

Colby



Colby College
Digital Commons @ Colby

Colby Catalogues

Colby College Archives

2006

Colby College Catalogue 2006 - 2007

Colby College

Follow this and additional works at: <https://digitalcommons.colby.edu/catalogs>



Part of the [Curriculum and Instruction Commons](#), and the [Higher Education Commons](#)

Recommended Citation

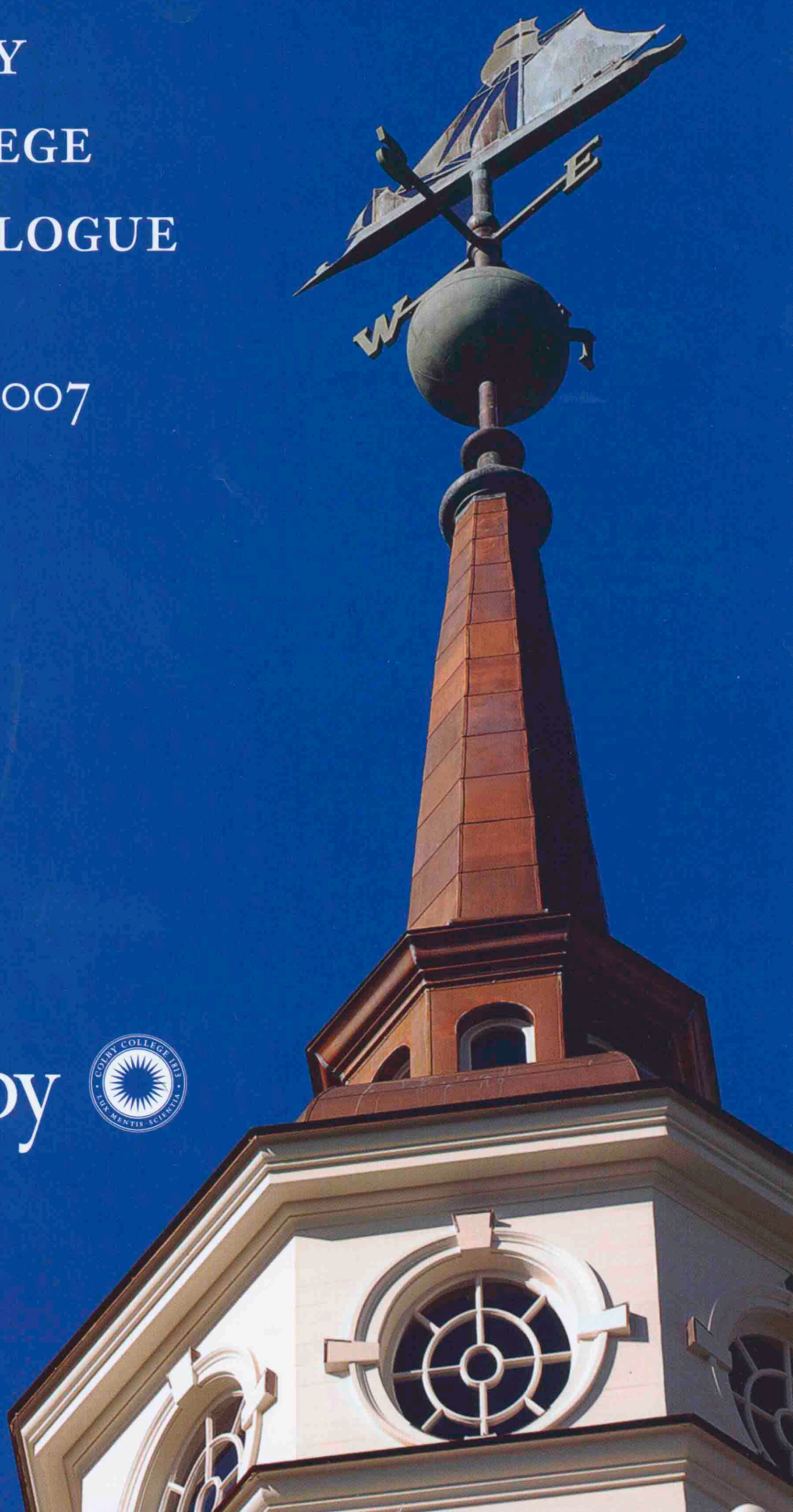
Colby College, "Colby College Catalogue 2006 - 2007" (2006). *Colby Catalogues*. 187.
<https://digitalcommons.colby.edu/catalogs/187>

This Book is brought to you for free and open access by the Colby College Archives at Digital Commons @ Colby. It has been accepted for inclusion in Colby Catalogues by an authorized administrator of Digital Commons @ Colby.

COLBY
COLLEGE
CATALOGUE

2006-2007

Colby



COLBY COLLEGE CATALOGUE

September 2006-August 2007

Waterville, Maine

II

Inquiries to the College should be directed as follows:

Academic Counseling MARK R. SERDJENIAN '73, *Associate Dean of Students*: 207-859-4255; fax: 207-859-4623; mrserdje@colby.edu

Admission PARKER J. BEVERAGE, *Dean of Admissions and Financial Aid*; STEVE THOMAS, *Director of Admissions*: 207-859-4800; fax: 207-859-4828; admissions@colby.edu

Alumni Relations MARGARET FELTON VIENS '77, *Director of Alumni Relations*: 207-859-4310; alumni@colby.edu

Athletics MARCELLA K. ZALOT, *Director of Athletics*: 207-859-4904; mkzalot@colby.edu

Bookstore BRUCE K. BARNARD, *Director of Campus Services and Bookstore*: 207-859-5400; fax: 207-859-5402; Bruce.Barnard@colby.edu

Business Matters RUBEN L. RIVERA, *Controller*: 207-859-4120; fax: 207-859-4122; rrivera@colby.edu

Career Services CYNTHIA A. PARKER, *Director of Career Services*: 207-859-4140; fax: 207-859-4142; caparker@colby.edu

Grants, Loans, and Student Employment LUCIA WHITTELEY '73: *Director of Financial Aid*: 207-859-4800; fax: 207-859-3474; finaaid@colby.edu

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

Public Affairs STEPHEN B. COLLINS '74, *Director of Communications*: 207-859-4350; fax: 207-859-4349; sbcollin@colby.edu

Records and Transcripts ELIZABETH N. SCHILLER, *Registrar*: 207-859-4620; fax: 207-859-4623; registrar@colby.edu

Security PETER S. CHENEVERT, *Director of Security*, 207-859-5530; fax: 207-859-5532; pschenev@colby.edu

Student Affairs JAMES S. TERHUNE, *Vice President for Student Affairs and Dean of Students*: 207-859-4780; fax: 207-859-4775; jjkasma@colby.edu

Summer Programs and Conferences JOAN SANZENBACHER, *Director of Special Programs*: 207-859-4730; fax: 207-859-4055; jhsanzen@colby.edu

Mailing address: Colby College, 4000 Mayflower Hill, Waterville, Maine 04901-8840
Telephone: 207-859-4000
Fax: 207-859-4055
World Wide Web address: www.colby.edu

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

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

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
- 23 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

ACADEMIC PROGRAM

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

DEPARTMENTS, PROGRAMS, AND COURSES OF STUDY

- 48 Key to Courses of Study
- 50 Courses of Study

ATHLETICS

- 259 Athletics

STUDENT SERVICES AND CAMPUS LIFE

- 261 Colby Experience
- 261 Student Support Team
- 261 Orientation
- 261 Housing
- 262 Dialogue Housing
- 262 Dining Services
- 262 Cotter Union/Pulver Pavilion
- 262 Student Activities and Organizations
- 262 Multicultural and International Affairs
- 262 The Pugh Center
- 263 Governance
- 263 Safety and Security
- 263 Health and Counseling Services
- 263 General Regulations
- 263 Behavior
- 264 Access Policy
- 264 Health Policy
- 265 Student Records
- 265 The Colby Name

DIRECTORIES, APPENDICES, INDEX, AND CALENDARS

- 267 Corporation
- 275 Faculty
- 303 Administration
- 308 Enrollment by States and Countries
- 309 Degrees Awarded
- 315 Honors
- 325 Index
- 330 Academic Calendars

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 that confers the bachelor of arts degree. Chartered in 1813, Colby is the 12th-oldest independent liberal arts college in the nation. In 1871 it became the first previously all-male college in New England to admit women. Before World War II trustees voted to move the College from its original site in downtown Waterville to the 714-acre Mayflower Hill campus, where more than 60 buildings have been constructed since 1937. In 2004 Colby completed the Colby Green, a new campus district created to accommodate academic and administrative buildings.

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 countless opportunities to participate in and to lead organizations as well as venues for volunteer work and civic engagement. Students 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.

Colby values understanding of and concern for others, diversity of thought and culture, open access to campus groups and organizations, and personal and academic honesty. Members of the College community bear a special responsibility, in all of their words and actions, to honor and protect the rights and feelings of others.

Today Colby's 1,800 students, evenly divided between men and women, come from virtually every state and more than 65 foreign countries. In 2005 Colby was presented the Senator Paul Simon Award for Campus Internationalization, recognizing its emphasis on study abroad programs, the international diversity of the student body and faculty, and the ways global issues permeate the curriculum. The College is a leader in environmental awareness and has won environmental awards for its commitment to sustainable practices on campus, including an Environmental Protection Agency (EPA) Environmental Merit Award and two Maine Governor's Awards for Environmental Excellence.

Alumni, now numbering more than 23,700, are represented in 74 foreign countries, all 50 states, and in the District of Columbia, Guam, Puerto Rico, and the U.S. Virgin Islands. Alumni remain engaged with the College through alumni programs, affinity groups, and a directory and related services online, all offered by the Office of Alumni Relations.

COLBY PRESIDENTS

1822-1833	Jeremiah Chaplin
1833-1836	Rufus Babcock
1836-1839	Robert Everett Pattison
1841-1843	Eliphaz Fay
1843-1853	David Newton Sheldon
1854-1857	Robert Everett Pattison
1857-1873	James Tift Champlin
1873-1882	Henry Ephraim Robins
1882-1889	George Dana Boardman Pepper
1889-1892	Albion Woodbury Small
1892-1895	Beniah Longley Whitman
1896-1901	Nathaniel Butler Jr.
1901-1908	Charles Lincoln White
1908-1927	Arthur Jeremiah Roberts
1929-1942	Franklin Winslow Johnson
1942-1960	Julius Seelye Bixler
1960-1979	Robert Edward Lee Strider II
1979-2000	William R. Cotter
2000-present	William D. Adams

ACCREDITATION AND MEMBERSHIPS

Accredited by New England Association of Schools & Colleges, Maine Department of Education, American Chemical Society, and Accreditation Council for Continuing Medical Education. 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. Garrison-Foster Health Center accredited by Accreditation Association for Ambulatory Health Care.

SUMMARY OF COLBY VALUES

Academic Integrity

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

Diversity

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

Campus Sustainability and Resource Conservation

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

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 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 entering Colby in the fall of 2002 graduated within in four years. The average six-year graduation rate is 88 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 earn admission via 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 strongly 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. Candidates planning to submit only ACT results are encouraged to take the ACT with the optional 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 applies for admission in the fall semester may be offered admission for midyear. For these students, Colby offers two fall semester abroad options, which are described in the Opportunities to Study Abroad section. A student who participates in one of the College's fall semester abroad programs enters Colby with a group of friends acquired through the program and with enough credits to progress toward the degree at the same pace as his or her classmates.

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 that are comparable to those offered at Colby and in which grades of C or better are received. No more than 64 transferable semester credit hours may be applied toward a Colby degree.

Veterans may request advanced standing consideration for completion of service schools in advance of matriculation. Credit is not granted for military service or College Level 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 new SAT-I or ACT with writing component, as well as the Test of English as a Foreign Language (TOEFL). Submission of 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 is available to a limited number of international students. 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 oversees multicultural activities for Colby students, 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 2006-2007

	<i>Sem. 1</i>	<i>Sem. 2</i>	<i>Total</i>
Comprehensive Fee	\$22,040	\$22,040	\$44,080

Calendar of Payments 2006-2007

<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.	\$22,040		
August 1: Colby Outdoor Orientation Trip fee—new students only.			\$225
January 1: One half of annual basic charges.			\$22,040

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 \$1,290 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 \$1,205 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 \$2,630 per semester and will receive 100 meals per semester. Students living in Colby Gardens will receive a room rebate of \$500 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, 2006. **No refunds will be granted after September 1, 2006.**

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 2006-2007 Colby-billed off-campus programs are as follows:

Semester Charges

Colby in Dijon	\$22,040
Colby in St. Petersburg	\$22,040
Colby in Salamanca	\$22,040
Sri Lanka/ISLE	\$22,040
Associated Kyoto	\$22,040
Colby in Washington	\$15,280

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.

Students who are not enrolled on campus for either the fall or spring semester will be charged a fee of \$3,730 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 \$500 per semester for one hour of instruction per week (or \$250 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. Electronic notifications are processed from time to time and sent to the student's College e-mail address.

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

Notwithstanding any other provision in this catalogue, a student's account, including tuition, room and board, fees, charges, and fines, must be paid in full before that student will be allowed to register for classes for an upcoming semester, to receive transcripts, to participate in the annual room draw process, 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 6 through September 16	90%
September 17 through October 7	50%
October 8 through October 28	25%
October 29 through December 19	0%

Spring Semester

February 5 through February 15	90%
February 16 through March 8	50%
March 9 through April 5	25%
April 6 through May 21	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 \$21.5 million annually in grants, loans, and campus employment to approximately 1,100 full-time students, or 60 percent of the enrollment.

The average aid package awarded to 741 grant recipients in 2005-2006 was \$28,720. 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, and Federal College Work-Study. Federal Stafford Loans also are available.

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 and unavoidably.

Early decision applicants for financial aid must file the CSS Profile form before November 15 for fall option early decision candidates and before January 1 for winter option early decision candidates. International students must complete and submit the International Student Financial Aid Application by the appropriate deadline.

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
- 23 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 22,900 electronic journals. Computer labs, wireless networks, laptops, study areas, and a listening center are available for student use in all three facilities.

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. 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. 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.

An open-stack system allows easy access to more than 900,000 items, and the online catalog and the library's electronic indexes and electronic journals are available on library workstations and computers campus-wide. The collection strongly supports all curriculum areas and contains more than 960 currently received print journals and 22,900 electronic journals, many long retrospective runs of 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. 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 include A.E. Housman, Sarah Orne Jewett, Kenneth Roberts, Henry James, Willa Cather, John Masefield, William Dean Howells, Wes McNair, and Thomas Mann.

The John and Catherine Healy Memorial Room contains the James Augustine Healy Collection of Modern Irish Literature, with inscribed copies, manuscripts, and holograph letters of William Butler Yeats, Sean O'Casey, James Joyce, George Bernard Shaw, and others. The Healy Collection has 7,000 primary and critical sources representing the Irish Literary Renaissance, 1880-1940. The Alfred King Chapman Room houses the College archives, which hold more than 4,000 manuscript files pertaining to Colby alumni, faculty, and staff dating from 1813 to the present. The archives include an extensive collection of books by Colby graduates and faculty members.

Detailed information about Colby's library collections, services, and hours is provided 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 (Mac OS/X) 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 98 percent of 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, the Art and Music Library in Bixler, and most residence hall lounges. 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 have data/video/audio presentation systems installed. Additional 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 each suite of rooms 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 a 200-level course 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 course work, independent study, 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 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 Academic 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, serves to organize, focus, and leverage Colby's efforts to foster active citizenship at all levels and has launched important new initiatives for capitalizing on Colby's strengths in these areas.

Through the Goldfarb Center, Colby students make connections between their work in the classroom and contemporary political, economic, social, and environmental issues. Building on Colby's established strengths in the social sciences and interdisciplinary programs, the center provides a structure and a setting in which faculty and students work together to develop creative, interdisciplinary approaches to complex local, national, and global challenges. Students are actively involved in all aspects of center activities—as research assistants, event and conference planners, volunteers and mentors, and civic engagement liaisons.

Goldfarb Center programs include:

Lectures and Conferences The center brings important and influential speakers to campus to discuss and debate important global events as they unfold. Goldfarb Center lectures usually anchor a series of events, including panel discussions, workshops, and small group meals with the speaker, faculty, and students.

Mealtime Seminars The center sponsors a series of informal gatherings for students and faculty to discuss contemporary concerns and topics of interest, many of which are proposed by students.

The Cotter Debates The Cotter Debates bring national and international experts to campus for spirited discussion of controversial topics.

Visiting Fellows Program The visiting fellows program gives faculty members the possibility to invite a scholar, politician, activist, or social entrepreneur to spend a week or more at Colby to work with faculty and students.

