 2002-
Assistant Catering Manager, ANDREW S. GOODSPEED, A.S., 2001-
- Director of Institutional Research and Assessment*, MARK A. FREEMAN, Ph.D., 2002-
Director of Special Programs, JOAN H. SANZENBACHER, M.S.Ed., 1978-
Associate Director of Special Programs, JACQUES R. MOORE, B.A., 1999-
Scheduling and Facilities Manager, KAREN R. FARRAR LEDGER, B.S., 1981-
- Director of Physical Plant*, PATRICIA C. MURPHY, B.S., 2000-
Associate Director of Physical Plant, GORDON E. CHEESMAN, B.S., 1987-
Assistant Director for Operations and Maintenance, PAUL E. LIBBY, M.B.A., 1994-
Supervisor, Building Trades, DANE A. STETSON, 2000-
Supervisor, Mechanical and Electrical Services, JOHN A. MCCUTCHEON, 1978-
Supervisor, Custodial Services, MARCEL R. DUBE, JR., B.S., 2004-
Assistant Supervisor, Custodial Services, JEROME ELLIOTT, 1982-
Assistant Supervisor, Custodial Services, DAVID F. HATT, A.S., 2002-
Supervisor, Grounds and Moving, KEITH STOCKFORD, A.A.S., 1982-
Environmental Program Manager, DALE M. DEBLOIS, B.S., 1998-
Supervisor of Special Projects/Architect, JOSEPH A. FEELY, M.S., 1995-
- Vice President for College Relations*, RICHARD A. AMMONS, M.B.A., 2003-
Assistant Vice President for College Relations and Director of Development, DAVID R. BEERS '85, 1987-90, 1998-
Assistant Director of the Campaign, SUSAN F. COOK '75, M.B.A., 1981-
Director of Annual Giving, KELLY L. DODGE '83, 1999-
Administrative Assistant to the Director of Annual Giving, CHRISTINE A. THOMAS, B.S., 2000-
Associate Director of Annual Giving, CAROLYN G. KIMBERLIN, B.A., 2003-
Assistant Director of Annual Giving, RYAN CARMICHAEL, B.S., 2005-
Assistant Director of Annual Giving, MICHAEL L. EVERHART, B.A., 2005-
Assistant Director of Annual Giving, NANCY M. FOX, M.B.A., 1996-2004, 2005-
- Director of College Relations Research*, JULIE MACKSOUD, B.A., 1993-
Prospect Researcher, DEBORAH J. OUELLETTE, B.S., 1988-
Senior Major Gifts Officer, AVRUM R. VINICK, B.A., 1997-
Major Gifts Officer, LISA A. HALLEE '81, J.D., 2000-
Major Gifts Officer, KATHLEEN D. JAMESON, Ph.D., 2003-

- Assistant Vice President for College Relations/Director of Corporate and Foundation Relations*, LINDA L. GOLDSTEIN, Ph.D., 1990-
- Administrative Assistant for Development/Corporate and Foundation Relations*, SEVEN S. GRENIER '94, 2000-
- Associate Director of Corporate and Foundation Relations*, BETSY BROWN, Ph.D., 1993-
- Director of Donor Relations*, LISA B. TESSLER, M.S., 2004-
- Assistant Director of Donor Relations for Stewardship*, ELLEN M. COREY '04, 1982-
- Assistant Director of Donor Relations for Development Web / Communications Services*, JULIA L. STOWE, M.F.A., 1998-
- Director of College Relations Information Systems Services*, JOSEPH M. MEDINA, B.A., 1987-
- Associate Director of College Relations Information Systems Services*, PATRICIA AYERS-MILLER, B.A., 1988-
- Assistant Director of Data Services*, ANN O. HURLBURT, B.S., 1980-
- Senior Programmer/Analyst*, R. NEAL PATTERSON, B.A., 1995-
- Information Systems Analyst*, CHRISTINE SIMONE, B.S., 2005-
- Director of Alumni Relations*, MARGARET VIENS '77, 1994-
- Associate Director of Alumni Relations*, MARGARET BERNIER '81, 1997-
- Associate Director of Alumni Relations*, BUFFY C. HIGGINS, B.A., 1999-
- Assistant Director of Alumni Relations*, KARIN R. WESTON, B.A., 1993-
- Director of Communications*, STEPHEN B. COLLINS '74, 1993-
- Director of Integrated Marketing and Design*, BRIAN D. SPEER, B.F.A., 1993-
- Illustrator/Graphic Designer*, LEO A. PANDO, B.F.A., B.F.A., 1997-
- Managing Editor/Associate Director of Communications*, GERARD E. BOYLE '78, 1999-
- Managing Editor for Web Communications*, ROBERT C. CLOCKEDILE, B.A., 2004-
- Web Design/Usability Specialist*, MARK A. NAKAMURA, B.A., 2004-
- Assistant Director of Communications*, RUTH N. JACOBS, M.S., 2004-
- Senior Director of Planned Giving*, STEVEN C. GREAVES, B.A., 1993-
- Dean of Admissions and Financial Aid*, PARKER J. BEVERAGE, M.A., 1985-
- Director of Admissions*, THOMAS STEPHENS THOMAS IV, M.A., 1998-
- Administrative Assistant to the Director of Admissions*, BARBARA W. CHASE, B.A., 1996-
- Senior Associate Dean of Admissions and Financial Aid*, THOMAS W. KOPP, M.A., 1978-
- Senior Associate Dean of Admissions and Financial Aid*, JUDITH L. BRODY '58, 1979-
- Associate Dean of Admissions and Financial Aid*, NANCY R. MORRIONE '65, M.Ed., 1982-
- Associate Dean of Admissions and Financial Aid*, DAVID S. JONES, M.B.A., 1987-
- Associate Director of Admissions and Multicultural Enrollment*, DENISE R. WALDEN, M.A., 2003-
- Associate Director of Admissions and Financial Aid*, MICHAEL F. MONTGOMERY '96, 1997-
- Associate Director of Admissions and Financial Aid*, KAREN C. FORD, M.Ed., 1998-
- Associate Director of Admissions and Financial Aid*, JAMIE W. BREWSTER '00, 2000-
- Assistant Director of Admissions and Financial Aid*, BARBARA SWENEY, B.A., 1982-
- Assistant Director of Admissions and Financial Aid*, DOROTHY G. STRETT, M.S., 2004-

Assistant Director of Admissions and Financial Aid, RACHEL S. TOBIE '04, 2004-
Admissions Counselor, KATHERINE JOLY DEVINE, B.A., 1986-
Director of Financial Aid, LUCIA W. WHITTELEY '73, 1986-

Vice President for Student Affairs and Dean of Students, JANICE A. KASSMAN, M.A., 1974-

Senior Associate Dean of Students, PAUL E. JOHNSTON, B.A., 1982-

Director of Housing, SUI KIM CHEAH '99, 2004-

Director of Student Activities, KELLY L. WHARTON, M.Ed., 2004-

Director of Outdoor Safety and Education, JONATHAN D.

MILNE, B.S., 2004-

Associate Dean of Students, MARK R. SERDJENIAN '73, 1982-

Associate Dean of Students for Multicultural Affairs, SAMMIE T. ROBINSON, M.A.,
 2004-

Associate Dean of Students, SUSAN M. McDOUGAL, B.A., 1996-

Coordinator of Multicultural Student Programs and Support, JOSEPH E.

ATKINS, M.A., 2002-

Chaplains:

Catholic, FATHER PHILIP A. TRACY, S.T.B., 1999-

Jewish, RABBI RAYMOND KRINSKY, M.H.L., 1984-

Protestant, RONALD E. MORRELL, 1984-

Medical Director, PAUL D. BERKNER, D.O., 2004-

Physician Assistant, JIMMIE J. WOODLEE, B.S., P.A.-C., 1988-

Nurse Practitioner, LYDIA BOLDUC-MARDEN, R.N., N.P., 1992-

Head Nurse, HELEN BALGOOYEN, B.S., R.N.C., 1984-

Coordinator of Alcohol and Drug Programs, RACHEL C. HENDERSON,
 M.A., 2004-

Director of Physical Therapy/Sports Medicine, TIMOTHY J. ADAMS, B.S.,
 R.P.T., A.T.C., 1980-

Staff Athletic Trainer, TIMOTHY S. WESTON, B.S., 1992-

Staff Athletic Trainer, CHRISTINA M. STEEVES, M.Ed., 1998-

Staff Athletic Trainer, SARA E. MACDONOUGH, B.S., 2004-

Director of Counseling Services, PATRICIA NEWMEN, M.A., 1987-

Psychological Counselor and GLBTIQQ Advisor, JAN

MUNROE, Ph.D., 1994-

Psychological Counselor, JING YE, M.A., L.C.P.C., 2000-

ENROLLMENT BY STATES AND COUNTRIES

Forty-four U.S. states and districts and 66 foreign countries were represented in the 2004-2005 student body.