Faculty/Student Research The center encourages collaborative, interdisciplinary research among faculty and students through grants awarded throughout the year to support empirical research. Participating faculty and students are appointed as Goldfarb Center Research Fellows.

Volunteer Programs Volunteer programs include Colby Cares About Kids, in which more than 200 Colby mentors meet weekly with schoolchildren at 18 sites in Central Maine, and the Colby Volunteer Center, in which more than 750 students volunteer through ongoing partnerships with 15 local organizations and numerous special projects.

The Goldfarb Center will be housed in the Diamond Building, scheduled to open during the 2006-07 academic year.

OAK INSTITUTE FOR THE STUDY OF INTERNATIONAL HUMAN RIGHTS

The Oak Institute for the Study of International Human Rights, established in 1998, annually brings to campus a prominent human rights practitioner. While in residence the Oak Human Rights Fellow teaches, pursues research, and organizes lectures and other events centered around his or her area of expertise. The 2006 Oak Human Rights Fellow is Joan Carling of the Cordillera Peoples Alliance; she will be in residence during the fall semester. Carling has been an activist and grassroots organizer in the Cordillera region of the Philippines for 20 years and is one of the foremost advocates working on rights of indigenous peoples, campaigning against dam and mining projects that are destructive of indigenous peoples' communities in the Philippines. For 2007 the Oak Institute will solicit nominations and will select a fellow working in Latin America.

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, artistic production and performance, and academic research for publications or scholarly presentations in any discipline. The College has numerous endowed research fellowships for students, and members of the faculty receive competitive grants that include funding for research aides.

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 Sunday through Thursday evenings. Appointments may be made online at www.colby.edu/writers.center. Students with questions may call extension 5290 (207-859-5290).

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 in eRecruiting, a searchable Web site accessible on the Career Services home page (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 27,000 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 Merritt 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, Elizabeth Murray, 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 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, The Colville Collection of Early Chinese Art, on long-term loan to the museum. One semester every two years the Joan Whitney Payson Collection of Impressionist and Post-impressionist paintings is on view.

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 between 1913 and his death in 1953 spent most of his summers in Maine. The John Marin Collection, the largest collection of Marin's work in any academic museum in the country, includes the full spectrum of work produced during his long career, including oil paintings, watercolors, drawings, and etchings.

The Paul J. Schupf Wing for the Works of Alex Katz is one of only a handful of museum wings dedicated to the work of a living artist. In rotating exhibitions, it showcases a diverse collection of the artist's large-scale landscapes, portraits, cutouts, prints, and preparatory studies.

In 2000 the sculpture *4-5-6* by American artist Richard Serra was installed in the Paul J. Schupf Sculpture Court. In 2002 the 12-foot by 68-foot sculpture *Seven Walls*, designed by renowned conceptual artist Sol LeWitt, was installed on the museum lawn. In 2004, through a partial gift and purchase, the museum became the sole repository of the complete prints of Terry Winters. Also in 2004 the museum became one of the original institutions to receive recorded copies of more than 500 artist lectures that make up the Skowhegan School of Painting and Sculpture's lecture archive. In 2006 Paul J. Schupf gave the museum his collection of more than 150 prints and drawings by Serra, making Colby one of the largest repositories of works on paper by this renowned artist.

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 (1)
 - Diversity (2)
 - First-year Supper Seminars/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.

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.

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 standard-level 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 two years. Course descriptions use the letter designations A, H, L, Q, N, and S to indicate the area requirement met, if any. (See "Key to the Courses of Study" on page 48.)

- **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 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 (U designation in course description), and one must deal with these issues in a context other than the United States (I).

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 four of seven dinner/lectures and completed the Web-based AlcoholEdu course 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 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 internships.

The January Program, introduced in 1961-62, 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:

- *Courses Offered for Credit.* Some are created specifically for January; others, originally designed to be offered during semesters, may be modified for January. Such courses are graded in the same manner as semester courses, except that nongraded January courses will be marked credit or fail.
- *Independent Study.* An academic project under the direct supervision of a Colby faculty member. Projects ordinarily involve the preparation of an extensive paper or other suitable indication of the student's independent research or artistic efforts. Two options exist for electing January independent study: (a) for course credit that can be applied toward graduation requirements, to be graded as in (1) above; and (b) for January Program credit only, to be graded *honors, pass, or fail*.
- *Internships.* An internship is a carefully monitored work experience in which a student has intentional learning goals. An internship most frequently takes place at an off-campus job site and is monitored by an on-site work supervisor. An internship during January for Jan Plan credit must have a faculty sponsor and requires an online application to be completed on the Registrar's Web site. A successful Jan Plan internship will receive transcript notation. Internships do not earn academic credit. Complete internship policies can be found at the Career Services Web site, www.colby.edu/career.serv/.
- *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 *AB* (absent from final examination) or *I* (work otherwise incomplete) may be given only in cases in which the student has made an acceptable arrangement with the instructor. Grades of *AB* and *I* must be made up within limits set by the instructor and not later than the second day following spring recess.

A full description of January courses is available on the Web in October, and students elect for January at that time. Changes in pre-registration 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 internships must be approved in advance by the internship coordinator in the Office of Career Services. Appropriate deadlines for the satisfactory/unsatisfactory option in January and for requesting approval for internships are established each year. Complete policies, procedures, and application deadlines can be found at the Career Services Web site, www.colby.edu/career.serv/.

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 For students who entered Colby before the fall of 2006, 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. Effective for students entering in the fall of 2006 or later, standards for Latin honors are: *summa cum laude* to those whose grade point averages are within the top 5 percent of the graduating class; *magna cum laude* to those within the top 10 percent, and *cum laude* to those within the top 20 percent.

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

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 the first day of classes (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.

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

Dropping Courses

All students enrolled full time at Colby—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” above). “Dropped” courses will not appear on the student’s permanent record or transcript. Students may not drop a course simply by absenting themselves from its meetings. Absence without formally dropping a course subjects the student to a mark of F in the course.

Withdrawal from Courses

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

Attendance

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.

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

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

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

Marks

A student may obtain marks from instructors, but the only official College record is that maintained in the Registrar's Office. Grades can be viewed on the Web the day following

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

Changes in Grades: An instructor who wishes to change a semester grade (except AB and/or I) 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, WF, and WU indicate withdrawal from a course and represent the student's standing at the time of withdrawal. W indicates either passing or no basis for judgment. WF indicates failing. WU indicates that the grade would be below C- in a course being taken on a satisfactory/unsatisfactory basis. These marks are excluded from computation of all averages.

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

Academic Review

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 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 have access to a handbook detailing procedures and listing approved Colby and non-Colby programs early in the fall semester. Applications for off-campus study during the year 2007-2008 are due by March 15, 2007, 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 Colby 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 2007-2008, a preliminary application must be filed with the Off-Campus Study Office by November 15, 2006, and a final application submitted by March 15, 2007. 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 language 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 "Handbook of Off-Campus Study Opportunities," available each fall on the Off-Campus Study Web site (www.colby.edu/off-campus). 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

48 Key to the Courses of Study

50 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 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 of the "Faculty Directory" in this catalogue.

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

Diversity

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

Credit Hours

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

With the exception of “topics” courses 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 credit option.

ADMINISTRATIVE SCIENCE

Chair, PROFESSOR RANDY NELSON

Professors Nelson and Leonard Reich; Visiting Assistant Professors Barry Farber, Michael Dell'Olio, Linwood Downs, and Brenda McAleer

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

Requirements for the Minor in Administrative Science

Administrative Science 212, 221, 311; Economics 133, 134; and two courses chosen from Computer Science 113, Economics 331, Mathematics 212 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 the courses used to satisfy the minor. 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, REICH

221fs Financial Accounting The underlying theory and analytical aspects of the measurement, recording, and reporting of a firm's financial information to external users. Emphasis is on the conceptual and communication aspects of the financial accounting model in modern society—its relationship to law, economics, and social policy. *Three credit hours.* DOWNS, 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. *Prerequisite:* Economics 133 and 134. *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

[333] 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.*

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

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. DELL'OLIO

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

397f Leadership An examination of contemporary leadership theories and their application in business, non-profit, and other organizational settings. Integrates concepts from various disciplines to understand the strengths and limitations of various leadership models in changing environments. Emphasis is on developing effective ethical leadership capabilities for the 21st century. *Prerequisite:* Administrative Science 212. *Three or four credit hours.* DOWNS

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

AFRICAN STUDIES

Director, PROFESSOR CATHERINE BESTEMAN

PROGRAM FACULTY AND ADVISORY COMMITTEE: Professors Besteman (*Anthropology*), Laura Chakravarty Box (*Theater and Dance*), Anindyo Roy (*English*), James Webb (*History*), Meadow Dibble-Dieng (*French*)

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 its history of global connections, its wealth of resources and people, and its creative energy, the continent's future is linked to global currents. Some suggest 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

Six courses, including:

- (1) Two core courses, History 261 and Anthropology 237;
- (2) Two courses such as the following or from approved study abroad courses: Education 236, 348, 397, French 238, 372, History 364, 398, Music 118, Philosophy 360, Sociology 259, Theater and Dance 349B;
- (3) One course in African-American studies from the following: American Studies 276, Anthropology 231, English 343, History 247, Religious Studies 356, Sociology 357;
- (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, Economics 474, Government 451, History 446, 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.* FACULTY

AFRICAN-AMERICAN STUDIES

Director, PROFESSOR CHERYL TOWNSEND GILKES

PROGRAM FACULTY AND ADVISORY COMMITTEE: *Professors Catherine Besteman (Anthropology), Cedric Gael Bryant (English), Gilkes (African-American Studies and Sociology), Jill Gordon (Philosophy), Paul Macblin (Music), Phyllis Mannocchi (English), James Webb (History), and Robert Weisbrot (History); Associate Professors Jeffrey Anderson (Anthropology) and Margaret McFadden (American Studies); Visiting Instructor Constantine Hriskos (Anthropology); 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. The program exposes students to the history, literature, and cultures of Africans and people of African descent throughout the Americas and requires exploration of African history and cultures. However, 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, 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, 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, Africana studies (a selection of courses combining study of the Caribbean, the Americas, and Africa), or an independent major that combines African-American studies with another relevant discipline or program, especially anthropology, Latin American studies, African studies, or music. 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

<i>American Studies</i>	271 Introduction to American Studies: The Material Culture of Modern Life
	275 Gender and Popular Culture
	493 Seminar in American Studies
<i>Anthropology</i>	211 Indigenous Peoples and Cultures of North America
	213 Human Rights and Indigenous Peoples
	354 Native American Religion and Empowerment
<i>English</i>	173 Afro-Caribbean Memory: Looking Back, Moving Ahead
	255 Studies in American Literary History
	256 Studies in American Literary History
	346 Culture and Literature of the American South
	397 Modern African Fiction
	413 Authors Courses (when appropriate)
	493 Toni Morrison
<i>History</i>	131 Survey of United States History, to 1865
	132 Survey of United States History, 1865 to the Present
	136 The American Superpower, 1945-1970

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
	413 Author Course (when appropriate)
	493 Seminar: Toni Morrison
<i>History</i>	247 African-American History, from Slavery to Freedom
	261 African History
	342 Crisis and Reform: American Society and Politics in the 1960s
	364 Ecological and Economic History of Africa
	398 History of Southern Africa
<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
	355 African-American Women and Social Change
	357 Civil Rights, Black Power, and Social Change
	358 The Sociology of W.E.B. Du Bois
<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, I.

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

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

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

AMERICAN STUDIES

Director, ASSOCIATE PROFESSOR KATHERINE STUBBS

ADVISORY COMMITTEE: *Professors Richard Ammons (College Relations and American Studies), Jeffrey Anderson (Anthropology), Lisa Arellano (American Studies and Women's, Gender, and Sexuality Studies), Teresa 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), Elizabeth Leonard (History), Paul Machlin (Music), Sandy Maisel (Government), Phyllis*

Mannocchi (English), Michael Marlais (Art), Michael Masatsugu (American Studies), Margaret 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), Stubbs (English), and Robert Weisbrot (History); Adjunct Instructor 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 and visual culture (one pre-1900, one post-1900, and any other American literature course, or a literature in translation course, or a course in visual culture), and 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, Anthropology 211, 213, 217, 254, 354, English 342, 343, 413, 427, History 247, 281, 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.)

<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
	213 Human Rights and Indigenous Peoples
	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

- Art* 277 American Visual Arts I
285 History of Photography
353 Contemporary Art, 1914 to the Present
398 Contemporary Art and Architecture
493 Seminar (when appropriate)
- Economics* 231 Environmental and Natural Resource Economics
254 The Economics of Women, Men, and Work
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
327 Wharton and James in Film and Literature
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: The Poetics of Sexuality
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
364 Buddhism in American Poetry
398A African-American Poetry
398B Postmodern American Fiction
398 Narratives of Contact and Captivity
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
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 Federalism in American Constitutional Law
314 Civil Liberties in American Constitutional Law

- 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
 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
 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
 331 Markets, Morals, and Greed in Early America, 1620-1820
 335 Antebellum American Histories, 1830-1860
 337 The Age of the American Revolution
 340 Biographies and Autobiographies of Great American Women
 342 Crisis and Reform: American Society and Politics in the 1960s
 347 America in Vietnam
 433 Research Seminar: U.S. Cultural History, 1890-1915
 435 Research Seminar: The American Civil War
 447 Research Seminar: The Cold War
- Music*
- 133 American Music
 232 Jazz History
 236 American Musical Theater in the 20th Century
 238 Burnt Biscuits and Green Onions: From Rhythm and Blues to Soul
- Philosophy*
- 213 Philosophical Inquiries into Race
 218 Philosophy of Law
 352 American Philosophy
 392 Philosophy Seminar (when appropriate)
- Psychology*
- 253 Social Psychology
 258 Cultural Psychology
 352 Sex and Gender Seminar
- Religious Studies*
- 217 Religion in the United States
 256 Religion in Film and Fiction
 257 Women in American Religion
 332 Contemporary North American Spirituality
 334 Religion and World War II
 356 The African-American Religious Experience
- Science, Technology, and Society*
- 245 Science, Race, and Gender
 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

<i>Sociology</i>	231 Contemporary Social Problems
	233 Crime and Justice in American Society
	252 Race, Ethnicity, and Society
	255 Urban Sociology
	259 Social Movements in Comparative Perspective
	273 Sociology of Families
	274 Social Inequality and Power
	276 Sociology of Gender
	277 Social Psychology
	292 Social Change
	298 Sociology of Immigration
	339 Sociology of Music
	352 American Critics of American Society
	355 African-American Women and Social Change
	357 Civil Rights, Black Power, and Social Change
	358 The Sociology of W.E.B. Du Bois
	377 Sociology of Sexualities
	493 Senior Seminar in Sociology (when appropriate)
<i>Spanish</i>	276 U.S. Latina/Chicana Women Writers
	298A U.S. Latina/o Literatures
	493 The Latina Body
<i>Women's, Gender, and Sexuality Studies</i>	217 Boys to Men
	221 Gender, Race, and the Politics of Difference
	232 Queer Identities and Politics
	311 Topics 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; upper-class students seeking admission should contact Mr. Eisen at shadow@prexar.com. *Three credit hours.* EISEN

232s Queer Identities and Politics Listed as Women’s, Gender, and Sexuality Studies 232 (q.v.). *Four credit hours.* U. ARELLANO

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. MASATSUGU, SALTZ

[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.* 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, U. GILKES

[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.

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

297f Buddhism in Asian America Surveys the history of Asian-American Buddhists within the broader scope of the history of Buddhism in the United States, and examines the role that Buddhist practice and teaching has played in shaping Asian-American identity and community formation, from the 19th century to the present. How racialization, as it intersects with gender, class, and sexuality, shaped these processes. Critical interrogation of Orientalist representations of Buddhists and Asian Americans, and a study of how Asian Americans have engaged, negotiated, and/or resisted these representations. *Four credit hours.* MASATSUGU

298s Introduction to Asian-American History and Culture An interdisciplinary study of the history and cultural politics of Asian Americans from the 19th century to the present. Consideration of how Asian Americans have defined community and identity in relation to ethnicity, race, sexuality, gender, class, the nation state, and within transnational and diasporic contexts; the interrelation among the legal system, militarism, Orientalist depictions of Asians in popular culture, and transnational migration and labor. Analysis of various Asian-American cultural texts including literature, film, performance art, music, festival, religious practice, and cultural criticism. *Four credit hours.* MASATSUGU

334s Film and Society Examines films of the 1940s, the classics of American cinema. Begins with the basics of film analysis, including shot-by-shot breakdowns of scenes. Then emphasizes film genre, including film noir, melodrama, the western, the “woman’s film,” and the war film. Explores the ways these genres respond to turbulent social events such as WWII and the Cold War. Focuses on the ways genres construct oppositions of male/female, white/nonwhite, and American/alien. *Four credit hours.* U. SALTZ

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 2006, including transportation and accommodations: \$1,500. 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. MANNOCCHI

375s Race and Visual Culture Asks how American visual culture helped construct racial categories in the 19th and early 20th centuries. Examines painting, sculpture, photography, minstrelsy, spectacles, and early film. Considers how ideologies of class and gender intersect with constructions of blackness, whiteness, Native American, and Asian-American identity. Emphasizes skills of visual analysis. *Prerequisite:* Junior or senior standing. *Four credit hours.* U. SALTZ

[376] Alternative Popular Cultures: Representing Gay, Lesbian, Bisexual, and Transgendered Lives Representing contemporary gay, lesbian, bisexual, and transgendered lives. Popular culture aimed at a broad national audience has not typically represented gay, lesbian, bisexual, or transgendered people with much sympathy or accuracy. Drawing on critical models from queer theory, this course offers an interdisciplinary exploration of contemporary popular texts (narrative films, video, television programs, popular fiction, 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. *Prerequisite:* American Studies 275 or 282 or English 362. *Four credit hours.* U.

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

393f Proseminar: Approaches to Visual Culture Required of all majors, preferably during the junior year. Fall 2006: "Approaches to Visual Culture." Explores the ways visual media and urban settings profoundly shape visual experience in the 19th and 20th centuries. Examines visual technologies such as photography, film, and television and their effects on daily life, as well as the role of the visual in constructing racial, sexual, gender, and class identities. *Prerequisite:* Junior standing as American studies major. *Four credit hours.* U. SALTZ

398Af American Masculinities The construction of gender ideology and archetypes has been a central topic of inquiry within gender and sexuality studies for decades; but most of this work has focused on ideas about females and femininity. Seeks to expand the conversation about gender by focusing on constructions of maleness and masculinity. Draws on historical texts, literature and film, to consider constructions of masculinity, representations of masculine subjectivity, and the ways that ideas about maleness serve to structure and inform gender identity and ideology more broadly. *Four credit hours.* ARELLANO

398Bs Race and Politics in Cold War America An interdisciplinary examination of race and race relations in U.S. society and culture from the 1940s to the 1980s. How race, and its intersections with class, gender and sexuality, has been central to U.S. foreign policy, the ordering of domestic social relations, and the definition of national and subaltern identities. Topics include social transformations during World War II, containment culture, suburbanization, American Orientalism, civil and human rights movements, youth cultures, and the politics of remembering (and forgetting) the Cold War. A variety of cultural texts including film, television, music, literature, architecture, urban design, and recreational hobbies will be analyzed. *Four credit hours.* MASATSUGU

[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.* FACULTY

493Af Seminar: American Memory According to George Santayana, "Those who cannot remember the past are condemned to repeat it." This seminar plays with Santayana's axiom beginning with the idea that American culture is riddled with practices that are enthusiastically committed to "repeating" the past. Drawing on interdisciplinary theories of history and memory, we will examine a range of cultural texts (historical films, novels, and television) and cultural practices (re-enactment, memorial making, and museum development) in the interest of considering the different ways that American culture chooses to live with, and in, its own past. *Four credit hours.* ARELLANO

[493B] **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.*

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.

356f Alexander the Great Listed as Classics 356 (q.v.). *Four credit hours.* H. J. ROISMAN

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

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

Professor Catherine Besteman; Associate Professors Jeffrey Anderson and Mills; Assistant Professor León Arredondo; Visiting Instructor Constantine Hriskos

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

Eleven 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 normally selected from Anthropology 211, 231, 235, 237, 239, 264; one topics course normally selected from Anthropology 213, 217, 254, 256, 273; four elective courses, including at least two 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 normally selected from Anthropology 211, 231, 235, 237, 239, 264; one topical course normally selected from Anthropology 213, 217, 254, 256, 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:

<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, I. ARREDONDO, BESTEMAN, HRISKOS, MILLS

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, I. ANDERSON

[175] **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.* **L.**

[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: \$1600. *Prerequisite:* Anthropology 175. *Three credit hours.*

179f Olympic Visions: Fashioning Images of the Ancient World in Contemporary Greek Society Explores various structures through which modern Greeks understand and organize the legacy of their classical past in the present. Aspects of Greek education, national identity, tourism, the development of the Olympic games in modern times, ancient architecture, artifacts, art, and museums will be some of the venues through which Greeks will speak about their past. What it means to be a Greek in the modern world, and how that may alter our understanding of their past. Requires concurrent enrollment in Philosophy 179. *Four credit hours.* **S.** HRISKOS

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.** ANDERSON

213s 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 using 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.** ARREDONDO

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.** ARREDONDO

[219] The Anthropology of Utopias; The Use and Abuse of the Primitive All Utopian literature involves anthropological reflection about primitive and pre-civilized societies—a historical dialogue with humanity's past that is used to compare and contrast the "civilized" state. Some notion of the primitive (as primary human nature) is always implicit in the works of Utopian writers. An examination of classic utopic and dystopic literature of the West from Plato to the present using this primitive/civilized paradigm. *Prerequisite:* Anthropology 112. *Four credit hours.* **S.**

231s Caribbean Society and Culture An examination of the historical and contemporary development of the Caribbean; careful consideration of 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**

235f 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. ARREDONDO**

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**

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

[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. INSTRUCTOR**

256f Land, Food, Culture, and Power An examination of cultural and political aspects of land and other resource use in contexts of culture contact and/or social change, drawing from a variety of ethnographic examples in different parts of the world. A focus on varied subsistence and resource management systems explores how local forms of livelihood have been incorporated into and challenged by national and global economic relations and structures through processes of colonization and the growth of transnational capitalism. *Prerequisite:* Anthropology 112. *Four credit hours.* **U. MILLS**

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

261s Japanese Language and Culture Listed as East Asian Studies 261 (q.v.). *Four credit hours.* S, I. ABE

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

[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.*
INSTRUCTOR

[277] Japanese Women: Working Life in a Culture of Cuteness Listed as East Asian Studies 277 (q.v.). *Four credit hours.* S, I.

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

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.* ANDERSON

[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, poststructuralism, reflexive anthropology, postmodernism, and feminist anthropology. *Prerequisite:* Anthropology 112 and one other anthropology course. *Four credit hours.*
BESTEMAN

334s 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. ANDERSON

336s 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. INSTRUCTOR

[339] 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, I.

[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.*

353f Globalization and Human Rights in China Listed as East Asian Studies 353 (q.v.). *Four credit hours.* S. ZHANG

[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, Sahlins, 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.

373f The Anthropology of Gender and Sexuality Gender and sexuality represent fundamental categories of human social and cultural experience; in every human society, understandings about gender and sexuality constitute powerful aspects of individual identity that shape and are shaped by key aspects of social relations and cultural belief. Yet specific beliefs and social structures vary tremendously across cultures. An investigation of the varied ethnography of gender and sexuality as well as important

theoretical concerns: how meanings are attached to the human body, the production and reproduction of gender hierarchies, and the processes by which gender and sexual meanings (and associated social forms) may be transformed or contested in our own and other societies. *Prerequisite:* Anthropology 112 and one other anthropology course. *Four credit hours.* 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.* FACULTY

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

ART

Chair, ASSOCIATE PROFESSOR VÉRONIQUE PLESCH

Professors Sharon Corwin, Michael Marlais, Harriett Matthews, and David Simon; Associate Professors Bevin Engman, Plesch, Scott Reed, and Ankeney Weitz; Assistant Professors Garry Mitchell, Dee Peppe, and Laura Saltz; Visiting Assistant Professors Frank Hobbs and Joseph Feely; Adjunct Instructors Samuel Atmore, Bonnie Bishop, Jere DeWaters, Margaret E. Libby, Abbott Meader, Nancy Meader, and Nina Roth-Wells

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, 313, 314
- (2) Art 331, 332, 333
- (3) Art 351, 352, 353
- (4) Art 273, 274;

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

[113] 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.*

[114] 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: \$45. *Two credit hours.*

[115] 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.*

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.** HOBBS, 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.** WEITZ

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

[212] 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.*

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.* HOBBS

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.* HOBBS

254s 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 254. Formerly offered as Art 298. *Four credit hours.* A. PLESCH

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 architecture and urbanism, from the late 18th century to the 20th century. Themes include architectural design and aesthetics, the influence of technology on design, and the function of architecture in an industrial society. *Three or four credit hours.* A.

273s 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.* A. WEITZ

[274] The Arts of Japan A historical introduction to the major art forms of Japan—painting, sculpture, ceramics, architecture, and prints—from their beginnings to the modern era. *Four credit hours.* A.

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

281fs 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

[282] 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.*

285f History of Photography An introduction to the major aesthetic and cultural debates surrounding photography. Investigates aesthetic styles, historical questions about whether a mechanical medium can produce art, what forms of evidence or witnessing photographs provide, and how photographs construct ideas about "the real." Primary focus is on the Anglo-American tradition. Emphasizes skills of visual analysis. *Four credit hours.* A. SALTZ

293j Asian Museum Workshop A museum workshop experience in which students will organize an exhibition on a specified topic in Asian art. Topic for 2007: Modern Japanese Prints in the Colby College Museum of Art. *Prerequisite:* East Asian Studies 151 or 152 or Art 173. *Three credit hours.* WEITZ

[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.*

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

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

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

[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.*

333f 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.* PLESCH

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

336s 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.* MARLAIS

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.* HOBBS

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.* HOBBS

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

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

[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

375s Race and Visual Culture Listed as American Studies AM375 (q.v.). *Four credit hours.* U. SALTZ

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

398s Contemporary Art and Architecture An in-depth investigation of the main themes and movements in art and architecture from World War I to the present. Can substitute for Art 353 as a requirement for the major in art. Satisfies the "modern" distribution requirement for the art major. *Three or four credit hours.* MARLAIS, SIMON

441fs 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.* HOBBS

442fs 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.* HOBBS

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

[493A] 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.*

[493B] 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, and the conditions of patronage at play in the 19th century, the reactions to and implications of his work unfolding in the first half of the 20th century. *Four credit hours.*

497f On the Road: Pilgrim Culture A study of journeys to a shrine or sacred place for spiritual and personal reward and to the artistic responses to those journeys. We shall investigate pilgrimage from ancient times through the Middle Ages and into the modern world and, as such, will consider secular pilgrimages as well as religious ones, from Jerusalem, Rome, Mecca, and Compostela to Graceland. *Four credit hours.* PLESCH, SIMON.

ASTRONOMY

In the Department of Physics and Astronomy.

Professor Murray Campbell

Course Offerings

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

[231] Introduction to Astrophysics 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.

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

262s Medical Biochemistry Introduction to fundamental principles of biochemistry. Topics include amino acids and proteins; enzyme kinetics, mechanisms, and inhibition; lipid and carbohydrate structure and function; concepts of pharmacology; and the organization and functions of the major human metabolic pathways. Students may not receive credit for both Biochemistry 262 and 367 or 368. Lecture only. Formerly offered as Biochemistry 298. *Prerequisite:* Chemistry 241 and Biology 163. *Four credit hours.*
RICE

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). Students may not receive credit for both Biochemistry 298 and 367. Lecture and optional laboratory. *Prerequisite:* Junior or senior standing, Chemistry 242, and Biology 163. *Four or five credit hours.* 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. Students may not receive credit for both Biochemistry 298 and 368. 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 the key biochemical principles behind contemporary molecular genetic methods. Emphasis on basic concepts, experimental design, and research strategies used in biological research. Representative topics include genomic mapping using single nucleotide polymorphisms, pharmacogenetic applications of DNA microarray technology, and creating cell-specific gene knockouts in transgenic mice. Lecture and laboratory. *Prerequisite:* Biology 279, Chemistry 141, 142. *Four credit hours.* LANCE

[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, PROFESSOR PAUL GREENWOOD

Professors F. Russell Cole, Fekete, David Firmage, Greenwood, and W. Herbert Wilson Jr.; Associate Professors Russell Johnson, Catherine Bevier, Judy Stone, and Andrea Tilden; Assistant Professors Lynn Hannum, Joshua Kavaler, Raymond Phillips; Visiting Assistant Professors G. Russell Danner, Steven Diaz, Danielle Garneau, Stacey Lance; Senior Teaching Associates Timothy Christensen, Scott Guay, and Lindsey Colby; Teaching Associates Tina Beachy and Kirsten Ness; Research Scientist Bets Brown; Research Associate Louis Bevier; 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 genetic analyzer, 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 cell culture facility, two greenhouses, herbarium, numerous environmental chambers, and animal and aquarium rooms. Colby is a member of the Idea Network of Biomedical Research Excellence (INBRE), supported by the National Institutes of Health.

Department graduates enroll in all fields of biology and in medical schools, dental schools, and veterinary colleges. Others are employed as research assistants, as teachers, and by private firms and government agencies.

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 can be counted toward the major programs. The academic honor of "Distinction in the Major" will be awarded to students who have an average of at least 3.5 in the biology major.

Requirements for the Basic Major in Biology

Thirty-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*), 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, 236, 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 Psychology elective course; 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 students honors committee. Successful completion of the honors program will result in the degree being awarded "With Honors in Biology."

Course Offerings

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

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, HANNUM, 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. WILSON

[198] 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.* N.

[211] 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.*

[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.*

225s 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

232f 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

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

237f Woody Plants Introduction to anatomy, physiology, reproduction, and ecology of woody plants. Field trips emphasize identification and ecology; laboratory sessions focus on structure and function; one laboratory includes a Saturday field trip. *Prerequisite:* Biology 164. *Four credit hours.* N. STONE

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

239f 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. Formerly offered as Biology 297. *Prerequisite:* Biology 164. *Three credit hours.* LANCE

245f Biology of Race and Gender The biological basis of race, gender, and sex. Topics include the Human Genome Project and eugenics; reproductive physiology, hormones, and sex determination; brain function and intelligence; and adaptation and human evolution. Cannot be counted toward the biology major. Requires concurrent enrollment in History 245. *Four credit hours.* N, I. TILDEN

[252] 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.*

254f Marine Invertebrate Zoology The morphology, functional anatomy, and classification of the invertebrates. A weekend trip to the Maine coast. Lecture and laboratory. *Prerequisite:* Biology 164. *Four credit hours.* WILSON

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

[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.*

[259] 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.*

262s Medical Biochemistry Listed as Biochemistry 262 (q.v.). *Four credit hours.* RICE

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. FIRMAPAGE, LANCE

274f 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

275s 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. *Prerequisite:* Biology 164. *Four credit hours.* N. TILDEN

276s Comparative Vertebrate Anatomy Comparative studies of basic vertebrate anatomical systems and their structural, functional, and evolutionary relationships among the major vertebrate groups. Laboratories emphasize comparisons of anatomical structure across different vertebrate species through dissection. Lecture and laboratory. *Prerequisite:* Biology 164. *Four credit hours.* BEVIER

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

297Af Wetland Science Listed as Environmental Studies 297 (q.v.). *Four credit hours.* N. BOHLEN

297Bf The Ecology of Wildlife Diseases Wild animals are hosts to whole communities of macro- and micro-parasites. The patterns of disease dynamics they cause affect which strains or competing species dominate in the ecosystem. This course is designed to provide students with a sound understanding of the ecology, pathology, host population dynamics, and spatial aspects of fish and wildlife diseases. The laboratory provides an appreciation of the diagnostic and surveillance tools necessary to develop disease surveillance, control, and prevention. *Prerequisite:* Biology 164. *Four credit hours.* DANNER

312f Vertebrate Natural History Emphasizes diversity, evolution, life-history characteristics and strategies of vertebrates in northeastern habitats. Students will learn about vertebrate-specific adaptations to climate, reproduction, and predator avoidance, and will focus on the basic art of field observation and awareness during weekly lab excursions. The objective is a better understanding of vertebrates and a solid base for performing and designing observational and trapping experiments. Develops basic skills in reading vertebrate sign, nature journaling, and sketching. Lecture and laboratory. *Prerequisite:* Biology 164. *Four credit hours.* GARNEAU

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 and Chemistry 142. *Four credit hours.* GREENWOOD

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

320s Evolutionary Analysis An examination of the mechanisms of evolution at single and multiple loci, including natural selection, genetic drift, and inbreeding. Reconstruction of the evolutionary history of both organisms and genes. Applications to human health and conservation biology. Optional fourth credit hour for laboratory includes an independent research component. *Prerequisite:* A 200-level biology course. *Three or four credit hours.* STONE

[325] 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.*

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

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.* FIRMAGE, GARNEAU

[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. An independent project will be required for the laboratory. Lecture and laboratory. *Prerequisite:* Junior standing, Biology 164 and 271. *Four credit hours.*

[358] Ecological Field Study in Anguilla Listed as Environmental Studies 358 (q.v.). *Prerequisite:* Permission of the instructors. *Three credit hours.*

367f Biochemistry of the Cell I Listed as Biochemistry 367 (q.v.). *Four or five credit hours.* MILLARD

368s Biochemistry of the Cell II Listed as Biochemistry 368 (q.v.). *Four or five credit hours.* GREENWOOD, 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 current topics in 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.*

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

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.*

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.* GREENWOOD

[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.*

FACULTY

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

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

CHEMISTRY

Chair, PROFESSOR JULIE MILLARD

Associate Chair, PROFESSOR WHITNEY KING

Professors King, Millard, and Thomas Shattuck; Associate Professors Rebecca Conry and Dasan Thamattoor; Assistant Professor Jeffrey Katz; Visiting Assistant Professors Rebecca Rowe and Kevin Rice; Faculty Fellow Marcus Juhasz; 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 and 142 or 145, 241, 242, 331, 341, 342, 493 and 494 plus one additional semester of 493 or 494, generally in the junior year; 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 262, 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 and 142 or 145, 241, 242, 341, 367 (with laboratory), 368 (with laboratory), 493 and 494 plus one additional semester of 493 or 494, generally in the junior year; 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 and 142 or 145, 241, 242, 341, 367 (with laboratory), 368 (with laboratory), 378, 493, and 494 plus one additional semester of 493 or 494, generally in the junior year; 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 it 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 required to enroll in a seminar for three semesters, two of which must be in the senior year.