2004-2005 Enrollment Men 849 Women 972 Total 1,821

| | | |
|----------------------|--------------------|-----------------------|
| Alaska | Utah | Kenya |
| Arkansas | Virginia | Latvia |
| Arizona | Vermont | Lithuania |
| California | Washington | Malaysia |
| Colorado | Wisconsin | Mexico |
| Connecticut | | Morocco |
| District of Columbia | Countries | Nepal |
| Florida | Albania | New Zealand |
| Georgia | Australia | Nigeria |
| Hawaii | Austria | Norway |
| Iowa | Bangladesh | Pakistan |
| Idaho | Belarus | Peru |
| Illinois | Bhutan | Philippines |
| Indiana | Brazil | Poland |
| Kansas | Bulgaria | Republic of Korea |
| Kentucky | Burma / Myanmar | Romania |
| Louisiana | Canada | Russia |
| Massachusetts | China | Senegal |
| Maryland | Colombia | Serbia and Montenegro |
| Maine | Czech Republic | Sierra Leone |
| Michigan | Denmark | Singapore |
| Minnesota | Dominican Republic | Slovakia |
| Missouri | Ethiopia | South Africa |
| Montana | Fiji | Spain |
| North Carolina | France | Sweden |
| North Dakota | Germany | Switzerland |
| Nebraska | Ghana | Taiwan |
| New Hampshire | Greece | Turkey |
| New Jersey | Guatemala | United Kingdom |
| New Mexico | Guyana | Uruguay |
| New York | Hungary | Venezuela |
| Ohio | India | Vietnam |
| Oklahoma | Indonesia | Zambia |
| Oregon | Ireland | Zimbabwe |
| Pennsylvania | Israel | |
| Rhode Island | Italy | |
| South Carolina | Jamaica | |
| Tennessee | Japan | |
| Texas | Jordan | |

DEGREES AWARDED AT COMMENCEMENT SUNDAY, MAY 22, 2005

Bachelor of Arts

The Class of 2005

Shareen Abbasy *Longmeadow, Mass.*
 Daphne Ellie Abrams *Great Neck, N.Y.*
 Jennifer Suzanne Abramson *Lexington, Mass.*
 David Lee Acker *Somers, Conn.*
 Matthew David Albertelli *Woburn, Mass.*
 Cristian Slayter Albo *Midland, Texas*
 Francis James Albright *York, Maine*
 Evan Corey James Allen *Cumberland, Maine*
 John Christian Allen *New York, N.Y.*
 Margaret McCarthy Allen *Dallas, Texas*
 Vanessa Anne Ambatielos *Los Angeles, Calif.*
 Christina Bautista Andaya *Old Bridge, N.J.*
 Lisa Kurland Andracke *New York, N.Y.*
 Caroline Newbury Andresen *Norwich, Vt.*
 Jennifer Nicole Andrews *Woodland, Minn.*
 Alan Lamb Ashbaugh *Needham, Mass.*
 Siri Vigeland Ashton *Nellysford, Va.*
 Kathryn Maureen Austgen *Carmel, Ind.*

Elissa Johns Baim *San Rafael, Calif.*
 Stephen Nicholas Bakios, Jr. *Portsmouth, R.I.*
 Michele Anne Barmash *Pointe Claire, Que., Canada*
 Sean George Baron *Olympia, Wash.*
 Meghan Audrey Barringer *Leverett, Mass.*
 Hande Barutcuoglu *Istanbul, Turkey*
 Lauren Talia Baumgarten *Chicago, Ill.*
 Nicholas Geoffrey Bayley *Cambridge, Ont., Canada*
 Steven Edward Beaty *Glens Falls, N.Y.*
 Rachel Grace Beaupré *Goshen, Mass.*
 Jessica Lauren Beetz *York, Maine*
 Lindsay Erin-Maria Begin *Lincoln, Maine*
 Eleanor Manson Beltz *Lexington, Mass.*
 Taylor Kelley Bemis *Concord, Mass.*
 Julia Smith Benedict *Dover, Mass.*
 Jessica Berger *Westmount, Que., Canada*
 Mary Ellen Biggins *Sudbury, Mass.*

Brandon Matthew Binder *Berkeley, Calif.*
 Aaron Hunstiger Blazar *Minneapolis, Minn.*
 Ryan James Boccuzzi *Storrs, Conn.*
 Margaret Anne Boehmke *Phoenix, Ariz.*
 Steven Andrew Bogden *Flemington, N.J.*
 Wendy Elizabeth Bonner *Lexington, Mass.*
 Michael Christopher Booras *Scituate, Mass.*
 Michaelyn Dawn Bortolotti *Hanover, Mass.*
 Christine Ann Brennan *York, Maine*
 Matthew Desmond Brewer *Glen Ellen, Calif.*
 Pawel Brodalka *Kolobrzeg, Poland*
 Barry Leo Brown *Souris, P.E.I., Canada*
 Daniel Jarvis Brown *Southbury, Conn.*
 Elizabeth Collins Brown *Upper Brookville, N.Y.*
 Graham Coleman Brown *Weare, N.H.*
 Helen Emily Brown *Rolling Hills, Calif.*
 Kathryn Linden Laurel Posson Brown *East Haddam, Conn.*
 Julie Michelle Bryar *Moultonborough, N.H.*
 Logan Elizabeth Buchanan *Sugar Land, Texas*
 Matthew Horace Bucklin *Northeast Harbor, Maine*
 Megan Celeste Burd *Danville, Pa.*
 Heather Elizabeth Burke *Southborough, Mass.*
 Sarah Bevan Burlingham *Wayne, Pa.*
 Justin Samuel Burner *Chester, N.H.*

Victor Cabada *Waterville, Maine*
 Adelin Cai Yuxian *Singapore, Singapore*
 Kathleen McNair Campbell *Missoula, Mont.*
 Amy Elizabeth Campfield *Wilbraham, Mass.*
 Julie Christine Carlson *Port Washington, N.Y.*
 Brendan John Carroll *Providence, R.I.*
 Annette Bonnie Caswell *Orland, Maine*
 Caitlin Elizabeth Chamberlin *Kenmore, Wash.*
 Calvin Chan *Boston, Mass.*

- Ka Yan Chan *Kowloon, Hong Kong*
 Mark Glyn Chapman *Harare, Zimbabwe*
 Aaron Charniak *Providence, R.I.*
 Molly Christina Chester *Brunswick, Maine*
 Curtis Chin *South Deerfield, Mass.*
 Jennifer Yalay Chu *Saratoga, Calif.*
 Laura Cimini *Rockville Centre, N.Y.*
 Michael Anthony Civitello *Hamden, Conn.*
 Chase Daniel Cohen *Brooklyn, N.Y.*
 John Sterling Cole III *Glencoe, Ill.*
 Michelle Elizabeth Cole *Fairfield, Conn.*
 Caroline Elizabeth Victoria Collins *Kenilworth, Ill.*
 Jacob Roy Colognesi *Charlton, Mass.*
 Lilian Jane Conrad *Germantown, Tenn.*
 Nicole Marie Conrad *Medina, Wash.*
 Alison Weatherwax Cook *Larkspur, Calif.*
 Michelle Sara Cote *Saco, Maine*
 Corwith Cramer III *Duxbury, Mass.*
 Nadra Maisha Crawford *Los Angeles, Calif.*
 Brendan Peter Crighton *Lynn, Mass.*
 Kate Weymouth Crocker *Canterbury, N.H.*
 Ryan Avery Crotty *Granby, Conn.*
 Richard Magner Crowley *Belle Mead, N.J.*
 Charles Farnum Culver *Guilford, Conn.*
 Daniel Edward Cummins *Pittsburgh, Pa.*
 Elizabeth Helen Curran *Clifton Park, N.Y.*
 Jared Fallon Cushman *Augusta, Maine*
- Lawrence Marc Dargosa *West Hartford, Conn.*
 Megan Catherine Daley *Milton, Mass.*
 Rachel Eliza Miller Damon *Chebeague Island, Maine*
 Jacklyn Dao *North Providence, R.I.*
 Brian Collins Davidson *Needham, Mass.*
 Benjamin Michael Wimble Davis *Augusta, Maine*
 Emily Nicole Day *Deerfield, Mass.*
 Galia Tzvetanova Debelouchina *Razlog, Bulgaria*
 Caitlin Anne Dennehy *Cranbury, N.J.*
 Thomas Oyen Deutsch *Sewickley, Pa.*
 Jonathan Andrew Devers *Killeen, Texas*
 Heather Michelle DeVito *Arlington, Mass.*
 Jeanne Anne DiBella *West Greenwich, R.I.*
 Rebecca Emily DiSavino *Chappaqua, N.Y.*
 Richard James Downing III *Stow, Mass.*
 Andrew Strahan Drummond *San Diego, Calif.*
 Douglas Lawrence Dua *Byram Township, N.J.*
 Justin Marcel Dubois *Saskatoon, Sask., Canada*
 Christopher A. Duncombe *Athens, Maine*
- Sarah Eustice Dunham *Flagstaff, Ariz.*
 Lydia Rose Durant *Cornish, N.H.*
 Kate MacKenzie Durda *Hinesburg, Vt.*
 Nilanjana Dutt *New Delhi, India*
 Meredith Marie Duval *Chicopee, Mass.*
- Kristi Erika Eck *Lake Bluff, Ill.*
 Daniel Francis Egan *Beverly, Mass.*
 Sarah Louise Eilefson *Proctor, Minn.*
 Jonathan Robert Eisenberg *Needham, Mass.*
 Laura Herron Ellis *Cedar Grove, N.J.*
 Patrick Woodman Ely *Paxton, Mass.*
 Shannon Margaret Emerson *West Friendship, Md.*
 Hannah Beth Emery *Hooksett, N.H.*
 Cory Wayne Oran Ernst *Bridgewater, N.S., Canada*
 Kara Ann Evanko *Columbus, Ind.*
- Justin Ross Fahey *Baltimore, Md.*
 James David Hopkins Falk *Duluth, Minn.*
 Nicholas Milne Falker *Santa Fe, N.M.*
 John Michael Fallon II *Northboro, Mass.*
 Christopher Landon Farrell *Meriden, N.H.*
 Joseph William Farrell *Woburn, Mass.*
 Theodore Walker Farwell *Madison, Wis.*
 Michael Brian Feldman *Setauket, N.Y.*
 Catherine Mary Fillebrown *Tenants Harbor, Maine*
 Megan Anne Finn *Rye, N.Y.*
 Charles Whitman Fizer *Ridgefield, Conn.*
 Kyle Elizabeth Foley *Wakefield, Mass.*
 William Patrick Foley, Jr. *Portsmouth, R.I.*
 Joanna Ying Fontaine *Exeter, N.H.*
 Brian Ira Footer *Penllyn, Pa.*
 William Simpson Ford *Chatham, N.J.*
 Jessica Anne Foster *Pittsford, N.Y.*
 Courtland Barkley Fowler *Clinton, N.Y.*
 Mary Melissa Frederick *Kenmore, N.Y.*
 Carrie Paige Fredland *Centreville, Md.*
 Cary Griffin Fridrich *Westford, Mass.*
 Kerri Lynn Furlong *Lynnfield, Mass.*
- Francesca Elisabeth Gage *La Jolla, Calif.*
 Katie Elizabeth Gagne *Winslow, Maine*
 William John Gallitto III *Middletown, Conn.*
 Matthew Ryan Gangl *Lancaster, Pa.*
 Xavier Garcia *Stoneham, Mass.*
 Elizabeth Haid Garrett *Atlanta, Ga.*
 Eric Matthew Gartside *Medway, Mass.*
 Emily Anne Gavryck *South Deerfield, Mass.*
 Ashley Elizabeth Germain *Attleboro, Mass.*
 Kathleen Elizabeth Ghelli *Lancaster, N.H.*
 Rharaka Gilbert *North Little Rock, Ark.*