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

Honors Project in Chemistry

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

Requirements for the Minor in Chemistry

Chemistry 141 and 142 or 145, 241, and at least 10 credit hours in three courses selected from the following: Chemistry 217, 242, 255, 262, 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 and 368 cannot be used to fulfill the requirements for both a major and the chemistry minor.

Course Offerings

112s Chemistry for Citizens Basic chemical principles and their application to topics of current concern to society, such as health and consumerism. Intended as a course for non-science majors. Students with prior credit for Chemistry 118 or 141 may not receive credit for Chemistry 112. Lecture only. *Three credit hours.* N. MILLARD

118j Chemistry of Life Basic chemical principles applied to the study of living organisms, including such topics as nutrition, disease, drugs, biotechnology, and exercise. Lecture material is integrated whenever possible with the accompanying crime lab. Intended as a course for non-science majors. Students with prior credit for Chemistry 112 or 141 may not receive credit for Chemistry 118. Lecture and required laboratory; satisfies the laboratory science distribution requirement. *Three credit hours.* N. MILLARD

141f 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. KATZ, RICE

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, JUHASZ, RICE

143f Turbo Chemistry A recitation section designed to amplify the material covered in General Chemistry lecture with extra challenging homework, practice exams, and required group problem sets. Formerly offered as Chemistry 198. *Prerequisite:* Permission of the instructor. *One credit hour.* KING

144s Turbo Chemistry A recitation section designed to amplify the material covered in General Chemistry lecture with extra challenging homework, practice exams, and required group problem sets. Formerly offered as Chemistry 198. *One credit hour.* KING

145s Honors General Chemistry Introductory chemistry for students with strong pre-college chemistry preparation. An accelerated course covering similar topics as Chemistry 141 and 142 with an additional focus on modern bonding theory. Lecture and laboratory. *Four credit hours.* N. SHATTUCK

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

241f, 242s 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.* JUHASZ, KATZ

[255] 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.*

262s Medical Biochemistry Listed as Biochemistry 262 (q.v.). *Four credit hours.*
RICE

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.* KING

341f, 342s Physical Chemistry The laws and theories of chemical reactivity and the physical properties of matter. Emphasis is placed on chemical equilibrium, molecular bonding, and the rates of chemical reactions. Major topics 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 Biochemistry of the Cell I Listed as Biochemistry 367 (q.v.). *Four or five credit hours.* MILLARD

368s Biochemistry of the Cell II Listed as Biochemistry 368 (q.v.). *Four or five credit hours.* GREENWOOD, 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.*
LANCE

[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. Co-requisite: Chemistry 411. *Two credit hours.* CONRY

[431] 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.*

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

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

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

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

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

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

CHINESE

In the Department of East Asian Studies.

*Chair, ASSOCIATE PROFESSOR KIMBERLY BESIO [CHINESE]
Associate Professor Besio; Assistant Professor Hong Zhang; Teaching Assistant Chun-Yuan (Oliver) Ting*

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

Requirements for the Minor in Chinese

Five language courses of at least three credits each at the level of Chinese 126 or above, and one more course with a substantial literary/cultural component to be chosen from either a 400-level course in Chinese or a course on Chinese literature in English translation (please see listing under "East Asian Studies") at the 200 level or higher. Students who start taking Chinese from an upper level are expected to take at least four language courses probably including courses chosen from our 400-level language offerings and independent study 491 and 492. *Note: The minor in Chinese is intended for non-East Asian studies majors. East Asian studies majors must declare either a Chinese concentration or a Japanese concentration within the major.*

Course Offerings

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.* INSTRUCTOR

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

430f Contemporary Chinese Society Advanced Chinese language with a focus on current affairs and topical social issues in contemporary China. We will use multi-media materials ranging from the Internet, TV, and films to traditional textbook. Issues covered will include China's market reform, changing family patterns, public health, cinema, and education. Students will be immersed in a Chinese language environment, and should be prepared to discuss these various issues in Chinese. *Prerequisite:* Chinese 321. *Four credit hours.* ZHANG

450s Contemporary Chinese Fiction: Readings, Writing, and Discussion Close readings and analysis of selected short stories by contemporary Chinese authors. We will employ all four language modalities (reading, writing, speaking, and listening) as we place these stories in their social, historical, linguistic, and literary contexts. Special attention to levels of language—the colloquial language of the characters in the texts and the formal language employed by literary scholars to discuss these works. *Prerequisite:* Chinese 321. *Four credit hours.* BESIO

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

CLASSICS

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

Chair, ASSOCIATE PROFESSOR KERILL O'NEILL

Professors Hanna Roisman and Joseph Roisman; *Associate Professor* 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. Classics and classical civilization hold an important place at

the heart of a liberal education by examining humanistic values of the ancient world and their impact on the pre-modern and modern ages. Students find the study of the classics beneficial in developing methodological and analytical thinking and most advantageous in pursuing careers in higher education, law, management, medicine, government, art, teaching, and other fields.

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

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

Requirements for the Major in Classics

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

The major consists of at least 10 courses, at least six courses in language including three courses numbered 200 or higher in Greek and/or Latin and four additional courses selected from at least two of the following categories:

- (a) Additional courses in either language.
- (b) Two courses in ancient history.
- (c) Two courses elected from courses that require no knowledge of Greek or Latin offered by the Classics and other departments: Classics 133, 137, 138, 145, 151, 171, 234, 236, 238, 240, 242, 244; Art 311; 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, 238, 240, 242, 244.
- (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, 234, 238, 240, 242, 244; Ancient History 356, 393; Greek 111, 112, 131; Latin 111, 112, 131; Art 311; Government 271; Philosophy 231, 392; or equivalent courses selected in consultation with the major advisor.

Requirements for the Major in Classics-English

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

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

Requirements for the Major in Classical Civilization-English

In classics: six semester courses approved by the departments.

In English: six semester courses approved by the departments.

Requirements for the Major in Classical Civilization-Anthropology

In classics: Ancient History 154 or 158, Classics 133, 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 a 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 200-level course 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, 145, 151, 231, 234, 238, 240, 242, 244; Ancient History 154, 158; Art 311; Government 271; Philosophy 231, 392; or equivalent courses selected in consultation with the advisor of the minor.

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

Course Offerings

[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.

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

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

151j 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.* H. ROISMAN

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

[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, 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 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.

242f Tragedies of Passion: Euripides Euripides's tragedies show the effects of passion and reason on human actions. His characters are not only ambiguous about their choices but often act contrary to their professed intentions. Reading from a selection of

plays, such as *Medea*, *Hippolytus*, *Bacchae*, *Alcestis*, *Helen*, *Trojan Women*, *Hecuba*, and *Electra* as well as secondary literature on Greek tragedy. *Three credit hours.* L, I. H. ROISMAN

244s Myth and Archaeology Is myth fiction or does it have some basis in fact? Since the 19th century, there have been numerous claims that archaeological evidence has been discovered to “prove” the veracity of myths from the Trojan War to episodes in the Bible. This class will explore the often explosive and controversial intersection between myth and archaeology. *Four credit hours.* L. O’NEILL

356f 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. 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.* FACULTY

COMPUTER SCIENCE

Chair, PROFESSOR DALE SKRIEN

Professor Skrien; Visiting Assistant Professor Adam Fischbach; Visiting Instructor John Augustine

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 or Mathematics 274, Computer Science 333, 319 or 328 or 352 or 361, 336 or 356 or 357, 375 or 378; five more courses: one or two courses chosen from Mathematics 121 or 131 or 161, 122 or 162, 231, 253, 332 and three or four courses chosen from 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. AUGUSTINE

[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.

151f 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. FISCHBACH

151As 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. FISCHBACH

151Bs 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. AUGUSTINE

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.* SKRIEN

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

[258] 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.*

[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.* FISCHBACH

[336] 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.*

[352] 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.*

[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.*

357f 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.* FISCHBACH

361f 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.* SKRIEN

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

375f 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.* AUGUSTINE

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

[393] 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.*

398s Special Topics *Four credit hours.* AUGUSTINE

[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.* FACULTY

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

CREATIVE WRITING

In the Department of English.

Director, PROFESSOR JENNIFER BOYLAN

ADVISORY COMMITTEE: Professors Boylan, Peter Harris, Susan Kenney, and Debra 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, ASSOCIATE 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 Studies and Art); Assistant Professors Hideko Abe (Japanese), Philip Brown (Economics), Peter Ditmanson (East Asian Studies and History), Walter Hatch (Government), and Hong Zhang (Chinese); Visiting Instructor Michiko Nakagawa; Teaching Assistants Chun-Yuan (Oliver) Ting (Chinese) and Akiko Muroi (Japanese)

East Asian studies 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 or one East Asian language course outside the language concentration may substitute for one or both of the elective courses. Students who start taking a Chinese or Japanese course from an upper level are expected to take at least four language courses probably including courses chosen from our 400-level language offerings and independent study 491 and 492.

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 3.5 major average. Normally application to the program must be submitted prior to the senior year. Some aspect of the culture of East Asia must be studied as the honors project in East Asian Studies 483 and 484.

Attention is called to the minor in Chinese and the minor in Japanese. Requirements for these minors are listed under "Chinese" and "Japanese."

Requirements for the Minor in East Asian Studies

The East Asian studies minor consists of eight courses: one introductory comparative course (East Asian Studies 151 or 152 or Art 173); four language courses in either Chinese or Japanese; three non-language courses, one *at* the 200 level, one *at* or *above* the 200 level, and the third at the 300 level or above. Courses may be selected from offerings in art, government, history, literature, philosophy, and religious studies courses on East Asia. With the exception of one introductory comparative course, no content course at the 100 level will count toward the minor.

Courses Offered in 2006-2007 and Approved for the Major in East Asian Studies

<i>Art</i>	173 Survey of Asian Art
	273 The Arts of China
	274 The Arts of Japan
	293 Asian Museum Workshop
<i>Chinese</i>	All courses offered
<i>East Asian Studies</i>	All courses offered
<i>Government</i>	256 Conflict in East Asia
	355 Winners and Losers in Chinese Politics
<i>History</i>	254 The World of Ming China
	256 Heian and Medieval Japan
	452 The Rise of Modern East Asia
<i>Japanese</i>	All courses offered
<i>Philosophy</i>	297 Chinese Philosophy
<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, 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, I.** DITMANSON

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

[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.**

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, essays, poetry, and film, all in English translation; no previous knowledge of Chinese language, culture, or history required. *Three credit hours.* **L, I.** BESIO

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

254s China in Transition: An Anthropological Account An exploration of cultural, historical, and social elements that were China in the past and their transformation in the present, with a focus on the impact of China's socialist revolution upon both rural and urban family and social life and the new directions China has taken since the economic reforms of the 1980s. *Four credit hours.* **S, I.** ZHANG

[257] 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.**

261s Japanese Language and Culture A global perspective of how people interact through knowledge of their own culture, language, and communication. By looking at the interrelationships between culture and language in Japan, we will explore the way the Japanese see their own world and act on it through their language, beliefs, and knowledge. Main topics are: cultural patterns, language behavior, minorities, and women and their language. *Four credit hours.* **S, I.** ABE

[271] Women in Japanese Cinema and Literature A multidimensional 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. *Four credit hours.* **L, I.**

273s The Arts of China Listed as Art 273 (q.v.). *Four credit hours.* **A.** WEITZ

[274] The Arts of Japan Listed as Art 274 (q.v.). *Three or four credit hours.*

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

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, I.** WEITZ

[277] Japanese Women: Working Life in a Culture of Cuteness The social, economic, and political factors influencing women's position in postwar Japan. Investigates the historical diversity in the operations of gender in social and cultural life through an interdisciplinary approach drawing on literature, anthropological/historical studies, and popular culture. Figures include entertainers (foreign bar hostesses and *geisha*), *OL* (office ladies), activists and politicians, factory workers, *shufu* (professional housewives), and *shojo* (young women). All readings are in English. *Four credit hours.* **S, I.**

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

[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, I.**

353f Globalization and Human Rights in China Globalization refers to a variety of political, economic, cultural, and social changes that are transforming our world. Countries are increasingly interconnected by flows of information and technology, capital and labor, ideas and culture. We will use China as a case study to address some major issues concerning globalization: its problems and prospects; terms of trade between and among nations; sweatshop labor; the role of states, markets, and global institutions; human rights; and cultural preservation. *Prerequisite:* East Asian Studies 152 or Anthropology 112 or Government 131. *Four credit hours.* **S.** ZHANG

[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.**

[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.*

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

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

ECONOMICS

Chair, PROFESSOR DEBRA BARBEZAT

Professors Barbezat, David Findlay, Patrice Franko, James Meehan, Randy Nelson, Clifford Reid, and Thomas Tietenberg; Associate Professor Michael Donihue; Assistant Professors Philip Brown, Jason Long, and Andreas Waldkirch

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

Economics classes emphasize theoretical modeling, empirical analysis, and critical thinking. After completing core courses in microeconomic and macroeconomic theory, students choose from a wide variety of electives. Economics majors also complete a senior seminar and conduct independent research projects on topics of their own choosing. Within the major, students may elect a concentration in financial markets, international economics, public policy, or mathematical economics. The economics major provides undergraduate students with an excellent background for employment and graduate work in numerous fields, including economics, business, law, government, health care, and education.

Requirements for the Major in Economics

Economics 133, 134, 223*, 224*, and 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**, and 393; 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*, 345**, and either 278 and 373 or 277 and 378 or 373 and 378; one economics senior seminar; three additional economics courses chosen from Economics 214, 277, 278, 292, 294, 333, 335, 373, and 378; 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 should register for Economics 345. At the end of the semester, students who are interested in pursuing honors research and who have the Economics Department's approval then complete a second semester of research, enrolling in Economics 484. Those completing 484 with at least an A-, and who have maintained a major average of at least 3.50, are entitled to graduate with honors in the major. Another option, the Senior Thesis, is available to students who want to do a year-long research project, but do not meet the GPA requirement for honors. These students should enroll in Economics 345 followed by Economics 482. Further details can be obtained from the department.

Requirements for the Minor in Economics

Economics 133, 134, 223, 224, and two elective courses in economics 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. BARBEZAT, FRANKO, REID, WALDKIRCH

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, LONG

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

[215] 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. *Prerequisite:* Economics 133 and permission of the instructor. *Three credit hours.* I.

219j A Statistical Abstract for Central Maine Basic methods of data analysis and database construction. Students will participate in the design and creation of the 2007 edition of the Statistical Abstract for the Greater Waterville Area, an online resource for policy makers and community development professionals. Each year a policy issue of regional interest is analyzed and featured in the Statistical Abstract. *Prerequisite:* Economics 133 or 134. *Three credit hours.* DONIHUE

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.* U. BARBEZAT

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

278s International Trade An introduction to international trade theory and policy. Topics include the determinants of international trade patterns, the gains from trade, distributional effects, commercial policy, the political economy of trade policy, factor movements, the economics of the World Trade Organization (WTO), labor standards, and the environment. *Prerequisite:* Economics 133, 134. *Four credit hours.* WALDKIRCH

[292] 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.* I.