- Jonathan Spencer Gilboy *Concord, Mass.*
 Marisa Baron Giller *Saint Louis, Mo.*
 Corey William Gittleman *Lebanon, Conn.*
 Emily Adams Given *New Rochelle, N.Y.*
 Conor Timothy Gleason *Darien, Conn.*
 Jonathan Michael Golden *Chicago, Ill.*
 Jared Spencer Goldsmith *Needham, Mass.*
 Sarah Catherine Goodrich *Yarmouth, Maine*
 Emily Patricia Goodyear *Littleton, Colo.*
 Jared Ammarell Gordon *Bangor, Maine*
 Nora Fitzgerald Gouge *New York, N.Y.*
 Caitlin Kelleher Grasso *Charlestown, Mass.*
 Joshua Edward Gray *Cranberry Island, Maine*
 Samuel Wade Gray *Noti, Ore.*
 Juliana Kay Green *Lindenhurst, Ill.*
 Ariel Lea Greenspan *Villanova, Pa.*
 Richard Neal Greenwood II *Gardner, Mass.*
 Constance Carroll Greer *Milton, Mass.*
 Matthew Phillip Guy-Hamilton *Worcester, Mass.*
 Dana Meredith Gwinn *Seattle, Wash.*
- Timothy R. Haas *Avon Lake, Ohio*
 Leah Pechin Hagamen *Deerfield, Mass.*
 Sara M. Hamada *Calimesa, Calif.*
 Osman Haneef *Quetta, Pakistan*
 Heather Ann Hansman *Cambridge, Mass.*
 Paige Elizabeth Hanzlik *Oak Brook, Ill.*
 Jessica Anne Hardy *Gorham, Maine*
 Charles Patrick Harner *Middletown, Ohio*
 Wayne Russell Harrington, Jr. *Rockland, Mass.*
 Nina Marie Harrold *Weare, N.H.*
 Adam James Harvey *Millinocket, Maine*
 Lynn Rachel Hasday *Rockville Centre, N.Y.*
 Rachel Maryse Hatch *Littleton, Mass.*
 Zachary Stephen Hauptman *Brunswick, Maine*
 Brittainy Page Heitzman *Marshfield, Mass.*
 Alice Dunlap Henderson *Atlanta, Ga.*
 Graham George Hulton Hennessey *Sewickley, Pa.*
 Peter Anson Henry *Kansas City, Mo.*
 Melissa Anne Hernández *Staten Island, N.Y.*
 Erica Lynn Hill *Grosse Pointe Farms, Mich.*
 Mary Elizabeth Hill *Wilbraham, Mass.*
 Melisse Paige Hinkle *Lebanon, N.H.*
 Noah John Foulger Hoffman *West Boothbay Harbor, Maine*
 Anne Kitfield Holt *Manchester, Mass.*
 Emily Jamaica Honig *Newton, Mass.*
 Lubos Hudec *Olomouc, Czech Republic*
 Laura Rebecca Hudecek *Great Falls, Va.*
- Sara Lindsey Hughes *Shelburne, Vt.*
 Eliza Hanna Huleatt *Windsor, Conn.*
 Nathaniel Foster Hulme *Framingham, Mass.*
 Alexandra Elizabeth Humphreys *Short Hills, N.J.*
 Carolyn Pamela Foldes Hunt *Portland, Ore.*
 Katherine Elizabeth Hurd *Cumberland Foreside, Maine*
 Asma Husain *Karachi, Pakistan*
 Devon Erea Hutton *Carbondale, Colo.*
- Thomas John Ireland *Exeter, N.H.*
- Meredith Kathleen Jalkut *Walpole, Mass.*
 Christopher Bates Johnson *Ridgefield, Conn.*
 Elizabeth Carone Johnson *Richmond, Va.*
 Karina Siegfried Johnson *Tolland, Conn.*
 Maggie Dorothy Johnson *Rockland, Maine*
 Whitney Hale Johnson *Kansas City, Mo.*
 Kathleen Virginia Jones *Hollis, N.H.*
 Kimberly Frances Jones *Wenham, Mass.*
 Whitney Chamberlain Jones *Wynnewood, Pa.*
- Joshua Lenga Kahn *Saint Louis, Mo.*
 Megha Kapoor *Purwakarta, Indonesia*
 Bradley Garfield Kasnet *Exeter, N.H.*
 Stephen Andrew Kasperski *Naperville, Ill.*
 Marc Joseph Kassin *Williamstown, Mass.*
 Robert Elliott Katz *Cabot, Vt.*
 Brian Henry Kelly *Milford, Mass.*
 Michael Billings Kershaw *Brockton, Mass.*
 Dae Ho Kim *Weston, Mass.*
 Michael Wolf King *Braintree, Mass.*
 Natalia Danette King *Caribou, Maine*
 Kelly Gay Klemarczyk *Haverhill, Mass.*
 Hillary Morton Klug *Aspen, Colo.*
 Kenneth Casey Knechtel *Darien, Conn.*
 Clara Koh Zhijia *Singapore*
 Alexander Jackson Kronauer *Lake Forest, Ill.*
 Torrey Kingsbury Kulow *Weston, Mass.*
 Yan Kung *Toronto, Ont., Canada*
- Kara Lynn Lanahan *Ridgefield, Conn.*
 Timothy Scott Metzger *Lancaster Bethlehem, Pa.*
 Melissa Landau *Pound Ridge, N.Y.*
 Gregory Steven Lanson *White Plains, N.Y.*
 Darren Jon Larsen *Tuxedo Park, N.Y.*
 Nicholas Wiessner Larsen *Salt Lake City, Utah*
 Nels Edmund Leader *Saugerties, N.Y.*

- Jocelyn Jacqueline LeBlanc *Acton, Mass.*
 Bianca Maria Lech *Providence, R.I.*
 Adrienne Amal LeClair *Boxford, Mass.*
 Jeffrey Scott Lederman *Pacific Palisades, Calif.*
 Jonathan Philip Berman Lees *Lexington, Mass.*
 Shawn Scott Legendre *Middlesex, Vt.*
 Jennifer Michelle Leighton *Orrington, Maine*
 Brandy Jaclyn Lipton *Stoughton, Mass.*
 Jeremy Collins Little *Longmeadow, Mass.*
 Megan Fitts Loosigian *Exeter, N.H.*
 Matthew James Lundgren *New Haven, Conn.*
 Rachel Beth Luskin *Scarsdale, N.Y.*
 Eric S. Luth *Scottsdale, Ariz.*
 Daniel Mackenzie Lynch *Pittsburgh, Pa.*
 Emma Lockwood Lynch *Wilton, Conn.*
 Kathryn Phillips Lynch *Wilton, Conn.*
 Matthew David Lynes *Willington, Conn.*
- Ann Helen MacDonald *St. Louis, Mo.*
 Jennie Elizabeth MacPherson *Middleboro, Mass.*
 Elizabeth Jean Magner *Norfolk, Mass.*
 Elisabeth Anne Maguire *Boston, Mass.*
 John Edmund Mahoney *Simsbury, Conn.*
 Natalie Nicole Maida *Pittsburgh, Pa.*
 Nichols Ford Malick *Piedmont, Calif.*
 Lily Anna Maltz *Weston, Mass.*
 Kyle Gade Manson *Fresno, Calif.*
 Stephen Anton Markesich *South Weymouth, Mass.*
 Katherine Mandalay Sharkey Markowski *Chicago, Ill.*
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 Richard Casey McCarthy *Washington, D.C.*
 Devon McConnell-Gordon *Wolfville, N.S., Canada*
 Caitlin Rose McCusker *Lakewood, Colo.*
 Liam Kartin McDonnell *Midland, Mich.*
 Peyton Kyle McElyea *Pacific Grove, Calif.*
 Alana Anne McGee *Edmonds, Wash.*
 Patrick Phillip McGowan *North Attleboro, Mass.*
 Abigail Elizabeth McGuire *Pennington, N.J.*
 Alden Trevor McWilliams *Millbrook, N.Y.*
 Mary Grace Medlin *Raleigh, N.C.*
 Robert William Mehlich, Jr. *Scarsdale, N.Y.*
 Edward Joseph Mezer *Arlington, Mass.*
 Ivan T. Mihajlov *Pancevo, Serbia*
 Ashley Kristin Mihos *West Yarmouth, Mass.*
 Szymon Andrzej Mikulski *Gdynia, Poland*
- Elek Ashton Miller *Islesboro, Maine*
 Emma Claire Miller *Wellesley, Mass.*
 Laura Catherine Miller *Manchester, N.H.*
 Michael Ross Miller *Plymouth, N.H.*
 Nicholas Robert Miller *South Burlington, Vt.*
 Michael James Misencik *Trumbull, Conn.*
 Alexandru Mocanu *Braila, Romania*
 Adrienne Margaret Mohn *Amesbury, Mass.*
 Eric William Molander *Yarmouth, Maine*
 Todd William Moore *Somers, N.Y.*
 Joel Garry Morash *Liverpool, N.S., Canada*
 James Russell Morey *South Portland, Maine*
 Courtney Ann Morris *Melrose, Mass.*
 Julia Kathleen Morrison *Mountain Lakes, N.J.*
 Jonathan Robert Moss *Washington, D.C.*
 Carreau Coffin Mueller *Larchmont, N.Y.*
 Melissa Ann Mullen *Green Township, N.J.*
 Sean Christopher Murphy *Ridgefield, Conn.*
 Margaret Louise Musser *Delaware, Ohio*
 Nathan James Mylrea *Dubuque, Iowa*
- Gillian Sarah Nadel *Scarsdale, N.Y.*
 Nandini Avinash Naik *Bombay, India*
 Dorothy Ellen Najda *Carlisle, Mass.*
 Thomas James Nale *Waterville, Maine*
 Allison Beth Neumeister *Vernon, Vt.*
 Timothy Russell Newhouse *Merrimac, Mass.*
 Maria Thuy Trang Nguyen *Berkeley, Calif.*
 Warner Case Nickerson *Gilford, N.H.*
 Sara Elizabeth Nicolette *Pemberton, N.J.*
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 Laura Beth Normand *Enfield, Conn.*
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 Michelle Young Oh *Martinsville, N.J.*
 Joseph Onyango Okeyo *Mumias, Republic of Kenya*
 Mary Catherine Olsson *Old Greenwich, Conn.*
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 Andrew Courtney Orr *West Hartford, Conn.*
- Andrea Theresa Palmer *Falls Village, Conn.*
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 Jillian Ellen Parker *Odessa, Texas*
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 Justinas Pelenis *Siauliai, Lithuania*
 Katharine Laun Perez *Chappaqua, N.Y.*
 Ryan Joseph Phelan *Wallingford, Conn.*
 Stephanie Lee Pierce *Andover, Mass.*
 Seth Low Pierrepont, Jr. *Lake Forest, Ill.*
 Jessica Carolyn Pilcher *Old Saybrook, Conn.*