[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.*

[294] 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.* **I.**

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

TIETENBERG

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

333f 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. LONG**

[335] 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.*

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

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

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

378f Advanced International Trade An analysis of international trade. Topics include two- and multisector 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

379s 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.* LONG

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

435s Seminar: Latin American Economic Development Can Latin America compete in a globalized economy while providing opportunities for a sustainable increase in the quality of life for its citizens? Seminar explores economic constraints and opportunities for growth, including financial flows, human capital, inequality, trade, social entrepreneurship, and environment in Latin America. *Prerequisite:* Senior standing as an economics, Latin American studies, or international studies major and one of the following: Economics 214, 277, 278, 335, or 373. *Four credit hours.* I. FRANKO

471s Seminar: Multinational Corporations How economists think about and evaluate multinational corporations (MNCs), what MNCs are, what markets they operate in, and how they affect both host and home countries. Focus on the U.S., with close examination of the operations of MNCs in developing countries, which directly addresses 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

[474] 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.*

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

[476] 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.*

[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.*

479s 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.** LONG

[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.*

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

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 Teresa Arendell (Sociology), Lyn Mikel Brown (Education), and Tappan (Education); Associate Professor Tarja Raag (Psychology); Assistant Professors Karen Barnhardt (Education) and Karen Kusiak (Education); Adjunct Assistant Professor Martha Denney (Education)

Colby's Education 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 civic engagement, internship, practicum, and social action 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. Students who complete the professional certification minor may select a course of study leading to teacher licensure in Maine for secondary teaching (grades 7–12) in the areas of English, social studies, life science, physical science, or mathematics as well as licensure for grades K–12 in Spanish, German, or French. Maine participates in the National Association of State Directors of Teacher Education and Certification (NASDTEC) and, through the NASDTEC Interstate Contract, Maine has reciprocity for teacher licensure with 40 other states. An Education Program faculty member will prepare documentation to support Colby graduates when they apply to transfer the Maine teaching certificate to another state.

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

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

Students interested in professional certification should apply to the program in the spring of their junior year. Candidates must have at least a 3.00 average in their major subject area and have completed the appropriate prerequisites for the student teaching sequence. A **ninth semester program** is also available to qualified students. Students in the program return to Colby after graduation to complete the Senior Student Teaching sequence by working full time in a local school. 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 or internship; 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 or 141; one practicum or internship; 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 practicum or internship; two electives in education; and two electives in other departments, to be approved by the program chair.

Requirements for the Minor in Professional Certification

Education 231, 257, 374, 431; one practicum (351 or 355); the Senior Student Teaching sequence (433, 437); and two electives in education.

Colby College pass rates for *Praxis I* and *Praxis II* exams

The Higher Education Act Reauthorization of 1998 requires that the pass rate of Professional Certification students on the state-mandated teacher exams be reported each year. Pass rates for classes that have fewer than 10 students are not reported, and thus the annual pass rates for Colby College are not available. However, the three-year aggregate score is reported, and Colby's pass rate for the period of 2002-2005 is 100 percent.

Course Offerings

[112] 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.*

[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 child. Nongraded. *Three credit hours.*

117j Media Profiling and Education An investigation of the following question: to what degree is a child's daily saturation of mediated experience— experience delivered through a technological filter— producing a different kind of child from a generation ago? Given those differences in outlook, mindset, and behavior, what are implications for teaching, curriculum development, and education in general? Media considered include print, TV, video games, PDAs, cell phones, and the Internet. Each student will explore his/her own relationship to the various media through the creation of a personal media profile, which will be presented using a selection of media. *Three credit hours.* PIERCE

121f 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. Formerly offered as Education 197. *Four credit hours.* S, U. KUSIAK

215f Children and Adolescents in Schools and Society A focus on understanding the experience of contemporary children and adolescents, with a particular concentration on issues of risk and resilience. Topics considered include gender, racial, class, and sexual orientation differences and the ways in which families, schools, and communities can support the positive development of children and youth. Students work with children at the Alford Youth Center or the South End Teen Center. *Four credit hours.* S, U. TAPPAN

217s Boys to Men Listed as Women's, Gender, and Sexuality Studies 217 (q.v.). *Four credit hours.* S, 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 local elementary or middle schools. Fall 2006 only: students also encouraged to register for PS257 Educational Psychology. *Four credit hours.* S, U. TAPPAN

235f Multiculturalism and the Political Project An introduction to the critical tradition in education, particularly to the work of critical theorists and postmodern multiculturalists. This work calls into question the Western, patriarchal, capitalistic structures of modern society and its attendant institutions, and through an emphasis on postcolonial, 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, U. BARNHARDT

236s Ethnography of Education: Case Studies from Africa An exploration of issues and developments in the practice and presentation of ethnography as it relates specifically to educational settings, using case studies from Africa. The case studies cover topics such as gender, race, religion, resource distribution, literacy, political unrest, colonial legacies, and globalization as they are negotiated and experienced in educational contexts. *Prerequisite:* Education 112 or Anthropology 112. *Four credit hours.* S, I. DENNEY

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

315f 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, 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, 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 Designed to provide an in-depth understanding of girls' psychological and social development through course readings and weekly facilitation of middle school "coalition" groups. Attuned to the diversity of girls' lives and encouraging them to critically examine and confront the social and material world, we attempt to envision and articulate more equitable and responsive educational environments for girls and young women. *Prerequisite:* A 200-level course in education or women's, gender, and sexuality studies. *Four credit hours.* U. BROWN

336s 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. BARNHARDT

[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 opportunities 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.* 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. Biweekly 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 to 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.*

398s The Politics of Educational Reform Explores a century of U.S. public educational reform by examining several central questions. Why have Americans come to believe so vehemently that public schooling has deteriorated from past standards of excellence? Do educational reforms occur in cycles, and if so, why? Why has it been so difficult to change basic institutional patterns of schooling over the years, and what happens when social and educational reforms attempt to revise or restructure schooling in fundamental ways? *Prerequisite:* Education 231 or 235. *Four credit hours.* BARNHARDT

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

[493A] 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.

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

Chair, PROFESSOR PHYLLIS MANNOCCI

Professors Jennifer Boylan, Cedric Gael Bryant, Peter Harris, Susan Kenney, Mannocchi, Patricia Onion, Laurie 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 James Barrett, Ronald DePeter, and Olivia Holmes; and Visiting Instructor Cbris 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.

Courses that do not count toward the major are: English 214, 278, 279, and 474. The only 100-level English course that counts toward the major is English 172. Two of the cross-listed Theater and Dance courses may count toward the English major.

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

Honors in English

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

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

Requirements for the Concentration in Creative Writing

In addition to the requirements for the English major: 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 Expository Writing Workshop A prerequisite to English 115. Strongly recommended for students who need intensive practice in composing academic essays. Work on syntax and grammar only as needed. Nongraded. *Three credit hours.*

DEPETER

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

115fjs English Composition Frequent practice in expository writing to foster clarity of organization and expression in the development of ideas. The assigned reading will vary from section to section, but all sections will discuss student writing. Required for first-year students. Students with an Advanced Placement score of 4 or 5 are exempted. Descriptions of individual sections can be found on the Registrar's and the English Department's Web pages. *Four credit hours. (Three credit hours in January.)* FACULTY

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. Part of Integrated Studies Program; requires concurrent enrollment in Philosophy 126, Biology 131 (lab section C). *Four credit hours.* L. 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 EN115. *Four credit hours.* L.

[136] Postwar U.S. Landscapes The postwar era witnessed the dramatic transformation of urban, suburban, and rural landscapes in the United States; the expansion of suburbs and the dominance of the suburban ideal following the development of Levittown; the decline of central cities as a result of federal policies like urban renewal and the growth of the interstate highway system; and the destabilization of small-town and rural communities caused by large-scale corporate-controlled agriculture and natural resource extraction. Through critical analysis of both literature and film from this period, as well as secondary historical and sociological writing, a consideration of the relationship between such extraordinary landscape transformation and the profound political and cultural changes brought about by social movements like civil rights, feminism, and environmentalism. Part of Integrated Studies Program; requires concurrent enrollment in History 136, Music 136. *Four credit hours.* L.

[139] 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.*

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

172fjs 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. (Three credit hours in January.)* FACULTY

173f Haiti: Origins and Identities History is everywhere evident in Haiti—even painted on the sides of trucks and buildings for the largely illiterate population to know the past, the better to imagine the future. For those interested in development, public policy, history, sociology, anthropology, medicine, and the arts. Readings focus first on Haiti's origins—European conquest, the slaughter of native Arawaks, the introduction of slavery—then on the ways that its citizens today understand their Haitian identity, and on writing excellence, research, and oral presentation. Fulfills the College's composition requirement (English 115). Part of Integrated Studies Program; requires concurrent enrollment in French 173. *Four credit hours.* THORN

[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.* COULSON

[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.

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

[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 semiformal 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

[256] 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.

[265] 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.

[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. BRYANT, MAZZEO, SAGASER, SUCHOFF

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

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

[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.

311f Middle Ages: Medieval Narratives and Cultural Authority The ways in which late medieval narratives create, recreate, and resist the various forms of cultural authority in 14th-century England. Both canonical and noncanonical materials, including

romance, sermon literature, chronicles, hagiography, poetic narratives, drama, and the historical, social, and material contexts in which these works were written and transmitted. Readings include Geoffrey Chaucer, John Gower, William Langland, the Pearl poet, Margery Kempe, John Hoccleve, John of Trevisa, and Brome; critical skills honed with readings in the historical/cultural/critical traditions of Lee Patterson, Carolyn Dinshaw, Seth Lerer, Paul Strohm, Miri Reuben, and David Aers. *Four credit hours.* L. NARIN VAN COURT

[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.

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

[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.

317s **Becoming Modern: Early-18th-Century British Literature** A survey of early to mid-18th-century British literature and culture focusing on the challenges posed by rapid commercial expansion to traditional models of gender and class/status—that is, on the question of whether the increased social mobility made possible by global trade and colonization should be embraced as nationally empowering or damned as nationally corrupting. Plays, novels, poetry, and travel letters by Aphra Behn, Eliza Haywood, Daniel Defoe, Alexander Pope, Jonathan Swift, Mary Wortley Montagu, and John Gay that dramatize the joy, wealth, chaos, crime, and despair deemed the correlate of capitalism in this vibrant era. *Four credit hours.* L. THORN

[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

320s Modern Irish Drama A survey of Irish drama from the late 19th century to today that focuses on the centrality of drama to the project of imagining Irish identity, modernity, and independence from Britain. Plays by Wilde, Yeats, Gregory, Synge, Shaw, Robinson, Behan, Friel, Carr, and McDonagh; comparison of three of the plays to film versions; relevant background reading in Irish mythology, politics, and history. *Four credit hours.* **L. THORN**

321f British Romanticism and Italy Shelley called Italy the “paradise of exiles,” and Romantic writers such as Keats, Byron, and Coleridge all lived in Italy as self-imposed exiles for a significant period of their lives. But what was their investment in Italy, a culture they stereotyped as violent, passionate, sexual, and, typically, feminine or effeminate? How was that investment shaped by their understanding of Italian revolutionary politics, ranging from the secret rites of the Carbonari to the beginnings of the Risorgimento? And to what extent was the idealization of Italy shaped by the complex issues of Catholic civil rights? Texts include Romantic verse, novels by Shelley and Radcliffe, and historical readings. *Four credit hours.* **L, I. MAZZEO**

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

[324] Victorian Literature II The conflict between the elite and an emerging mass culture in later 19th-century British society and culture; how issues raised by colonialism, commodity culture, and emergent socialist and feminist movements shaped that divide. Narrative texts that related the crisis in high-cultural Victorian values to questions of racial and ethnic “otherness,” including works by Oscar Wilde, H.G. Wells, George Gissing, Bram Stoker, George Eliot, Rudyard Kipling, and William Morris. *Four credit hours.* **L.**

325f 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. Also, questions about literary representation, style, and language within the political and aesthetic contexts defined by the aesthetic movement called “modernism.” *Four credit hours.* **L. ROY**

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

327f Wharton and James in Film and Literature How biographical information and critical responses aid in understanding the key themes, literary projects, and central problems 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. STUBBS**

[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.

333f Modern American Drama Representative plays from major American playwrights O'Neill, Wilder, Williams, and Miller, and from the diverse African-American, American Indian, Cuban-American, gay, and women playwrights of the end of the 20th century. We will study the plays through dialogue-writing, analysis, and limited use of film, as well as through historical and theoretical readings. Concerns will include how American plays contain the history of other plays, and how they contribute to and reflect the making and unmaking of American identities. *Four credit hours.* L.
ONION

[335] **American Independents: Their Art and Production** Listed as American Studies 335 (q.v.). *Three credit hours.* A.

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

[337] **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.

[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 antislavery 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 including Whitman, Dickinson, Thoreau, and Melville, whose passions created a movement unparalleled in American letters. *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, particularly as expressed 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.

342s 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, 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, U.

344j 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. *Three credit hours.* L. SADOFF

345f 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. BRYANT

346f 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. BRYANT

[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.

[348] **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; re-imagines 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.

349s Modern Jewish Writing: From the Diaspora to the Modern Israeli Novel How did the ancient, ritual language of a European minority, no longer a spoken tongue, arise to become one of the most vibrant and creative literatures of the postmodern world? In English translation, 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, I. SUCHOFF

[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 An examination of representative poets in the major movements in American poetry from 1956 to the present (including close readings and cultural contexts): Ginsberg and Snyder of the Beats, Sylvia Plath and the Confessional Poets, Elizabeth Bishop and the Formalist poets, Charles Simic and the Neo-Surrealist movement, Frank O'Hara and the New York School, Yusef Komunyakaa and Tyehimba Jess (Vietnam poetry and the Spoken Word Movement), John Ashbery and Alice Notley and the Postmodernists. *Four credit hours.* L. SADOFF

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

353f The American Short Story An historical, cultural and analytic look at the American short story from its origins to the current day, including work by Hawthorne, Melville, the slave narratives of Bibb and Douglass, Gilman, Hemingway, Fitzgerald, Langston Hughes, O'Connor, Updike, Cheever, Baldwin, O'Brien, Robert Olen Butler, Raymond Carver, Grace Paley, John Barth, and Donald Barthelme. *Four credit hours.* L. SADOFF

[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, U.

364s 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. P. HARRIS

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

378fs Fiction Writing II 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 II 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

[380] 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.**

[382] 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.**

385f Genre Workshop: Screenwriting and Playwriting An examination of these two dramatic forms of imaginative writing. Students will read exemplary samples of each medium, learn to use screenwriting and playwriting software, and write a short play and a short script during the course of the semester. Works in progress will be examined and performed in a workshop setting. *Prerequisite:* English 115. *Four credit hours.* BOYLAN

386Af Special Topics in Creative Writing: Great Writers Sentence by Sentence Investigates the relationship between syntax and emotional and intellectual energy and drama in our most masterful English sentence writers. Separates grammar from dogma with a close analysis of the inventive syntactical practices of works by Virginia Woolf, William Faulkner, William Gass, John Berryman, C.K. Williams, and Vladimir Nabokov. Class time will be divided between investigative discussions of exemplary strategies and practices and workshops of student imitations, culminating in an original work of prose or series of poems. *Four credit hours.* BLEVINS

386Bs Special Topics in Creative Writing: Feature Writing A workshop course. Feature writing is a branch of nonfiction related both to journalism and to creative nonfiction. Feature writing forms include profile, first-person adventure, history, intimate biography, travel, criticism, and the personal essay. First, definitions of the characteristics of each form and the review of examples, then students craft their own work in several of these forms. *Four credit hours.* BURKE

397f Modern African Fiction Examines the significance of the novel and short fiction in representing the complex experience of African society and history. Focuses on the general aesthetic, cultural, and political concerns that motivate African writers from diverse national backgrounds—Achebe, Ken Saro Wiwa, Habila Hebron, Tutola, Ben Ngugi, Ben Jelloun, Zoe Wicomb, and others—to adopt and experiment with fictional narrative. Places the works within their political contexts and histories, and then explores the linguistic and narrative processes that help translate and shape a complex and heterogeneous “African experience” into narrative. Addresses questions about the hybrid form of the African novel and its history, as well as its blending of standard Western novelistic conventions with picaresque and poetry, indigenous oral narratives, dream allegory and reverie, the testimonial, prison notebooks, and other hybrid genres. *Four credit hours.* **I.** ROY

398As Advanced Composition *Four credit hours.* L. DEPETER

398Bs Narratives of Contact and Captivity An exploration of the vexed, often violent encounters, interactions, and inter-penetrations of Europeans, Africans, and the indigenous peoples of the Americas. By examining a wide range of representations—both narrative and visual—of the 17th, 18th, and 19th centuries depicting contact and captivity, we will investigate critically the construction of gender, race, and nation. *Four credit hours.* STUBBS

[410] 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.

[411] 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.

[412] 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.

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: Samuel Beckett The Comedy of the Abyss: Beckett faces the emptiness of modernity and finds humor in it. His absurd plays, in which nothing happens, parody the absurd ideals of a Western culture where "everything waits to be called off to the dump" but life goes on as normal. As the "comedian of the impasse," Beckett makes meaningless language speak, in a world that can't go on, but must. The central text of one of the hardest and most rewarding modern writers. *Waiting for Godot*, *Endgame*, and prose. *Four credit hours.* L. SUCHOFF

413Cj Author Course: Herman Melville Melville's *Moby Dick* is perhaps the most inclusive, profound novel ever written by an American. It's long and takes time to absorb, just the sort of time a Jan Plan provides. If you are exhilarated by challenging speculations and by mighty tales, *Moby Dick* will supply both. *Three credit hours.* L. P. HARRIS

413Ds Author Course: Jane Austen Often considered the most English of all English writers, the novels of Jane Austen remain remarkably popular, in part because readers are often enchanted by her ironic descriptions of life in Regency Britain. We will consider some of the political, social, economic, literary, and cultural implications

of Austen's "mass-market" appeal and will read from a broad selection of her novels. Readings supplemented by extensive 18th-century contextual and historical materials. *Four credit hours.* L. MAZZEO

[418] Cross-Dressing 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.

[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)remembering the female body, (black) feminism and literary production, and reconstructing black womanhood. *Four credit hours.* L, 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.

429f 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 countercultures 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. MANNOCCI

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

474s 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

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

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: Plagues, Slaves, and Sailors National boundaries do not stop disease, and sailors arguably belong as much to the sea as to their nations of origin. Looks first at fiction and prose centered on urban identities in crisis, as London and Philadelphia endured the plagues of 1665 and 1793, respectively; then on novels about, and autobiographies of, enslaved British and American sailors engaged in trade, war, and exploration. Throughout, we will focus on the ways that these lives challenge familiar notions about the ways that race and gender worked in the Revolutionary era. Works by Defoe, Brown, Smollett, Jones, Cook, Equiano, and Austen, as well as the 20th-century writers Albert Camus and Caryl Phillips. *Four credit hours.* THORN

493Bf Seminar: Lyric Self and Other Poems and theory that explore poetic address, the power of form, the gendering of lyric conventions, and the role of language in experiences of solitude, melancholy, and intimacy. Emphasis on the founding period of modern English lyric—the 16th and 17th centuries—but will frequently compare Renaissance poems to poems of later ages, including the present one. *Four credit hours.* SAGASER

493Cs Seminar: Toni Morrison An intensive exploration of Toni Morrison's life, fiction, and nonfiction—seven novels, collected essays/lectures, and short fiction—in terms of diverse Modern and Postmodern cultural issues. These concerns intersect race, class, and gender, the debate about canonicity, literary tradition(s), and the politics of literary production. As a writer, teacher, and critic, Toni Morrison has positioned her work at the crossroads of current cultural criticism, insisting that we, her readers, look unflinchingly at issues that, in the African-American vernacular, “worry” all of her writing—brutality, wholeness, love, community, cultural and political marginalization, and history. Like so many of her characters, who struggle to find a voice to speak the unspeakable, this course is predicated upon dialogue and critical inquiry. *Four credit hours.* BRYANT

493Ds Seminar: Lord Byron Once called by a spurned lover “mad, bad, and dangerous to know,” Lord Byron was the most famous poet of the Regency period and a man whose sexual charisma was so renowned that women reputedly fainted at the very sight of him. He is also regarded as one of the most brilliant poets in British literary history. We will read his masterpiece, *Don Juan*, in its entirety, along with a broad selection of 18th-century contextual materials. *Don Juan* recounts the tale of the legendary lover as he travels across Europe, and the poem's witty and vicious satire of British culture infuriated “high society.” *Four credit hours.* MAZZEO

493Es Seminar: The Brontës A rigorous study of the writings of Ann, Emily, and Charlotte Brontë; Our focus is on the works themselves, but will include issues relevant to the literary, social, political, and cultural environments of their lives and works; influences (biographical, literary, cultural) that shaped their work; and the various issues concerning women's writing in England in the 1800s. Readings include their juvenile works; *The Professor*, *Villette*, *Jane Eyre*, *Shirley*, *Wuthering Heights*, *The Tenant of Wildfell Hall*, *Agnes Grey*, and Elizabeth Gaskell's *Biography of Charlotte Brontë*. *Four credit hours.*

NARIN VAN COURT

ENVIRONMENTAL SCIENCE

Directors, Professors F. Russell Cole and David Firmage (Biology and Environmental Studies), Whitney King 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 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-and-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 DAVID H. FIRMAGE

ADVISORY COMMITTEE: *Professors Karen Barnhardt (Education), Catherine Bevier (Biology), Curtis Boblen (Environmental Studies), Liliana Botcheva-Andonova (Environmental Studies and Government), Russell Cole (Biology), Firmage (Biology), Paul Josephson (History), Whitney King (Chemistry), Philip Nybus (Environmental Studies), Leonard Reich (Administrative Science), Linda Tatelbaum (English), Christopher Thoms (Environmental Studies), 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, 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	Evolution and Diversity
<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	Ecological and Economic History of Africa
	394	Ecological History
	445	Nuclear Madness
	446	Historical Epidemiology
<i>Philosophy</i>	126	Philosophy and the Environment

<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>	237	Woody Plants
	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	Understanding Earth
	353	Groundwater Hydrology
<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

<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 Evolution and Diversity
<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 Understanding Earth (Geology 141 is required for those electing an environmental geology focus) <i>or</i>
<i>Environmental Studies</i>	212 Introduction to GIS and Remote Sensing

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 (if not used to satisfy II above) 233 Environmental Policy 334 International Environmental Regimes 336 Endangered Species Policy and Practice 338 Climate Change Politics
<i>History</i>	364 Ecological and Economic History of Africa 394 Ecological History 445 Nuclear Madness 446 Historical Epidemiology
<i>Philosophy</i>	126 Philosophy and the Environment
<i>Sociology</i>	333 Globalization
<i>Science, Technology, and Society</i>	215 Weather, Climate, and Society 281 Global Environmental History 356 The Biography of Oil

IV. Focus Area (five courses from one of the following focus areas and an additional corresponding culminating experience, chosen in consultation with advisor). The Environmental Studies Program will consider well-structured proposals for additional focus areas.

A. Conservation Biology

<i>Biology</i>	163 The Cellular Basis of Life 319 Conservation Biology 352 Advanced and Applied Ecology
----------------	--

Two courses from the following:

<i>Biology</i>	211 Taxonomy of Flowering Plants 237 Woody Plants 254 Marine Invertebrate Zoology 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
Chemistry 217 Environmental Chemistry
Geology 171 Oceanography

Culminating Experience:

Biology 493 Problems in Environmental Science *or*
Environmental Studies 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:

Chemistry 332 Instrumental Methods of Analysis
341 Physical Chemistry
367 Biochemistry of the Cell
411 Inorganic Chemistry

Culminating Experience:

Chemistry 481/482 Special Topics in Environmental Chemistry

V. Senior Colloquium

Environmental Studies 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, 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 the 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 special program approval are eligible to apply for the Environmental Studies Honors Research Program. Interested students should contact a faculty sponsor during the spring semester of the junior year to discuss a project. Before the end of spring registration, students should secure a faculty sponsor and a faculty reader for their research project. Students who are studying abroad in the spring should try to make initial contact with a potential sponsor in the spring via e-mail, but may complete their proposal in the fall at the beginning of the academic year. The student must then petition the program for permission to undertake honors work. With approval from the program, students can register for Environmental Studies 491. Students wishing to change their honors project topic must petition the program for approval of the new topic. Honors research projects will be a total of six to eight credits and will be conducted during the student's last two academic semesters (and may include Jan Plan). Also, students enrolled in Environmental Studies 493 or 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 and a successful oral thesis defense as well as the completion of the required course work for the major. The student fulfilling these requirements will graduate "With Honors in Environmental Studies." The decision whether or not the student will be approved to convert their seminar or independent study project to an honors project in the spring semester and continue in the Environmental Studies Honors Program by enrolling in ES 484 will be made at the end of the first semester. In cases where requirements for honors have not been fulfilled at the end of the spring semester, ES 484 (Honors Research) will revert to a graded ES 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, or Government 131 and Environmental Studies 334
- (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>Environmental Studies</i>	334 International Environmental Regimes
<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 or 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 the courses selected 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, or international studies who are 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 Environmental Studies Program director.

Also available are environmental science concentrations in the 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 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

113j 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. Topics include 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 affects 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.* CARLSON

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, FIRMAGE, TIETENBERG

173j 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. SLY

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.* BOHLEN

[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.* BOHLEN

266s The Environment and Human Health An examination of how human health is affected by our physical, chemical, biological, and social environments; how we measure the effects of these determinants at the level of the cell, tissue, individual, and population; and how we assess these determinants in order to make regulatory decisions. Topics include the basic concepts of toxicology, epidemiology, and risk assessment, as well as the specific human health effects of various forms of pollution, radiation, synthetic chemicals, global climate change, and biodiversity loss. Students will conduct a community-wide audit of potential environmental health threats. Formerly offered as Environmental Studies 298. *Prerequisite:* Environmental Studies 118 or Biology 131 or 164. *Four credit hours.* CARLSON

271f Introduction to Ecology Listed as Biology 271 (q.v.). *Four credit hours.* N. INSTRUCTOR

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

297f Wetland Science Wetland ecosystems receive special protections under state and federal laws and international agreements. One consequence has been the rapid development of both basic and applied wetland science, which draws heavily on ecology, hydrology, soil science, and other disciplines to examine the structure and function of wetland ecosystems. Introduces students to principals of wetland science and to the diversity of Maine's wetlands. Students will also gain familiarity with contemporary approaches to wetlands protection and application of wetlands science within legal and policy contexts. Lecture and laboratory. *Prerequisite:* Biology 131 or 164. *Four credit hours.* N. BOHLEN

298s Introduction to Environmental Justice Explores the relationship between environment, ideas of justice, and social inequity. Students will examine how racial, economic, and cultural background can affect people's access to a clean, safe environment and productive natural resources. Through readings, videos, current news reports, class discussions, and guest lectures, students will consider examples of how people's environmental rights are threatened or violated locally, nationally, and globally. Students will examine how globalization and other economic transformations affect the relationship between poverty and the environment, as well as some of the mechanisms being used to secure environmental rights and promote environmental justice. Expands the traditional boundaries of environmental justice from its origins in environmental health to include issues of natural resource access. *Prerequisite:* Environmental Studies 118 *Four credit hours.* THOMS

[319] 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 or Environmental Studies 118. *Four credit hours.*

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.*

[338] Climate Change Politics What do polar bears, oil companies, and subsistence farmers have in common? The well-being of all and of societies more broadly is likely to be affected by an international agreement on climate change. Examines the politics of climate cooperation across global and local levels. Topics include the role of science and uncertainty, international climate cooperation and the Kyoto Protocol, national and municipal policies, and the role of non-state actors in shaping responses to climate change. *Prerequisite:* Environmental Studies 118 or Government 131. *Four credit hours.*

352s Advanced and Applied Ecology Listed as Biology 352 (q.v.). *Four credit hours.*
INSTRUCTOR

358j 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 including round-trip air fare from Boston, lodging and two meals daily in a West Indian hotel, and local group expenses (van rentals, etc.) to be determined. Costs are subject to change depending upon course enrollment. Limited scholarship funds are available. *Prerequisite:* Permission of the instructors. *Three credit hours.* FACULTY

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

391Af Reading Seminar in Environmental Studies Discussions and presentations on topics of current interest in selected areas of environmental studies. The focus of this seminar will be environmental justice. Students will read primary literature, make presentations, and complete writing assignments on articles discussed. May be repeated once. *Prerequisite:* At least junior standing in the major. *Two credit hours.* THOMS

391Bs Reading Seminar in Environmental Studies Discussions and presentations on topics of current interest in selected areas of environmental studies. Emphasizes democracy and environment, environmental justice and ethics, the future of environmentalism, and global change and governance. Students will read primary literature, make presentations, and complete writing assignments on articles discussed. May be repeated once. *Prerequisite:* At least junior standing in the major. *Two credit hours.*
BOTCHEVA-ANDONOVA

398s Conservation, Development, and Social Justice Explores social justice issues and implications of biodiversity conservation by examining the social construction of nature and considering the debate over community-based versus traditional protectionist approaches to biodiversity conservation. The preservation and protection of biodiversity is critical, but can we justify excluding people who are dependent on natural resources from living near and using those resources? Can community-level action play a role in solving environmental and social problems that are global in scale? What is the relationship between global environmental crises and local problems? Begins with a brief exploration of the state of biodiversity and conceptions of wilderness. Students will examine conceptions of social justice and examples where conservation has led to injustice. They will explore community-based conservation that simultaneously addresses both social justice and preservation needs as a viable alternative to strict protectionist approaches. *Prerequisite:* Environmental Studies 118 *Four credit hours.* THOMS

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. *One credit hour for the year.* TIETENBERG

[453] Poverty and Sustainable Development Examines the nexus between poverty and sustainable development. Focuses on developing countries and communities. Students will engage in advance reading and debate of concepts and issues such as development and sustainability, macroeconomic stability, debt, poverty cycle, natural capital, resource management, social and human capital, governance institutions, global markets, access to water, healthcare, empowerment of women, development assistance, and international development institutions. Hands-on research and presentation on the global Millennium Development Goals and on community efforts to alleviate poverty through community initiative and civic action. *Prerequisite:* Senior standing in environmental studies or government. *Four credit hours.*

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

484js Honors in Environmental Studies Majors approved for admission into the Environmental Studies Honors Program may elect this course for the January Program or for spring semester. Requires research conducted under the guidance of a faculty member and focused on an approved topic leading to the writing of a thesis. A maximum of eight credits (including Environmental Studies 491 in the fall semester) may be earned in honors work. Upon successful completion of the thesis, an oral presentation, and all requirements for the major, the student will graduate "With Honors in Environmental Studies." *Prerequisite:* Senior standing and a 3.50 grade point average in the major at the end of the junior year or permission of the program. *Three or 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 studies major or minor. *One to four credit hours.* FACULTY

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.* BOTCHEVA-ANDONOVA

ANDONOVA

494f Problems in Environmental Science Listed as Biology 493 (q.v.). *Five credit hours.* INSTRUCTOR

FRENCH

In the Department of French and Italian.

Unless otherwise specified, all courses are conducted in French.

Chair, PROFESSOR ADRIANNA PALIYENKO(FRENCH)

Professors Arthur Greenspan, Jane Moss, Paliyenko, and Jonathan Weiss; Visiting Assistant Professors Meadow Dibble-Dieng and Marina Davies; Faculty Fellows Mary LaMarca and Adele Parker; Language Assistant Cécile Viollain

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 in the department each semester. For students returning from foreign study, these courses must be numbered 300 or higher. Potential majors, and especially students beginning their French studies at the 100 level, should consult with the department 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. Three semester courses of transfer credit may be counted toward the major for a semester of study away from Colby, a maximum of five for a year.

The point scale for retention of the major is based on all French courses numbered above 127. No major requirement may be taken satisfactory/unsatisfactory.

Honors in French

Majors may apply to write an honors thesis, which counts as one of the 10 courses required for the major. Formal application must be received no later than September 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

125f 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.* PARKER

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.* DAVIES, LAMARCA, PARKER

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.* DAVIES, DIBBLE-DIENG, LAMARCA

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. 2006 cost 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, PALIYENKO

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.* DIBBLE-DIENG

173f Re-Membering Africa in Literature and Film Course taught in English, no knowledge of French required. From the slave trade to the Scramble, from colonialism's divisive strategies to the conflicts that ensued, the integrity of the African continent has for centuries been undermined by various forms of what might be called dismemberment. Over the past century, authors, artists, filmmakers and intellectuals have struggled to recover and reassemble the fragments of a lost or imagined African unity. Considering a number of recent francophone African novels and films in translation, we will explore the ways in which artistic practice might be conceived as a restorative and essential act of re-membering in the face of alienation, exploitation, and the horrors of war. Part of the Integrated Studies Program; requires concurrent enrollment in English 173. *Four credit hours.* L, I. DIBBLE-DIENG

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.* PALIYENKO

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

233s 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.* LAMARCA

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.* VIOLLAIN

[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.

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.* 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. PALIYENKO

297j Contemporary Senegalese Society Faculty instructor and guest lecturers will provide students with an intensive introduction to contemporary issues in the religions, arts, literature, history, and politics of this West African nation. Topics include the history of Islam, contemporary African art, Senegalese literature and film, and postcolonial African politics. Readings include articles, fiction, and essays. Weekly journals and oral presentations will culminate in a final independent project. A unique opportunity to experience a francophone African culture firsthand through homestays, excursions, and frequent visits to points of interest. Estimated cost: \$2,200-\$2,400

(dependent on number of participants). *Prerequisite:* French 127 or equivalent. *Three credit hours.* L, I. DIENG

[336] French Theater Theater and its sociopolitical 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.