- Kenneth Lee Pitter *Armonk, N.Y.*
 Melissa Rachel Plante *Fayetteville, N.Y.*
 Christina Suzanne Pluta *Mercer Island, Wash.*
 John Daniel Pollakowski *Belmont, Mass.*
 Carolyn Brown Pollard *Bucksport, Maine*
 Aaron Robert Poplack *Houston, Texas*
 Stanislav Ivaylov Presolski *Pleven, Bulgaria*
 Kristin Elizabeth Putnam *Sidney, Maine*

 Nathan Anthony Quigley *Edmonds, Wash.*

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 Isabelle Jessica Reining *Maynard, Mass.*
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 Amanda Louise Restell *Sterling, Mass.*
 Gabriel Reyes *Worcester, Mass.*
 Jeanette Lynn Richelson *Natick, Mass.*
 Alexander Thompson Ridder *Denver, Colo.*
 John Parkin Ridill *Needham, Mass.*
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 Claire Madeleine Riley *Towson, Md.*
 Elizabeth Lowell Riley *Saco, Maine*
 Rachel Roessner Ritchie *Newton, Mass.*
 Katherine Nancy Rittner *Southampton, Mass.*
 Jeremy Michael Robbins *Swampscott, Mass.*
 Toni-Lynn Robbins *Appleton, Maine*
 Timothy Morgan Roberts *Schuylerville, N.Y.*
 Abigail Shaw Robson *Plandome, N.Y.*
 Erin Frances Rockney *Westford, Mass.*
 Matthew Phillips Roland *Somers, Conn.*
 Matthew Scott Rosenberg *Berkeley Heights, N.J.*
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 András Rozmer *Himesháza, Hungary*
 Matthew Byron Ruby *Monson, Maine*
 Daniel James Ruiz *Chatham, N.J.*
 Karinna Grady Russo *Camden, Maine*
 Michael Winslow Rutherford *Wyckoff, N.J.*

 Daniel Joseph Saganey *Norfolk, Mass.*
 Zachary Saxe Sager *Fairfax Station, Va.*
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 Miruna Ariadna Sasuclark *Waterville, Maine*
 T. Shawn Sato *Iowa City, Iowa*
 Jessica Rose Sattler *Southwest Harbor, Maine*
 Robert Allen Saunders *Park City, Utah*
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 Elizabeth Anderson Scherer *Wethersfield, Conn.*

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 Catherine Kilbourn Sear *New York, N.Y.*
 Daniel Marshall Seifert *New Milford, Conn.*
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 Conor Moran Semler *Buffalo, N.Y.*
 Patrick Tyler Semmens *Brooklyn, N.Y.*
 Rachel Susan Serotta *Northborough, Mass.*
 Katlyn Irene Shagory *Natick, Mass.*
 Karin Shankar *New Delhi, India*
 Corrie Honora Shattenkirk *Kinderhook, N.Y.*
 Rachael Leah Sheinbaum *Bow, N.H.*
 Peter Swann Sherman *Larchmont, N.Y.*
 Maureen Muriel Sherry *Framingham, Mass.*
 Kirby Baxter Sholl *Cranbury, N.J.*
 Denis Shubleka *Tirana, Albania*
 Anna Shum *Weston, Mass.*
 Victor Reed Sibley *Plymouth, Mass.*
 Wendy Audette Sicard *Danville, Vt.*
 Kathryn Leigh Sigalow *Akron, Ohio*
 Michael David Silberman *Pittsburgh, Pa.*
 Miranda Power Silverman *Manchester, Mass.*
 Michael Stephen Sirois *Newburyport, Mass.*
 Sheena Siu *Hong Kong, Hong Kong*
 Austin Bruce Slack IV *Houston, Texas*
 Kathryn Ann Slemp *New Canaan, Conn.*
 Scarlett Anne Slenker *Pound Ridge, N.Y.*
 Patrick James Slipp *Woodstock, N.B., Canada*
 Courtney Anne Smith *New Canaan, Conn.*
 Edward Curtis Smith III *Wellesley, Mass.*
 Lauren Margaret Smith *Cobasset, Mass.*
 Noah Woodbridge Smith *West Chesterfield, Mass.*
 Nicholas Adam Snyder *Dedham, Maine*
 Jamie William Snyder-Fair *Leverett, Mass.*
 Jeffrey Paul Sparrow *Huntersville, N.C.*
 Russell Andrew Spitler *Shorewood, Wis.*
 Christopher Andrew Starz *Eagle River, Wis.*
 Allison Marie Stewart *Zanesville, Ohio*
 William Stohner *Walden, N.Y.*
 Michelle Marie Stone *Suffern, N.Y.*
 Benjamin Ward Stonebraker *Hebron, Maine*
 Tara Katrina Studley *Veazie, Maine*
 Neha Sud *New Delhi, India*
 Douglas Vito Summa *Rye, N.Y.*
 Abraham David Summers *Philadelphia, Pa.*
 Christopher William Surprenant *New Orleans, La.*
 Anne Heartfield Szender *Seattle, Wash.*

 Donte Shawn Lee Tates *Baltimore, Md.*
 Josiah James Taylor *Frederickton, N.B.,*

Canada

Alexander Lee Telis *Washington, D.C.*
 Caroline Louise Tempesta *Cotuit, Mass.*
 Julius Valentinov Tenev *Stara Zagora, Bulgaria*
 Lucas Jordan Thatcher *Chesterfield, N.H.*
 Sarah Perla Thein *Jackson Heights, N.Y.*
 Saw Sunshine Timothy *Mawchi, Burma*
 Kathleen Erin Toole *Glenburn, Maine*
 Alice Anne Torbert *Whitefield, Maine*
 Daniel Jordan Torres *La Mesa, Calif.*
 Matthew Clark Tozer *Pearl River, N.Y.*
 Ly Nhat Tran *Hanoi, Vietnam*
 Margaret Ellen M. Trzyna *Seattle, Wash.*

Daniel Frederick Uhlmann *Boise, Idaho*

William Shields van der Veen *Duxbury, Mass.*
 Christopher Peter Van Wagenen *Rye, N.Y.*
 Brian Moore Venti *Hanover, N.H.*
 Andrew Moroney Volk *Charlotte, Vt.*
 Nicholas Theron von Mertens *Lincoln, Mass.*

Amanda Colleen Walsh *Salem, Mass.*
 Michael Jay Walsh *Concord, N.H.*
 Patrick Ryan Walsh *Easton, Conn.*
 Tsering Dhonden Wangdi *Lajpat Nagar, India*
 Andrew Michael Warneck *Clayton, N.Y.*
 Jonah David Waxman *Piedmont, Calif.*
 Ellen Edith Weaver *Cape Elizabeth, Maine*
 Emily Jean Weber *New York, N.Y.*
 Sarah Robinson Webster *Shelburne, Vt.*
 Catherine Munro Welch *Cheshire, Conn.*
 Nicole Ann Wessen *Rockland, Mass.*
 Kelly Marie Wheaton *Plymouth, Mass.*
 Stephen Hap Whelpley *Mequon, Wis.*
 Michael Majewski Widdersheim *Bethlehem, Pa.*
 Melissa Lynn Widdis *Oceanport, N.J.*
 Hillary Ann Wiley *Fryeburg, Maine*
 Alana Brooke Willhite *New Orleans, La.*
 Daniel Eaton Williams *Harvard, Mass.*
 Thomas Randolph Wilson *Bellevue, Wash.*
 Lauren Beth Wolpin *Monkton, Vt.*
 Jesse Oden Wrenn *Brentwood, Tenn.*

Kevin Daniel Yardi *Santa Barbara, Calif.*
 Christopher Rodney Yeoh *Ipoh, Malaysia*
 Melissa Louise Yosua *Cape Elizabeth, Maine*
 Mallory C. Young *Hanover, N.H.*

Vasilena Petkova Zheleva *Stara Zagora, Bulgaria*
 David Joseph Zohn *Santa Monica, Calif.*

Honorary Degrees

David M. Childs *Doctor of Humane Letters*
 James B. Crawford *Doctor of Laws*
 Linda J. Crawford *Doctor of Laws*
 Fred H. Gage *Doctor of Science*
 Dan B. Harris *Doctor of Laws*
 F. Rocco Landesman *Doctor of Fine Arts*
 Risa J. Lavizzo-Mourey *Doctor of Humane Letters*