353f 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, I. MOSS

[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.

[357] 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, I.

358f Passionate Discontent: The 19th-Century Epidemic Troubled by epidemic revolution and social instability, the 19th century in France generated a culture of malaise and a fascinating exchange of ideas between medicine, art, and literature. Our study of celebrated figures of disease—the anxious René, deluded Emma Bovary, and degenerate Thérèse Raquin among them—reveals how passionate discontent, which was traditionally associated with the genius of male Romantics, became a “female” malady and in turn a sign of racial degeneration. Topics include: the gendering of diseases (such as neurasthenia and hysteria), class differences, and the “disease” of race. Non-French majors may write papers and examinations in English. *Four credit hours.* L. PALIYENKO

372s 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

397f Film and Literature: Novels and Their Cinematic Adaptations A study of the interplay between novels and their cinematic adaptations in the late 20th century. How do these novels and films represent childhood and adolescence in contemporary France? We will consider the changing relationship between text and film, exploring the spectrum of possible connections between the two—from film as the mimetic artifact of a novel to a dialogue between media. *Four credit hours.* A. DAVIES

398s Representing History The manner in which historical events, persons, and periods are represented in fiction, drama, cinema, poetry, and art. Topics may include: Jeanne d'Arc, the St. Bartholomew's Day massacre, Algeria in the 1990s, and Haiti under Duvalier. *Four credit hours.* L. I. 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 counts as one of the ten courses required for the major. The thesis, written in French, is to be a substantial study of a carefully defined topic, supported by critical sources. *Prerequisite:* A 3.5 or higher major average at the end of the junior year and permission of the department. *Three credit hours.* FACULTY

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

493s La France imaginée 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 2007: an exploration of the various ways France has been imagined both from inside and outside the country. Text will include fiction, nonfiction, and film. Students will undertake either an analytical or creative project. *Four credit hours.* WEISS

GEOLOGY

Chair, PROFESSOR ROBERT GASTALDO

Professors Donald Allen, Gastaldo, and Robert Nelson; *Visiting Assistant Professors* Susan Barbour Wood, Bruce Rueger, and Adam Schoonmaker

If you are interested in planet Earth—how it developed its present features and what may happen to it in the future, how it functions as a complex physical and chemical system and why we should care, where life originated and how and why our planet supports us, how the environment works, and how what we do affects the world around us—a major in geology may be right for you.

The Department of Geology possesses extensive rock, mineral, and fossil collections as a basis from which to investigate Earth, a state-of-the-art powder X-ray diffractometer for determining mineral identities, various geophysical instruments, research-grade stereo and petrographic microscopes, 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

The Colby Compass, a research boat equipped with an array of instrumentation from which real-time environmental analyses and studies can be conducted.

Colby's setting provides an intriguing and exciting area for field study, allowing students to integrate field and laboratory experiences. Students are encouraged to work on independent and honors projects in which they develop ways of actively examining and interpreting observational data. Majors are expected to undertake and complete independent research as part of their undergraduate training, and such opportunities are offered routinely during the summer by departmental faculty at Colby and abroad.

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

The department offers two major programs and a minor for students with different interests. The point scale for retention of the major applies to all courses taken in the major; no requirement may be taken satisfactory/unsatisfactory. Students should consult regularly with their advisor in selecting courses appropriate for meeting their goals of post-graduation employment or graduate studies.

Requirements for the Major in Geoscience

Geology 141, 142; four fundamental core courses that include 225, 231, 251, and 254; two geology elective courses (that are 200-level or higher and may include one course in mathematics, physics, chemistry, 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 141, 142; four core courses that include 225, 231, 251, and 254; four geology elective courses (numbered 200-level or higher and may include a course in mathematics, physics, chemistry, or biology), three credits of Geology 391, and at least four 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 Colby required courses.

Requirements for Honors in Geology

This program involves a substantial research component in the student's senior year, with no fewer than six hours of credit elected in research activities. The Honors Program involves presentation of a research proposal to a faculty committee early in the fall semester, the submission of a midterm 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 141, 142, and five courses selected from Chemistry 141, Physics 141, and geology courses numbered 225 and above.

Course Offerings

[131] 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. Gateway to geology major; credit will not be given for both Geology 131 and Geology 141. *Three credit hours.* N.

141fs Understanding 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, SCHOONMAKER

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. 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. RUEGER

151j Introduction to Volcanoes and Volcanology An introduction to the scientific study of volcanoes and volcanic phenomena; includes an introduction to global plate tectonics, origins and chemistry of magmas and volcanic gases, reasons for differing eruptive styles and the resulting landforms, impacts of volcanic eruptions, distribution of volcanoes, and areas of high volcanic risk. Cannot be counted toward the geology major. *Three credit hours.* N. NELSON

[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.

198j Special Topics *Three credit hours.* INSTRUCTOR

225s 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.* INSTRUCTOR

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.* SCHOONMAKER

251f The Record of Life on Earth The biological record of Earth history encompasses unicellular to multicellular organisms that have inhabited non-analogue worlds. The course examines the processes responsible for preservation of marine and

terrestrial biota, the application of the fossil record to solving problems in evolution and diversity, morphology and systematics, and ecology and climatology. Lecture and laboratory. *Prerequisite:* Geology 142 or one year of biology. *Four credit hours.* BARBOUR WOOD

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

279j 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. Estimated cost in 2007: \$2,250. Formerly offered as Geology 179. *Prerequisite:* Geology 131 or 141. *Three credit hours.* RUEGER

[326] Optical Mineralogy A continuation of the study of minerals using 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.*

[332] 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.*

[353] Groundwater Hydrology A survey of the hydrologic cycle, with specific attention to those components of the cycle related to the sources and occurrence of groundwater resources; the factors that govern the movement of groundwater through aquifers and the physical and chemical changes that result from passage through the hydrologic cycle. An introduction to techniques used in groundwater quantity and quality investigations. Lecture and laboratory. *Prerequisite:* Geology 141, 142 and Mathematics 121 or 161. *Four credit hours.*

[354] Glacial and Quaternary Geology The origin and development of glaciers and their influence on the landscape, both as erosive forces and as transporters of earth materials. Geological and biological evolution of the landscape during the Quaternary, the most recent of the geological periods. Lecture and laboratory with field trips (including two required all-day Saturday trips). *Prerequisite:* Geology 254, or Geology 142 with a grade of B or better. *Four credit hours.*

[356] Sedimentation and Stratigraphy 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.*

372f 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.* NELSON

[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.* NELSON

398s Special Topics *Three credit hours.* BARBOUR WOOD

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.* FACULTY

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

493s 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. *Three credit hours.* NELSON

GERMAN

In the Department of German and Russian.

Unless otherwise specified, all courses are conducted in German.

Chair, ASSOCIATE PROFESSOR JULIE DE SHERBININ (RUSSIAN)

Associate Professor Ursula Reidel-Schrewe; Instructor Maria Morrison; Visiting Instructor Silke Schade; Language Assistant Sanya Zillich

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 geopolitical 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
	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.* REIDEL

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.* SCHADE

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, was \$2,000 in 2006. 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.* ZILLICH

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.* ZILLICH

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

[132] 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.*

135s 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

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.*

[232] Survey of German Culture From the Middle Ages to the Weimar Republic, a chronological study of 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.*

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

237s 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

297f Opening Doors: Multicultural Literature and Film in Germany Introduces students to contemporary German literature and film by writers and filmmakers of African, Japanese, Jewish, Romanian, Russian, and Turkish backgrounds. Examines varied creative perspectives on the issues of migration, exile, and globalization. Topics of discussion also include language, cultural identity, gender, history and memory, and the multicultural city. Conducted in English; no knowledge of German required. Open to first-year students. *Four credit hours.* L. SCHADE

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.* ZILLICH

358f The Great Lovers and Losers in German Literature Reading and discussion of masterpieces of German literature in light of today's perceptions of male and female

relationships. Exploration of the cultural context from which these writings emerged and how the structures of power are “authorized.” Texts include Goethe’s *Faust I*, Thomas Mann’s *Der Tod in Venedig*, and Bernhard Schlink’s *Der Vorleser*. Conducted in German. *Four credit hours.* L. REIDEL

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

493s Seminar: German Literature Topics may cover an author, a genre, a literary theme or movement. *Prerequisite:* A 200-level German course. *Four credit hours.* REIDEL

GOVERNMENT

Chair, ASSOCIATE PROFESSOR JOSEPH REISERT

Professors Anthony Corrado, Guilain Denoeux, G. Calvin Mackenzie, L. Sandy Maisel, and Kenneth Rodman; Associate Professors Ariel Armony, Reisert, and Jennifer Yoder; Assistant Professors Liliana Botcheva-Andonova and Walter Hatch; Visiting Instructor Milan Babik

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. Courses transferred from other institutions can count (up to a maximum of two) in the 10-course requirement. For transfer students, the department will count up to five courses from the previous institution with the permission of the department chair, excluding the seminar and writing assignment. Students taking government courses abroad *must* secure provisional approval for each course *prior* to leaving; upon return to Colby, brief descriptions of work completed must be submitted to the department for final approval.

To satisfy the departmental writing requirement, students must complete a major original research project of 20 pages or more. It can be a major research paper assigned as part of a course or a free-standing independent study

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. Successful completion of this program and of the major will result in the degree being awarded "With Honors in Government."

Government 100-level courses are normally limited to 50 students, 200- and 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, MAISEL

[113] 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.*

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. BABIK, BOTCHEVA-ANDONOVA, HATCH

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, I. ARMONY, DENOEU

171fs Introduction to Political Theory An introduction to basic concepts important to the empirical study of politics, including the nature and purpose of the political community, the nature of citizenship and the political virtues, the idea of the state of nature and the social contract, theories of rights, and the relationship between culture and politics. Readings from Aristotle, Hobbes, Locke, Rousseau, Marx, Mill, 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

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

214f 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.*
MAISEL

[216] 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 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.**

[238] 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 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.**

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 into the 21st century. *Three credit hours.* **S, I.** DENOEUX

252f Politics of the Middle East An introduction to the internal politics of Middle Eastern countries, centering on the two main forces that currently play themselves out in this region: the intertwining of religion and politics, and the growing tension between the authoritarian nature of Arab regimes and increasing popular pressures for democratization. The origins of modern Arab states, the challenges of modernization and political development, leadership styles, strategies of political control, and the politics of economic and political liberalization. *Prerequisite:* Government 151. *Four credit hours.* **I.** DENOEUX

253f 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:* One of the following: Anthropology 235, Government 151, History 173, Latin American Studies 171. *Four credit hours.* **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, I.**

256f Conflict in East Asia An introduction to the domestic politics and foreign policies of China, Japan, South Korea, and North Korea, with special attention to three sources of insecurity in the region: the tension between Japan and China over collective memories of World War II, the dispute between China and Taiwan over the island’s territorial sovereignty and national identity, and the conflict between North Korea and the five other Pacific Rim powers (the United States, China, Japan, South Korea, and Russia) over the hermit kingdom’s nuclear weapons program. *Four credit hours.* **S, I.** HATCH

[257] 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.**

[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.**

[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. Relevant texts, novels, and films used 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 Federalism in American Constitutional Law 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 Civil Liberties in American Constitutional Law 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

[317] 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.

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

320f 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. MACKENZIE

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

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

333s 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

335s 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

[337] **Climate Change Politics** Listed as Environmental Studies 338 (q.v.). *Four credit hours.*

[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.*

[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. I.*

[354] **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.*

355s **Winners and Losers in Chinese Politics** An exploration of contemporary Chinese politics, especially the political and social fallout from post-Mao economic reforms. *Prerequisite: Government 151 or 256. Four credit hours. HATCH*

[356] **Winners and Losers in Japanese Politics** *Four credit hours.*

357s **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. HATCH*

358s **Comparative Arab Politics** 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 affected 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. DENOEU*

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

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

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

414s 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. MAISEL

[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.*

[432] 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.*

[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

451s Seminar: Political Violence, Revolutions, and Ethnic Conflict Students familiarize themselves with the vast literature on revolutions, political violence, and ethnic conflict and are exposed to a variety of theoretical perspectives and case studies. How to draw on theoretical approaches to make sense of specific instances of political turmoil and, conversely, how to use case studies to assess the validity of different theories. *Prerequisite:* Government 151. *Four credit hours.* I. DENOEUX

[453] Poverty and Sustainable Development Listed as Environmental Studies 453 (q.v.). *Four credit hours.*

454s Seminar: Politics of Development: State, Society, and Markets An inquiry into why some developing nations have managed to achieve industrialization and rising standards of living while others have not, with special attention to the relationship between state and society as one of the key factors in the development process. Cases to include South Korea in the 1970s, India in the 1980s, Latin America in the 1990s, and Sub-Saharan Africa today. *Prerequisite:* Government 151. *Four credit hours.* I. HATCH

472f Seminar: Modern Political Philosophy A careful analysis of a single major writing or a single author's thought. The topic for 2006-2007 is Alexis de Tocqueville's *Democracy in America*. *Prerequisite:* Government 171, 273, or 371. *Four credit hours.* REISERT

[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.*

[475] 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.

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.* FACULTY

491f, 492s Independent Study A study of government through individual projects. *Prerequisite:* Government major and permission of the instructor. *One to four credit hours.* FACULTY

497f Seminar: Prospects for Political Reform An analysis of the major issues and proposals associated with reforms designed to improve the democratic character of the American political process, including reform of the presidential selection process, congressional districting procedures, and methods of judicial selection. *Prerequisite:* Senior standing as a government major and permission of the instructor. *Four credit hours.* CORRADO

GREEK

In the Department of Classics.

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

Course Offerings

111fj 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 235 for 2006 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 satiric 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.

235f The Defense of Socrates: Xenophon's and Plato's *Apology* What was Socrates' defense against the charge of impiety? Why was he willing to die? Plato and Xenophon give two different accounts of Socrates' pleas. *Prerequisite:* Greek 131. *Three or four credit hours.* L. H. ROISMAN

[236] Disaster and Triumph: Xenophon's *Anabasis* Xenophon, philosopher, adventurer, and soldier of fortune, left 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.

[239] 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.

[251] Husbands and Wives: Euripides's *Alcestis* Alcestis agrees to die instead of her husband, Admetus? Why? And why does Admetus let her? Is there a tragic character in the play? *Prerequisite:* Greek 131. *Four credit hours.* L.

[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.

354s The Embassy to Achilles: Homer's *Iliad*, Book 9 An embassy comes to Achilles to convince him to rejoin the Greeks in their battle against Troy. What are the rhetorical strategies that the ambassadors use to convince Achilles to return to battle? Who is more persuasive of the three ambassadors? Why doesn't Achilles accept their arguments? *Prerequisite:* Greek 131. *Three or four credit hours.* L. H. ROISMAN

[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.

[358] **Politics of Revenge: Sophocles's *Electra*** Electra's own inaction in the face of her mother's crime is examined in this drama. Each of Greece's great tragedians confronted this horrifying tale of conflicting duties and responsibilities. The differing emphases and perspectives of Euripides and Sophocles will receive particular scrutiny. *Prerequisite:* Greek 131. *Four credit hours.* L.

[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.*

FACULTY

HEBREW

In the Program in Jewish Studies.

Visiting Instructor Rabbi Raymond Krinsky

Course days and time are arranged with Rabbi Krinsky

Course Offerings

125, 126, 127 Hebrew I, II, III Individual study of modern Hebrew. *Prerequisite:* Special arrangements with Rabbi Krinsky. *Three credit hours.* KRINSKY

HISTORY

Chair, PROFESSOR RAFFAEL SCHECK

Professors Elizabeth D. Leonard, Scheck, Larissa Taylor, James Webb, and Robert Weisbrot; Associate Professors Paul Josephson and Howard Lupovitch; Assistant Professors Peter Ditmanson, Ben Fallaw, Jason Opal, and John Turner; Visiting Assistant Professor Lindsay Braun

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 in the department office). Because of Category I’s geographical scope, complexity, and extraordinary cultural and historical diversity, students are strongly encouraged, but are not required, to take a minimum of *three* courses in Category I.