HONORS

Senior Marshal

Mark Glyn Chapman

Bachelor's Degrees with Honors

Summa Cum Laude

David Lee Acker

Nicholas Geoffrey Bayley

Rachel Grace Beaupré

Pawel Brodalka

Daniel Jarvis Brown

Kathleen McNair Campbell

Brendan John Carroll

Annette Bonnie Caswell

Ka Yan Chan

Mark Glyn Chapman

Benjamin Michael Wimble Davis

Galia Tzvetanova Debelouchina

Jonathan Andrew Devers

Justin Marcel Dubois

Lydia Rose Durant

Nilanjana Dutt

Meredith Marie Duval

Hannah Beth Emery

James David Hopkins Falk

Catherine Mary Fillebrown

Kyle Elizabeth Foley

Katie Elizabeth Gagne

Emily Adams Given

Matthew Phillip Guy-Hamilton

Mary Elizabeth Hill

Nathaniel Foster Hulme

Katherine Elizabeth Hurd

Devon Erea Hutton

Clara Koh Zhijia

Yan Kung

Timothy Scott Metzger Lancaster

Brandy Jaclyn Lipton

Eric S. Luth

Emma Lockwood Lynch

Ivan T. Mihajlov

Alexandru Mocanu

Todd William Moore

Timothy Russell Newhouse

Laura Beth Normand

Andrea Theresa Palmer

Justinas Pelenis

Stanislav Ivaylov Presolski

Lisa Marie Reinhalter

Christopher Michael Ries

Katherine Nancy Rittner

Jeremy Michael Robbins

Matthew Phillips Roland

Andr s Rozmer

Matthew Byron Ruby

Michael Winslow Rutherford

Kevin John Selby

Karin Shankar

Maureen Muriel Sherry

Kathryn Ann Slempe

Melissa Louise Yosua

Vasilena Petkova Zheleva

Magna Cum Laude

Jennifer Nicole Andrews

Alan Lamb Ashbaugh

Siri Vigeland Ashton

Jessica Lauren Beetz

Lindsay Erin-Maria Begin

Mary Ellen Biggins

Ryan James Bocuzzi

Margaret Anne Boehmke

Christine Ann Brennan

Graham Coleman Brown

Kathryn Linden Laurel

Posson Brown

Logan Elizabeth Buchanan

Megan Celeste Burd

Justin Samuel Burner

John Sterling Cole III

Lilian Jane Conrad

Nicole Marie Conrad

Michelle Sara Cote

Ryan Avery Crotty

Charles Farnum Culver

Megan Catherine Daley

Rachel Eliza Miller Damon

Emily Nicole Day

Caitlin Anne Dennehy

Thomas Oyen Deutsch

Sarah Eustice Dunham

Cory Wayne Oran Ernst

Michael Brian Feldman

Jessica Anne Foster

Courtland Barkley Fowler

Carrie Paige Fredland

Ashley Elizabeth Germain

Corey William Gittleman

Conor Timothy Gleason

Emily Patricia Goodyear

Joshua Edward Gray

Timothy R. Haas

Osman Haneef

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 Marc Joseph Kassin
 Robert Elliott Katz
 Natalia Danette King
 Kelly Gay Klemarczyk
 Kara Lynn Lanahan
 Gregory Steven Lanson
 Nicholas Wiessner Larsen
 Nels Edmund Leader
 Jocelyn Jacqueline LeBlanc
 Jonathan Philip Berman Lees
 Shawn Scott Legendre
 Kathryn Phillips Lynch
 Ann Helen MacDonald
 Katherine Mandalay
 Sharkey Markowski
 Mary Grace Medlin
 Joel Garry Morash
 Melissa Ann Mullen
 Gillian Sarah Nadel
 Nandini Avinash Naik
 Sara Elizabeth Nicolette
 Joseph Onyango Okeyo
 Danielle Paula Orden
 Andrew Courtney Orr
 Catherine Baker Pappas
 Seth Low Pierrepont, Jr.
 Kenneth Lee Pitter
 John Daniel Pollakowski
 Aaron Robert Poplack
 Nathan Anthony Quigley
 Andrew Carl Raser
 Christian Lee Resseguie
 Gabriel Reyes
 Jeanette Lynn Richelson
 Toni-Lynn Robbins
 Erin Frances Rockney
 Maria Josephine Sanders
 Jessica Rose Sattler
 Elizabeth Anderson Scherer
 Daniel Marshall Seifert
 Rachel Susan Serotta
 Rachael Leah Sheinbaum

Anna Shum
 Victor Reed Sibley
 Sheena Siu
 Patrick James Slipp
 Edward Curtis Smith III
 Allison Marie Stewart
 Abraham David Summers
 Christopher William Surprenant
 Sarah Perla Thein
 Kathleen Erin Toole
 Ly Nhat Tran
 Tsering Dhonden Wangdi
 Sarah Robinson Webster
 Kelly Marie Wheaton
 Stephen Hap Whelpley
 Michael Majewski Widdersheim
 Daniel Eaton Williams
 Thomas Randolph Wilson

Cum Laude

Shareen Abbasy
 Jennifer Suzanne Abramson
 Lisa Kurland Andracke
 Caroline Newbury Andresen
 Stephen Nicholas Bakios, Jr.
 Sean George Baron
 Lauren Talia Baumgarten
 Eleanor Manson Beltz
 Michael Christopher Booras
 Elizabeth Collins Brown
 Helen Emily Brown
 Julie Michelle Bryar
 Adelin Cai Yuxian
 Amy Elizabeth Campfield
 Julie Christine Carlson
 Aaron Charniak
 Jennifer Yalay Chu
 Chase Daniel Cohen
 Caroline Elizabeth
 Victoria Collins
 Jacob Roy Colognesi
 Kate Weymouth Crocker
 Elizabeth Helen Curran
 Lawrence Marc Dargosa
 Jeanne Anne DiBella
 Rebecca Emily DiSavino
 Andrew Strahan Drummond
 Kate MacKenzie Durda
 Kristi Erika Eck
 Sarah Louise Eilefson
 Laura Herron Ellis
 John Michael Fallon II
 Christopher Landon Farrell
 Theodore Walker Farwell
 Megan Anne Finn

Brian Ira Footer
 Mary Melissa Frederick
 Kerri Lynn Furlong
 Elizabeth Haid Garrett
 Eric Matthew Gartside
 Emily Anne Gavryck
 Kathleen Elizabeth Ghelli
 Marisa Baron Giller
 Jared Spencer Goldsmith
 Nora Fitzgerald Gouge
 Caitlin Kelleher Grasso
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 Laura Rebecca Hudecek
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 Melissa Landau
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 Jennifer Michelle Leighton
 Jeremy Collins Little
 Rachel Beth Luskin
 Daniel Mackenzie Lynch
 Elizabeth Jean Magner
 Natalie Nicole Maida
 Nichols Ford Malick
 Lily Anna Maltz
 Kyle Gade Manson
 Caitlin Rose McCusker
 Abigail Elizabeth McGuire
 Szymon Andrzej Mikulski
 Michael Ross Miller
 Nicholas Robert Miller
 Michael James Misencik
 Margaret Louise Musser
 Dorothy Ellen Najda
 Thomas James Nale
 Allison Beth Neumeister

Rebecca Starr Nisetich
 Mary Catherine Olsson
 Katharine Laun Perez
 Jessica Carolyn Pilcher
 Melissa Rachel Plante
 Christina Suzanne Pluta
 Kristin Elizabeth Putnam
 Isabelle Jessica Reining
 Claire Madeleine Riley
 Rachel Roessner Ritchie
 Abigail Shaw Robson
 Karinna Grady Russo
 Zachary Saxe Sager
 T. Shawn Sato
 Robert Allen Saunders
 Nikolaus David Schnermann
 Catherine Kilbourn Sear
 Corrie Honora Shattenkirk
 Denis Shubleka
 Kathryn Leigh Sigalow
 Miranda Power Silverman
 Michael Stephen Sirois
 Austin Bruce Slack IV
 Scarlett Anne Slenker
 Courtney Anne Smith
 Lauren Margaret Smith
 Noah Woodbridge Smith
 Jeffrey Paul Sparrow
 Russell Andrew Spittle
 Tara Katrina Studley
 Anne Heartfield Szender
 Alexander Lee Telis
 Lucas Jordan Thatcher
 Alice Anne Torbert
 Christopher Peter Van Wagenen
 Brian Moore Venti
 Andrew Moroney Volk
 Nicholas Theron von Mertens
 Amanda Colleen Walsh
 Michael Jay Walsh
 Patrick Ryan Walsh
 Jonah David Waxman
 Ellen Edith Weaver
 Emily Jean Weber
 Melissa Lynn Widdis
 Alana Brooke Willhite
 Lauren Beth Wolpin
 Christopher Rodney Yeoh

Honors Programs

Honors in American Studies
 Nathaniel Foster Hulme
 Emma Lockwood Lynch

Honors in Biology

Lydia Rose Durant
 Jocelyn Jacqueline LeBlanc
 Eric S. Luth
 Joel Garry Morash
 Maureen Muriel Sherry
 Patrick James Slipp

Honors in Chemistry

John Sterling Cole III
 Galia Tzvetanova Debelouchina
 Michael Brian Feldman
 Yan Kung
 Jonathan Philip Berman Lees
 Ivan T. Mihajlov
 Timothy Russell Newhouse
 Kenneth Lee Pitter
 Stanislav Ivaylov Presolski
 Kevin John Selby
 Michael Jay Walsh

Honors in Computer Science

Christopher Michael Ries
 Noah Woodbridge Smith
 Russell Andrew Spittler
 Jesse Oden Wrenn

Honors in East Asian Studies

Catherine Mary Fillebrown

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 Melissa Anne Hernández
 Melisse Paige Hinkle
 Elizabeth Carone Johnson
 Michael Wolf King
 Daniel Mackenzie Lynch
 Ann Helen MacDonald
 Mary Grace Medlin
 Todd William Moore
 Gillian Sarah Nadel
 Rebecca Starr Nisetich
 Andrew Courtney Orr
 Catherine Baker Pappas
 Nathan Anthony Quigley
 Rachel Roessner Ritchie
 Toni-Lynn Robbins
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 Lauren Margaret Smith

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Jessica Lauren Beetz
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Gabriel Reyes

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Honors in Philosophy

Megan Celeste Burd
 Joshua Lenga Kahn
 Christopher William Surprenant
 Alexander Lee Telis

Honors in Psychology

Annette Bonnie Caswell
 Kelly Marie Wheaton

Honors in Religious Studies

Benjamin Michael Wimple Davis
 Clara Koh Zhijia
 Christopher Rodney Yeoh

Honors in Sociology

Hannah Beth Emery

Distinction in Major*American Studies*

Rachel Eliza Miller Damon
 Marisa Baron Giller
 Nathaniel Foster Hulme
 Emma Lockwood Lynch
 Abigail Elizabeth McGuire
 Karinna Grady Russo
 Ellen Edith Weaver
 Emily Jean Weber

Anthropology

Michael Christopher Booras
 Justin Ross Fahey

Alexandra Elizabeth Humphreys
 Josiah James Taylor
 Ly Nhat Tran

Art

Jennifer Nicole Andrews
 Rachel Grace Beaupre
 Helen Emily Brown
 Anne Kitfield Holt
 Asma Husain
 Karina Siegfried Johnson
 Robert Elliott Katz
 Katharine Laun Perez
 Jessica Rose Sattler
 Sarah Perla Thein

Biology

Nicholas Geoffrey Bayley
 Lindsay Erin-Maria Begin
 Nicole Marie Conrad
 Megan Catherine Daley
 Thomas Oyen Deutsch
 Lydia Rose Durant
 Cory Wayne Oran Ernst
 Noah John Foulger Hoffman
 Carolyn Pamela Foldes Hunt
 Devon Erea Hutton
 Timothy Scott Metzger Lancaster
 Jocelyn Jacqueline LeBlanc
 Eric S. Luth
 Joel Garry Morash
 Kenneth Lee Pitter
 Isabelle Jessica Reining
 Erin Frances Rockney
 Matthew Phillips Roland
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 Patrick James Slipp

Chemistry

Amy Elizabeth Campfield
 John Sterling Cole III
 Galia Tzvetanova Debelouchina
 Michael Brian Feldman
 Corey William Gittleman
 Devon Erea Hutton
 Clara Koh Zhijia
 Yan Kung
 Jonathan Philip Berman Lees
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 Timothy Russell Newhouse
 Kenneth Lee Pitter
 Stanislav Ivaylov Presolski
 Katherine Nancy Rittner
 Kevin John Selby
 Vasilena Petkova Zheleva

Classical Civilization
 Chase Daniel Cohen
 Aaron Robert Poplack

Classical Civilization-English
 Stephen Hap Whelpley

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Nilanjana Dutt
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Jonathan Andrew Devers
 Catherine Mary Fillebrown

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David Lee Acker
 Pawel Brodalka
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 Thomas Oyen Deutsch
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 Katie Elizabeth Gagne
 Joshua Edward Gray
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 Peyton Kyle McElyea
 Joseph Onyango Okeyo
 Justinas Pelenis
 John Daniel Pollakowski
 Matthew Phillips Roland
 Michael Winslow Rutherford
 Elizabeth Anderson Scherer
 Sheena Siu
 Edward Curtis Smith III
 Patrick Ryan Walsh

Economics-Mathematics

Danielle Paula Orden

English

Jessica Lauren Beetz
 Christine Ann Brennan
 Helen Emily Brown
 Kate Weymouth Crocker
 Caitlin Anne Dennehy
 Jeanne Anne DiBella
 Kristi Erika Eck
 Sarah Louise Eilefson

Carrie Paige Fredland
 Ashley Elizabeth Germain
 Timothy R. Haas
 Rachel Maryse Hatch
 Melissa Anne Hernández
 Melisse Paige Hinkle
 Thomas John Ireland
 Elizabeth Carone Johnson
 Whitney Hale Johnson
 Ann Helen MacDonald
 Abigail Elizabeth McGuire
 Mary Grace Medlin
 Nicholas Robert Miller
 Todd William Moore
 Gillian Sarah Nadel
 Rebecca Starr Nisetich
 Mary Catherine Olsson
 Andrew Courtney Orr
 Catherine Baker Pappas
 Nathan Anthony Quigley
 Claire Madeleine Riley
 Rachel Roessner Ritchie
 Toni-Lynn Robbins
 Maria Josephine Sanders
 Robert Allen Saunders
 Rachael Leah Sheinbaum
 Anna Shum
 Courtney Anne Smith
 Lauren Margaret Smith
 Tara Katrina Studley
 Kathleen Erin Toole
 Daniel Frederick Uhlmann
 Amanda Colleen Walsh

Environmental Studies

Brendan John Carroll
 Kara Lynn Lanahan
 Allison Marie Stewart
 Alice Anne Torbert

French Studies

Shareen Abbasy
 Kyle Elizabeth Foley
 Brittainy Page Heitzman
 Emily Jamaica Honig
 Eliza Hanna Huleatt
 Jocelyn Jacqueline LeBlanc
 Katherine Mandalay
 Sharkey Markowski
 Ivan T. Mihajlov
 Alexandru Mocanu
 Catherine Kilbourn Sear

Geobiology

Darren Jon Larsen

Geology

Sarah Eustice Dunham
 Samuel Wade Gray

German Language and Literature

Justin Marcel Dubois
 Matthew Byron Ruby

German Studies

Kathleen Elizabeth Ghelli
 Lubos Hudec
 Maria Josephine Sanders

Government

Mary Ellen Biggins
 Margaret Anne Boehmke
 Pawel Brodalka
 Daniel Jarvis Brown
 Logan Elizabeth Buchanan
 Aaron Charniak
 Ryan Avery Crotty
 Joshua Edward Gray
 Osman Haneef
 Adam James Harvey
 Eliza Hanna Huleatt
 Christopher Bates Johnson
 Bradley Garfield Kasnet
 Marc Joseph Kassin
 Jeffrey Scott Lederman
 Shawn Scott Legendre
 Kyle Gade Manson
 Alexandru Mocanu
 Gabriel Reyes
 Andrés Rozmer
 Michael Winslow Rutherford
 Daniel Marshall Seifert
 Rachel Susan Serotta
 Abraham David Summers
 Christopher William Surprenant
 William Shields van der Veen
 Jonah David Waxman
 Daniel Eaton Williams

History

Lauren Talia Baumgarten
 Elizabeth Collins Brown
 Charles Farnum Culver
 Benjamin Michael Wimble Davis
 Meredith Marie Duval
 Elizabeth Haid Garrett
 Juliana Kay Green
 Matthew Phillip Guy-Hamilton
 Timothy R. Haas
 Adam James Harvey
 Nathaniel Foster Hulme
 Natalia Danette King

Aaron Robert Poplack
 Christian Lee Resseguie
 Abigail Shaw Robson
 Victor Reed Sibley
 Scarlett Anne Slenker
 Sarah Perla Thein
 Thomas Randolph Wilson

Human Development (Independent)

Lilian Jane Conrad
 Laura Catherine Miller

*Contemporary Modes of Aesthetic, Written, and
 Analytical Expression (Independent)*

Dorothy Ellen Najda

International Studies

Caroline Newbury Andresen
 Alan Lamb Ashbaugh
 Adelin Cai Yuxian
 Mark Glyn Chapman
 Jennifer Yalay Chu
 Ryan Avery Crotty
 Elizabeth Helen Curran
 Justin Marcel Dubois
 Kara Ann Evanko
 Kerri Lynn Furlong
 Jonathan Michael Golden
 Jessica Anne Hardy
 Erica Lynn Hill
 Emily Jamaica Honig
 Melissa Landau
 Katherine Mandalay
 Sharkey Markowski
 Lisa Marie Reinhalter
 András Rozmer
 Karin Shankar
 Edward Curtis Smith III
 Andrew Moroney Volk
 Nicholas Theron von Mertens
 Jonah David Waxman
 Melissa Lynn Widdis

Latin American Studies

Kathryn Linden Laurel
 Posson Brown
 Conor Timothy Gleason
 Elizabeth Jean Magner
 Lisa Marie Reinhalter
 Gabriel Reyes

Mathematical Sciences

Ka Yan Chan
 Nilanjana Dutt
 Wayne Russell Harrington, Jr.
 Mary Elizabeth Hill

Kathleen Virginia Jones
 Torrey Kingsbury Kulow
 Kathryn Phillips Lynch
 Seth Low Pierrepont, Jr.
 Tsering Dhonden Wangdi

Mathematics

Galia Tzvetanova Debelouchina
 James David Hopkins Falk
 Courtland Barkley Fowler
 Gregory Steven Lanson
 Brandy Jaclyn Lipton
 Justinas Pelenis
 Denis Shubleka
 Christopher Peter Van Wagenen
 Melissa Louise Yosua
 Vasilena Petkova Zheleva

Medieval and Renaissance Studies (Independent)

Michael Brian Feldman

Music

Ashley Elizabeth Germain

Philosophy

Daniel Jarvis Brown
 Joseph William Farrell
 Emily Adams Given
 Joshua Lenga Kahn
 Sara Elizabeth Nicolette
 Daniel Marshall Seifert
 Jeffrey Paul Sparrow
 Christopher William Surprenant
 Alexander Lee Telis
 Michael Majewski Widdersheim

Physics

Ryan James Boccuzzi
 Ka Yan Chan
 James David Hopkins Falk
 Stanislav Ivaylov Presolski
 Lucas Jordan Thatcher
 Melissa Louise Yosua

Psychology

Sean George Baron
 Logan Elizabeth Buchanan
 Annette Bonnie Caswell
 Michelle Sara Cote
 Emily Nicole Day
 Nora Fitzgerald Gouge
 Brittainy Page Heitzman
 Sara Lindsey Hughes
 Katherine Elizabeth Hurd
 Meredith Kathleen Jalkut
 Kelly Gay Klemarczyk
 Nicholas Wiessner Larsen

Szymon Andrzej Mikulski
 Andrew Carl Raser
 Jeremy Michael Robbins
 Matthew Byron Ruby
 Kelly Marie Wheaton

Religious Studies

Mary Ellen Biggins
 Mark Glyn Chapman
 Benjamin Michael Wimble Davis
 Clara Koh Zhijia
 Nandini Avinash Naik
 Christopher Rodney Yeoh

Russian Language and Culture

Jennie Elizabeth MacPherson

Science, Technology, Society

Zachary Saxe Sager

Sociology

Alan Lamb Ashbaugh
 Hannah Beth Emery

Spanish

Mary Melissa Frederick
 Emily Patricia Goodyear
 Melissa Landau
 Melissa Ann Mullen
 Sara Elizabeth Nicolette
 Laura Beth Normand
 Andrea Theresa Palmer
 Karin Shankar
 Melissa Lynn Widdis

Theater and Dance

Kathleen McNair Campbell
 Rachel Eliza Miller Damon
 Charles Patrick Harner
 Nandini Avinash Naik

Women's Studies

Siri Vigeland Ashton

Women's, Gender, and Sexuality Studies

Jeanette Lynn Richelson

Phi Beta Kappa

David Lee Acker
 Nicholas Geoffrey Bayley
 Rachel Grace Beaupré
 Pawel Brodalka
 Daniel Jarvis Brown
 Kathleen McNair Campbell
 Brendan John Carroll
 Annette Bonnie Caswell
 Ka Yan Chan
 Mark Glyn Chapman

Benjamin Michael Wimble Davis
 Galia Tzvetanova Debelouchina
 Jonathan Andrew Devers
 Justin Marcel Dubois
 Lydia Rose Durant
 Nilanjana Dutt
 Meredith Marie Duval
 Hannah Beth Emery
 James David Hopkins Falk
 Catherine Mary Fillebrown
 Katie Elizabeth Gagne
 Ashley Elizabeth Germain
 Emily Adams Given
 Emily Patricia Goodyear
 Matthew Phillip Guy-Hamilton*
 Rachel Maryse Hatch
 Mary Elizabeth Hill
 Nathaniel Foster Hulme
 Katherine Elizabeth Hurd
 Devon Erea Hutton
 Clara Koh Zhijia
 Yan Kung
 Timothy Scott Metzger Lancaster
 Brandy Jaclyn Lipton
 Eric S. Luth
 Emma Lockwood Lynch
 Ivan T. Mihajlov
 Alexandru Mocanu
 Todd William Moore
 Timothy Russell Newhouse
 Laura Beth Normand
 Andrea Theresa Palmer
 Justinas Pelenis
 Stanislav Ivaylov Presolski
 Lisa Marie Reinhalter
 Katherine Nancy Rittner
 Andrés Rozmer
 Matthew Byron Ruby
 Michael Winslow Rutherford
 Kevin John Selby
 Karin Shankar
 Maureen Muriel Sherry
 Melissa Louise Yosua
 Vasilena Petkova Zheleva

*elected in junior year

Julius Seelye Bixler Scholars

Mark Glyn Chapman
 Jonathan Andrew Devers
 Matthew Phillip Guy-Hamilton
 Ivan Tsepo Mihajlov
 Vasilena Petkova Zheleva

Charles A. Dana Scholars

Nicholas Geoffrey Bayley
Galia Tzvetanova Debelouchina
Justinas Pelenis
Katherine Nancy Rittner
Kevin John Selby
Melissa Louise Yosua

Ralph J. Bunche Scholars

Shareen Heather Abbasy
Sean George Baron
Elizabeth Collins Brown
Sara M. Hamada
Natalia Danette King
Michael Ross Miller

Senior Scholars

Mark Glyn Chapman
*Searching for Qingzhenjiao,
the (re)Integration of Chinese Muslims with
the Global Ummah*

Stephen Hap Whelpley
*The Econometric Value of
Silence & Noise as Seen by a
Non-Practicing Marxist*

INDEX

- About Colby, 2
- Absence from Exams, 38
- Academic Advising and Placement, 20
- Academic Calendars, 320, 321
- Academic Counseling, II
- Academic Honesty, 37
- Academic Honors, 34
- Academic Information, 17
- Academic Integrity, 4
- Academic Memberships, 3
- Academic Procedures, 35
- Academic Programs, 27, 43
- Academic Requirements, 28
- Academic Review, 39
- Academic Standing, 40
- Access Policy, 254
- Accreditation and Memberships, III, 3
- ACT Tests, 7
- Adding Courses, 36
- Administration, 293
- Administrative Science, 52
- Administrative Science Minor, 52
- Admission, II, 6
 - Advanced Standing, 7
 - Application Schedule, 6
 - Campus Visits, 7
 - Deposit, 10
 - Early Admission, 8
 - Health Records, 8
 - International Students, 9
 - Interviews, 6
 - Midyear Admission, 8
 - Non-matriculated Students, 8
 - Tests, 7
 - Transfer Students, 8
 - Veterans, 8
- Adult Education (See Non-matriculated Students), 8, 41
- Advanced Standing, 7
- Advisor, Faculty, 20
- African Studies, 53
- African Studies Minor, 54
- African-American Studies, 54
- African-American Studies Minor, 55
- Alcoholic Beverages, Regulations, 254
- All-College Distribution Requirements, 29
- Alumni Council Executive Committee, 264
- Alumni Relations, II
- American Studies, 56
- Ancient History, 63
- Annual Basic Charges, 10
- Anthropology, 64
- Anthropology Minor, 65
- Application Schedule, 6
- Applied Music, 193
- Applied Music Associates, 288
- Applied Music Fee, 11
- Area Requirements, 29, 49, 51
- Art, 70
 - Art: Studio Art Concentration, 71
 - Art: Art History Concentration, 71
 - Art Minor, 70
- Assistants, Departmental, 289
- Associates and Assistants, 289
- Associates in Applied Music, 288
- Astronomy, 76
- Athletics, II, 249
- Attendance, 37
- Attendance Deposits, 10
- Auditing Courses, 4, 41
- Augmented Credit, 49
- Basic Charges, 10
- Behavior, 253
- Bills, 12
- Biochemistry, 77
- Biology, 78
 - Concentration in
 - Environmental Science, 78
 - Concentration in Cell and Molecular
 - Biology/Biochemistry, 78
 - Concentration in
 - Neuroscience, 78
- Bixler Scholars, 34, 305
- Board of Trustees, 257
- Bookstore, II
- Bunche Scholars, 305
- Business Administration (See Administrative Science), 52
- Business Matters, II
- Calendar, College, 320, 321
- Calendar of Payments, 10
- Campus Visits, II, 7
- Career Services, 24
- Changes of Course, 36
- Charges (See Fees), 11
- Chemistry, 86
- Chemistry-ACS Major, 86
- Chemistry-Biochemistry Major, 87
- Chemistry: Cell and Molecular
 - Biology/Biochemistry Concentration, 87
- Chemistry: Environmental Sciences
 - Concentration, 87
- Chemistry Minor, 87

- Chinese, 90
- Chinese Minor, 90
- Chorale, Colby, 196
- Class Standing, 40
- Classical Civilization, 92
- Classical Civilization-Anthropology Major, 92
- Classical Civilization-English Major, 92
- Classical Civilization Minor, 92
- Classics, 91
- Classics-English Major, 92
- Classics Minor, 92
- Colby College History, 2
- Colby College Museum of Art, 26
- Colby Experience, 251
- Colby Host Program, 7
- Colby-Hume Center, 181
- Colby in Cork Fee, 11
- Colby in Dijon Fee, 11
- Colby in Dijon Program, 44
- Colby in Salamanca Fee, 11
- Colby in Salamanca Program, 44
- Colby in St. Petersburg Fee, 11
- Colby in St. Petersburg Program, 45
- Colby in Washington Fee, 11
- Colby in Washington Program, 46
- Colby Name, 225
- Colby Plan, 16
- Colby Values, 4
- Colby's Presidents, 3
- College Board Tests, 7, 29
- College Committees, 292
- Collegium Musicum, 196
- Commencement, May 2005, 299
- Committees:
 - College, 292
 - Faculty, 292
 - Other, 292
- Overseers Visiting Committees, 263
- Comprehensive Fee, 10
- Computer Resources (See Information Technology Services), 19
- Computer Science, 94
- Computer Science Minor, 95
- Conduct (See Behavior), 253
- Conflict of Exams, 38
- COOT, 251
- Corporation, College, 257
- Counseling Services, 253
- Courses:
 - Adding, 36
 - Auditing, 41
 - Changes of, 36
 - Dropping, 36
 - Key to Courses of Study, 50
 - Selection of, 35
 - Withdrawal from, 36
- Courses of Study, 52
- Creative Writing, 98
- Creative Writing Minor, 98
- Credit Requirements, 28
- Credits:
 - Augmented, 49
 - By Examination, 7, 40
 - Transferred, 40, 41
 - Hours, 49
- Critical Dates, 49
- Damage to or Loss of College Property,
 - Liability for, 11
- Dana Scholars, 34, 305
- Dance (See Theater and Dance), 238
- Dartmouth Engineering Program, 46
- Dean's List, 34
- Degree Conferred, 2
- Degree Requirements, 28
- Degrees and Honors, 34
- Degrees Awarded, May 2005:
 - Bachelor of Arts, 299
 - Honorary, 304
 - Honors, 305
- Deposits, 10
- Dialogue Housing, 252
- Dining Services, 252
- Directors, Colby Programs Abroad, 287
- Dishonesty, 4, 37
- Dismissal, 39
- Distinction in the Major, 34, 305
- Distribution Requirements, 29
- Domestic Exchange, 46
- Domestic Programs, 46
- Drama (See Theater and Dance), 238
- Dropping Courses, 36
- Drugs, Regulations, 254
- Early Admission, 8
- Early Decision, 6
- East Asian Studies, 98
- East Asian Studies Minor, 99
- Economics, 103
- Economics: Financial Markets, 103
- Economics: International Economics, 103
- Economics: Public Policy, 103
- Economics-Mathematics Major, 103
- Economics Minor, 104

- Education, 109
- Education, Environmental Education
 - Minor, 111
- Education, Human Development Minor, 111
- Education Minor, 111
- Education, Professional Certification
 - Minor, 111
- Emeriti, Faculty, 265
- Emeriti, Trustees, 259
- Employment, Student, 14
- Engineering Program, Dartmouth, 46
- English, 115
- English as a Foreign Language, 9
- English: Concentration in Creative
 - Writing, 115
- English Composition Requirement, 29
- Enrollment by States and Countries, 298
- Environmental Science, 127
 - Biology/Environmental Science, 128
 - Chemistry/Environmental Science, 112
 - Environmental Studies/Science, 128
- Environmental Studies, 128
 - Concentration in Policy, 129
 - Concentration in Science, 130
- Environmental Studies Minor, 133
- Essence of Colby's Mission, 1
- Exams, 38, 320, 321
- Exchange Program Credits, 44
- Exchange Programs, 44, 45, 46
- Excused Absences, 42
- Exemption by Examination, 40

- Faculty, 265, 271
- Faculty Advisor, 20
- Faculty Associates and Assistants, 289
- Faculty, Emeriti, 265
- Faculty Fellows and Interns, 290
- Faculty Representatives to Board
 - of Trustees, 259
- Faculty Sabbaticals, 287
- Family Educational Rights and Privacy
 - Act, 255
- Farnham Writers' Center, 24
- Fees and Charges, 10
- Fellows and Interns, 290
- Field Experience, 25, 33, 136
- Finances (See Student Fees), 10
- Financial Aid, 14
- Financial Aid, Study Abroad, 11, 14, 45
- Financial Services Office, 14
- Fines, 12
- First-Year Orientation, 251
- First-Year Supper Seminars, 30

- First-Year Student Program, 35
- Foreign Exchange, 45
- Foreign-Language Placement Tests, 9, 29
- Foreign-Language Requirement, 29
- Foreign-Language Semesters Abroad, 44
- Foreign Study Credits, 29, 41
- French, 137
- French Studies Major, 137

- General Regulations, 253
- Geology, 141
- Geology Minor, 142
- Geoscience, 142
- German, 145
- German Language and Literature
 - Major, 145
- German Studies Major, 145
- Glee Club (See Chorale), 196
- Goldfarb Center for Public Affairs and
 - Civic Engagement, 22
- Governance, 252
- Government, 148
- Grades (See Marks), 38
- Graduate Schools, Preparation for, 24, 25
- Graduation Requirements, 28
- Grants and Loans, II, 14
- Greek, 156

- Health and Counseling Services, II, 253
- Health Records for Admission, 8
- Health Policy, 254
- Hebrew, 158
- History, 158
- History, Ancient, 63
- History of Colby College, 2
- Holidays, 37, 320, 321
- Honorary Degree, 304
- Honors Awarded, 34, 305
- Hour Exams and Quizzes, 38
- Housing, 251
- Human Development Major, 111
- Human Development Minor, 111

- Incomplete Work, 38
- Independent Majors, 32
- Independent Study, 32
- Indigenous Peoples of the Americas
 - Minor, 170
- Information Technology Services, 19
- Inquiries, II
- Integrated Studies, 43, 171
- Interdisciplinary Studies, 43
- International Baccalaureate, 7

- International Students, 9, 29
- International Studies, 172
- Internships, 21, 24, 33, 136
- Interviews for Admission, 6
- Italian, 179
- Italian Studies Minor, 179

- January Program, 11, 21, 32, 181
- January Program Fee, 11
- Japanese, 182
- Japanese Minor, 183
- Jazz Band, 196
- Jewish Studies, 184
- Jewish Studies Minor, 184
- Jobs, Student (See Employment) 14
- Judicial Board, 254
- Junior Year Abroad, 44

- Language Placement, 9, 29
- Language Requirement, 29
- Late Payment Fee, 12
- Late Registration, 36
- Latin, 185
- Latin American Studies, 186
- Leave of Absence, 42
- Libraries, 18
- Liquor, Regulations, 254
- Literary Collections, 18
- Loan and Payment Plans, 12
- Loans and Grants, II, 14

- Majors, 31
- Major/Minor Limits, 32
- Major, Requirements for, 31 (See subject, e.g., Economics, Geology, etc.)
- Majors Offered, 31
- Majors, Options within, 31
- Marks, 38
- Marshals, 289
- Mathematical Sciences Major, 188
- Mathematics, 188
- Mathematics Minor, 188
- Mathematics Placement, 20
- Media Services, 19
- Medical Care, II, 254
- Minors, 32
- Miscellaneous Charges, 11
- Mission, 1, 16
- Multicultural and International Affairs, 252
- Museum of Art, 26
- Music, 11, 192, 288
- Music Minor, 192

- Named Chairs, 268
- Neuroscience, 200
- Ninth Semester Program (Education), 110
- Non-discrimination Policy, III, 4
- Non-harassment, 4
- Non-matriculated Students, 8, 41

- Oak Institute, 22
- Off-Campus Study, 21, 44
- Off-Campus Study Charges, 11
- Officers of the College, 257
- Orchestra, 196
- Orientation, 251
- Other Colby Publications, 5
- Overseers of the College, 261
- Overseers Visiting Committees, 263

- Parent Loan Programs, 14
- Payment of Bills and Fees, 12
- Payment Plans, 12
- Phi Beta Kappa, 34, 312
- Philosophy, 200
- Philosophy Minor, 200
- Physics, 206
- Physics Minor, 207
- Placement in Foreign Languages, 20
- Placement in Mathematics, 20
- Point Scale in the Major, 29
- Points, Quality, 29
- Points, Quantity, 29
- Presidents of Colby College, 3
- Probation, 39
- Professional Certification Minor (Education), 1, 10
- Professional Preparation, 25
- Psychology, 210
- Psychology, Neuroscience Option, 210
- Public Affairs, II
- Publications, 5
- Pugh Center, 252

- Quality Requirements, 29
- Quantity Requirements, 28
- Quizzes, 38

- Readmission, II, 42
- Records, Student, 255
- Refunds, 13
- Registration, 36
- Regulations, General, 253
- Religious Holidays, 37
- Religious Studies, 214

- Religious Studies Minor, 214
- Repeated Courses, 41
- Requirements for Graduation
(See Academic Requirements), 28
- Research, 23
- Research Assistants, 23
- Research Associates, 289
- Residence Halls, 251
- Residence Halls: Damage, Fines, 11
- Residence Requirements, 28
- Residential and Social Life, 5, 251
- Returning Students, Requirement for, 33
- Room and Board Rebate, 10
- Room Reservations, 10, 251
- ROTC, 46
- Russian, 219
- Russian Language and Culture Major, 219
- Russian Language and Literature
Minor, 220

- Sabbaticals, 287
- Safety and Security, II, 252
- Satisfactory/Unsatisfactory, 37
- Scholastic Aptitude Test, 7
- Science, Technology, and Society, 222
- Science, Technology, and Society
Minor, 223
- Secondary School Teacher Certificate, 111
- Selection of Courses, 35
- Semester Exams, 38
- Semester Program Charges
(Off Campus), 11
- Senior Scholars, 23
- Sexual Assault, 5
- Social Rules, 251
- Sociology, 227
- Spanish, 234
- Special Programs, II
- Standardized Tests, SAT, ACT, 7
- Standing, Academic, 40
- Standing, Advanced, 7
- Statements of Accounts, 10
- Strider Scholars, 34
- Student Activities and Organizations, 251
- Student Affairs, II
- Student Employment, 14
- Student Exchange, 21, 44
- Student Fees, 10
- Student Government, 252
- Student Handbook, 253
- Student Life, 251, 252
- Student Records, 255

- Student Representatives to
Board of Trustees, 259
- Student Services, 251
- Student Support Program, 251
- Student Support Team, 251
- Student Teaching, 110
- Student's Program, 35
- Student's Responsibility in Meeting
Requirements, 28, 35
- Studio Art Concentration, 71
- Study Abroad Opportunities, 44
- Summary of Values, 4
- Summer Programs (See Special Programs), II
- Summer School Credits, 41

- Teacher Certification, 110
- Teaching Associates and Assistants, 289
- Tests, 7, 38
- Theater and Dance, 238
- Theater and Dance Minor, 238
- Transcripts, 42
- Transfer Student Requirements, 8, 28, 40
- Transferred Credits, 40, 41
- Trustees Emeriti of the College, 259
- Tuition Fee, 10, 13
- Tuition Payment Plans, 12

- Vacations, 320, 321
- Veterans, 8

- Warnings, 38
- Washington Semester Programs, 46
- Wellness Program, 30
- Wind Ensemble, 197
- Withdrawal from College, 42
- Withdrawal from Course, 36
- Women's, Gender, and Sexuality
Studies, 242
- Women's, Gender, and Sexuality Studies
Minor, 243
- Writers' Center, 24

COLLEGE CALENDAR 2005-2006

First Semester

Tuesday, August 30
Wednesday, August 31, through Saturday, September 3
Monday, September 5
Wednesday, September 7
Monday and Tuesday, October 10 and 11
Friday, October 28, through Sunday, October 30
Wednesday, November 23, through Sunday, November 27
Friday, December 9
Saturday, December 10
Wednesday, December 14, through Monday, December 19
Tuesday, December 20

Class of 2009 arrives for COOT
COOT and orientation
Dorms open; upper classes return
First classes
Fall break (no classes)
Family Homecoming Weekend
Thanksgiving recess
Last classes of first semester
Last day for scheduled events
Semester examinations
Dorms close for winter recess

January Term

Wednesday, January 4, through Tuesday, January 31

January Program

Second Semester

Monday, February 6
Saturday, March 25, through Sunday, April 2
Friday, May 12
Saturday, May 13
Wednesday, May 17, through Monday, May 22
Tuesday, May 23
Saturday, May 27
Sunday, May 28
Thursday, June 9, through Sunday, June 11

First classes
Spring recess (dorms closed)
Last classes of second semester
Last day for scheduled events
Semester examinations
Make-up examinations
Baccalaureate
Commencement
Reunion Weekend

COLLEGE CALENDAR 2006-2007

First Semester

Tuesday, August 29

Wednesday, August 30,

through Thursday, September 5

Monday, September 4

Wednesday, September 6

Monday and Tuesday, October 16 and 17

Wednesday, November 22, through Sunday, November 26

Friday, December 8

Saturday, December 9

Wednesday, December 13, through Monday, December 18

Tuesday, December 19

Class of 2010 arrives for COOT

COOT and orientation

Dorms open;

upper classes return

First classes

Fall break (no classes)

Thanksgiving recess

Last classes of first semester

Last day for scheduled events

Semester examinations

Residence halls close for
winter recess

January Term

Wednesday, January 3, through Tuesday, January 30

January Program

Second Semester

Monday, February 5

Saturday, March 24, through Sunday, April 1

Friday, May 11

Saturday, May 12

Wednesday, May 16, through Monday, May 21

Saturday, May 26

Sunday, May 27

Thursday, June 7, through Sunday, June 10

First classes

Spring recess (dorms closed)

Last classes of second semester

Last day for scheduled events

Semester examinations

Baccalaureate

Commencement

Reunion Weekend

The College reserves the right in its sole judgment to make changes of any nature in its program, calendar, or academic schedule whenever it is deemed necessary or desirable, including changes in course content, the rescheduling of classes with or without extending the usual academic term, cancellation of scheduled classes and other academic activities, and requiring or affording alternatives for scheduled classes or other academic activities, in any such case giving such notice thereof as is reasonably practicable under the circumstances.

Colby's academic calendar is online at www.colby.edu/college/acad_cal/.



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Admissions Office
Colby College
Waterville, Maine 04901

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