Of the 12 courses for the major, at least 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 in the U.S. 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 and department chair. These projects signify a serious engagement with independent scholarship; interested students should plan to devote a large portion of their academic time to the project during their senior year. Students 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

106f Greek History Listed as Ancient History 158 (q.v.). *Three or four credit hours.*
H. J. ROISMAN

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.** HALE

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.** LEONARD

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

[136] 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.**

151f Introduction to East Asia from Ancient Times to the 17th Century Listed as East Asian Studies 151 (q.v.). *Four credit hours.* **H, 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, I.** DITMANSON

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

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, I.** FALLAW

174s Introduction to Latin American Studies Listed as Latin American Studies 174 (q.v.). *Four credit hours.* **H, 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, I.** LUPOVITCH

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

183f History of the Pre-modern Middle East The history of the Middle East from the rise of Muhammad to the rise of the Ottomans and Safavids. Discusses the spread of Islam, the development and application of religious and political authority, the Ummayyad and Abbasid dynasties and their successors, the development of Islam in both its formal and more "folk" forms, the development of literature, art, science, and society. Gives a broad and deep understanding of the Middle East that will allow for more nuanced interpretations of current events grounded in an understanding of the long historical context. *Four credit hours.* **H, I.** TURNER

184s History of the Modern Middle East The history of the Middle East from the post-Suleymanic Ottoman Empire to the present. Examines the fall of the Ottoman and Safavid Empires, the rise of western dominance, the struggle for independence, attempts at reform, the Arab-Israeli conflict, oil, the Iranian revolution, the Gulf War, the rise of Islamist movements and the ongoing repercussions. Particular focus on the interplay between religion and politics and the nature of power and authority. Designed to give the historical background necessary for understanding current events in the Middle East in their proper context. *Four credit hours.* **H, I.** TURNER

186s The Holocaust Why were Jews and other peoples systematically murdered during the Holocaust? What were the roots of this horrific experience in Jewish history, in German history, and in modern European history? What can we learn about the Holocaust from the study of politics, psychology, and literature, as well as from historical documents and scholarship? What can the comparative study of genocide tell us about the unique features of the Holocaust and about recurring historical patterns? Part of the Integrated Studies Program; requires concurrent enrollment in Religion 186. *Four credit hours.* **H, I.** WEISBROT

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.** JOSEPHSON, LEONARD

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

210f Christianity from the Reformation to the Present Listed as Religious Studies 236 (q.v.). *Four credit hours.* **H.** CAMPBELL

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, an analysis of 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

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

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

230Af Religion in the U.S.A. Listed as Religious Studies 217 (q.v.). *Four credit hours.* **S.** CAMPBELL

[230B] Women in American Religion Listed as Religious Studies 257 (q.v.). *Four credit hours.* **H.**

[230C] In Search of a Strong Man: Greece in the Fourth Century Listed as Classics 234 (q.v.). *Three credit hours.* **H, I.**

[231] American Women's History, to 1870 An examination of key themes in the varied lives of women in America from colonial times to the end of the Civil War, such as their relationship to the public sphere and politics; women's work in the contexts of household production, early industrialization, and slavery; women and citizenship in the new republic; and women, religion, and social reform. *Four credit hours.* **H, U.**

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, 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. Such postwar 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.**

[235] 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.**

[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, U.**

[238] American Political History, 1600 to the 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.**

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

[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.**

245f Science, Race, and Gender Historical analysis of the concepts of race and gender in four different ways: their institutional basis; their scientific content; epistemological issues that surround notions of race and gender; and the cultural and social background of the scientists and science that developed from 1800 to the present. Consideration of importance of historical issues for contemporary society. Requires concurrent enrollment in Biology 245. *Four credit hours.* **H, U.** JOSEPHSON

[246] 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.**

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, 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, I.**

[253] 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, I.**

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

256f 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, I.** DITMANSON

[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, I.

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

[272] **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, I.

[273] **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, I.

[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, 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, and 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. BRAUN

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

[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.**

285f Foundations of Islam A comprehensive introduction to the Islamic religious tradition focusing on the formative early period (7th-11th C.E.) and to contemporary interpretations and adaptations. Explores the nature of religion, religious knowledge, practice, identity, law, gender, and the nature of the divine. Analyzes the foundational beliefs, diversity, and social constructions within Islam by examining the early texts (the Qur'an, hadith/sunna), their interpretations, and their application through time. No prior knowledge expected. *Four credit hours.* **H, I.** TURNER

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

[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, I.**

314f Italian Renaissance An interdisciplinary seminar on the history and culture of the Renaissance in Italy, with special attention to Florence and Venice. Topics include culture (art, literature, music): civic life; gender, family and sexuality; humanism; religion and popular culture; politics. Formerly listed as History 214. *Four credit hours.* **H.** TAYLOR

315s Heresy, Humanism, and Reform Seminar topics include: popular religion, heresy, inquisition, anti-Judaism, and anticlericalism on the eve of the Reformation; northern humanism; Luther, Zwingli, Calvin, and the Radical Reformation; Catholic Reform; religious wars; women, family, and gender; witch crazes. Formerly listed as History 215. *Prerequisite:* Junior or senior standing or a prior course in medieval history or religion. *Four credit hours.* **H.** TAYLOR

[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.**

[318] Enlightenment and French Revolution The social and intellectual developments of the Enlightenment, attitudes toward 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.**

[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. *Four credit hours.* **H, I.** SCHECK

[327] 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.*

[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 break-up 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.**

[331] 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.**

[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, U.**

[337] 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.**

[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, 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

[343] **Russian History Through Novel and Film** The interconnections among 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.**

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

[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, 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 precolonial, colonial, and postcolonial periods; the debates over rainforest destruction, desertification, and conservation biology; and interpretations of the food crisis and international aid. *Four credit hours.* **H, 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.**

[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, I.**

385f The Kabbalah and Its Impact, 1300 to the Present A discovery of what the Kabbalah really is and really teaches, and how it has affected Jews (and non-Jews) for the last 700 years. Focus on seven episodes in Jewish history: (1) The origins of the Kabbalah, (2) Kabbalah and the Messianic Age, (3) Use of the Kabbalah as a tool for anti-Jewish polemics during the Renaissance, (4) Kabbalah and the widespread following of Shabbetai Zevi, (5) Kabbalah and the Hasidic revival of Judaism, (6) Kabbalah and Zionism, (7) Kabbalah as a link between Judaism and the counterculture movement of the 1960s. *Prerequisite:* History 181, 182, 200, or 393 or Religious Studies 143 or 233. *Four credit hours.* **H, I.** LUPOVITCH

[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 postwar anti-Zionism as an expression of anti-Semitism. *Prerequisite:* One course in European, American, or Jewish history. *Four credit hours.* **H, I.**

388j History of the Crusades Exploration of the historical circumstances of the Crusades primarily from a Middle Eastern perspective. The goal is to foster a broader understanding of the sociopolitical, religious, and economic forces driving the Crusades and their effects on the Middle East. Focus primarily on the Crusades of the 11th-13th centuries, but consideration is also given to their legacy and long-term effects. The nature of "Holy War" from both Christian and Islamic perspectives, the nature of Christian-Muslim conflict, armed conflict in a premodern context, and whether there was such a thing as an East vs. West conflict. *Three credit hours.* **H, I.** TURNER

389s History of Iran Focus on the cultural, social, and political development of Iran from the rise of the Safavid dynasty to the election of Muhammad Khatami in 1997. Particular points of focus: state formation, the influence of the West on 19th-century economic and intellectual development, 20th-century internal struggles between the religious and political elite, the effects of oil and great power intervention, the rise of activist Islam and the revolution, the war with Iraq, and life after Khomeini. *Four credit hours.* **H, I.** TURNER

393s 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, I.** LUPOVITCH

[394] 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.**

398s History of Southern Africa Explores major themes in the social, cultural, economic, and environmental history of southern Africa, primarily between 1200 and the present. Focus on human migrations in the region; the development of African states and societies; European colonialism and the clash of cultures; the conflict over the right to the land and the discovery of vast wealth under it; colonial rule, *apartheid*, and the struggle against them; and the particular challenges facing southern Africa and its people in the global age. *Four credit hours.* **H, I.** BRAUN

[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 Explores the political and social dynamics of the Third Reich, the charisma and importance of Hitler, the choices of ordinary Germans, the genesis and execution of the Holocaust, and the problems of postwar Germans in dealing with the Nazi past. *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.**

[435] 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.**

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.**

[446] 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.**

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, 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, 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.**

473f 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, I.** FALLAW

[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, I.**

479s Research Seminar: Jews and the City The dynamics of Jewish life in a variety of urban situations, including capital cities (Istanbul, Vienna, St. Petersburg), commercial hubs (Budapest and New York), port cities (Odessa and San Francisco),

centers of scholarship and intellectual ferment (Prague and Vilna), and frontier towns. The City as a laboratory for religious and secular expressions of Jewish identity. The varied impact of urban life on Jewish communal solidarity, family life, notions of gender, and Jewish attitudes toward the non-Jewish world. Concludes by considering Tel Aviv as the culmination of the modern urban Jewish experience. *Four credit hours.*

H. LUPOVITCH

483f, 484s History Honors Program Majors may apply late in their junior year for admission into the History Honors Program. These courses require research conducted under the guidance of a faculty member and focused on an approved topic leading to the writing of a thesis. Upon successful completion of the thesis and the major, the student will graduate "With Honors in History." *Prerequisite:* Senior standing, a 3.3 grade point average in the history major at the end of the junior year, and permission of the instructor. *Four credit hours.* FACULTY

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

HUMAN DEVELOPMENT

In the 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), 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

Six courses consisting of Anthropology 211; four courses selected from Anthropology 213, 217, 235, 256, 329, 354, English 342, Environmental Studies 173, Latin American Studies 173, History 277, 473, Sociology 252; and one independent study course. 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 The Green Cluster A three-course cluster (all required) on environmental ethics and literature, with biological science. See Biology 131 (lab C is designated for this cluster), English 126, and Philosophy 126. *Twelve credit hours.* BURKE, CHRISTENSEN, EDELGLASS

173f Afro-Caribbean Memory: Looking Back, Moving Ahead A two-course cluster (both required) featuring literature (in translation), history, film, criticism, and policy texts that offer reassessments of past injustices and atrocities in pursuit of new visions of progress in Africa and Haiti today. See French 173 and English 173. *Eight credit hours.* DIBBLE-DIENG, THORN

176s Mind, Body, Spirit: East and West A two-course cluster (both required) with a focus on Buddhist and ancient Greek religion and philosophy. See Religious Studies 176 and Philosophy 176. *Eight credit hours.* BARRETT, EDELGLASS

179f Ancient Greece Then and Now A two-course cluster (both required) examining life and thought in ancient Greece and how that past continues to inform life in Greece today. See Anthropology 179 and Philosophy 179. *Eight credit hours.* BARRETT, HRISKOS

186s The Holocaust and the Religious Response A two-course cluster (both required) about the Holocaust from historical and religious viewpoints. See History 186 and Religious Studies 186. *Eight credit hours.* MANDOLFO, WEISBROT

245f Science, Race, and Gender A two-course cluster (both required). See Biology 245 and History 245. *Eight credit hours.* JOSEPHSON, TILDEN

254s 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. See Art 254 and Italian 254. Formerly offered as Integrated Studies 298. *Eight credit hours.* HOLMES, PLESCH

INTERNATIONAL STUDIES

Director, ASSOCIATE PROFESSOR PAUL JOSEPHSON

ADVISORY COMMITTEE: Professors Priscilla Doel (Spanish), Patrice Franko (Economics and International Studies), Jane Moss (French), Kenneth Rodman (Government), Raffael Scheck (History), and James Webb (History); Associate Professors Kimberly Besio (East Asian Studies), Catherine Besteman (Anthropology), Josephson (History), Mary Beth Mills (Anthropology), Ursula Reidel-Schrewe (German), and Jennifer Yoder (Government and International Studies); Assistant Professors Liliana Botcheva-Andonova (Environmental Studies and Government), Philip Brown (Economics), Ben Fallaw (History and Latin American Studies), Walter Hatch (Government), and Andreas Waldkirch (Economics)

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:

<i>Anthropology</i>	231 Caribbean Society and Culture
	235 Latin American Culture and Society
<i>Economics</i>	214 Latin American Economic Policy
	435 Latin American Economic Development
<i>Government</i>	253 Latin American Politics
	254 Latin American Politics in Film
	335 United States-Latin American Relations
	450 Democratization in Latin America

- History* 275 Strongmen and Populism in Modern Spain and Latin America
277 History of the Maya from 200 B.C.
473 Historical Roots of Political Violence and Ethnic Conflict in Modern Latin America
- Latin American Studies* 173 History of Latin America
174 Introduction to Latin American Studies
- 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
444 Big Science and Technology in the 20th Century
445 Nuclear Madness
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
- Education* 236 Ethnography of Education
- French* 372 France and Africa
- History* 261 African History
 364 Ecological and Economic History of Africa
 398 History of Southern Africa
- The Middle East:***
- Government* 251 Israelis and Palestinians: Conflict and Accommodation
 252 Politics of the Middle East
 351 United States Policy Toward the Middle East
 358 Comparative Arab Politics
- History* 184 History of the Modern Middle East
 284 Zionism and the Jewish State
 389 History of Iran
- 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
 277 Japanese Women: Working Life in a Culture of Cuteness
 353 Globalization and Human Rights in China
- Economics* 292 Economic Transition in China
 294 Economic Policy and Performance in East Asia
- Government* 256 Conflict in East Asia
 355 Winners and Losers in Chinese Politics
 356 Winners and Losers in 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.

- | | | |
|---|-----|--|
| <i>Anthropology</i> | 213 | Human Rights and Indigenous Peoples |
| | 217 | Race and Ethnicity: Cross-Cultural Perspectives |
| | 252 | Hunger, Poverty, and Population: The Anthropology of Development |
| | 256 | Land, Food, Culture, and Power |
| | 373 | The Anthropology of Gender and Sexuality |
| <i>Economics</i> | 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 |
| | 335 | Economic Development: Theory and Experience |
| | 373 | Open-Economy Macroeconomics |
| | 378 | Advanced International Trade |
| | 435 | Latin American Economic Development |
| | 471 | Multinational Corporations |
| | 474 | Economic Demography |
| | 479 | Wealth and Poverty of Nations |
| <i>Environmental Studies</i> | 237 | Environmental Law |
| <i>Government</i> | 231 | United States Foreign Policy: The Cold War |
| | 232 | United States Foreign Policy II: After the Cold War |
| | 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 |
| | 337 | Climate Change Politics |
| | 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 |
| | 454 | Politics of Development |
| <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 |
| | 447 | Seminar: The Cold War |
| <i>Russian</i> | 271 | Human Rights in World Literature |
| <i>Science, Technology, and Society</i> | 273 | Apocalypse Now: Science, Technology, and the Millennium |
| | 281 | Global Environmental History |
| | 356 | The Biography of Oil |
| | 393 | Technology, War, and Society |

Courses Approved to Fulfill the Seminar Requirement

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

<i>Anthropology</i>	452	Anthropology of Power
<i>Economics</i>	4--	Senior Seminar (if topic is appropriate*)
	435	Latin American Economic Development
<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
	454	Politics of Development
<i>History</i>	421	Seminar: Debating the Nazi Past
	444	Big Science and Technology in the 20th Century
	445	Nuclear Madness
	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
	378 Advanced International Trade
	471 Multinational Corporations
	479 The Wealth and Poverty of Nations
<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>	275 Strongmen and Populism in Modern Spain and Latin America
	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 of 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
	378 Advanced International Trade
	435 Latin American Economic Development
	471 Multinational Corporations
	474 Economic Demography
	479 The Wealth and Poverty of Nations
<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

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
	292 Economic Transition in China
	294 Economic Policy and Performance in East Asia
	335 Economic Development: Theory and Experience
	378 Advanced International Trade
	435 Latin American Economic Development
	471 Multinational Corporations
	474 Economic Demography
<i>French</i>	372 France and Africa
<i>Government</i>	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
	454 Politics of Development
<i>History</i>	364 Ecological and Economic History of Africa
	394 Ecological History
<i>Sociology</i>	274 Social Inequality and Power

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
	4-- Economics Seminar (if topic is appropriate)
<i>Environmental Studies</i>	237 Environmental Law
	338 Climate Change Politics
	493 Environmental Policy Seminar
<i>Government</i>	235 Sustainable Development
	333 Globalization and Social Justice
	334 International Environmental Law
	357 Political Economy of Regionalism
<i>History</i>	394 Ecological History
	446 Research Seminar: Historical Epidemiology
<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

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
	336 The Meaning of Color and Culture
	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>	274* Social Inequality and Power
<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 Examines the basis for indigenous peoples' rights as human rights by considering the world views, concepts and the evolution of the international standard for the recognition of indigenous peoples' rights. Specifically focuses on two environmental issues related to infrastructure projects affecting indigenous peoples—the development of large scale mining and construction, and the operation of large dams. The examination of these issues will contribute to an understanding of the

principles of a human rights-based approach to development. A one credit, non-graded course offered by the Oak Human Rights Fellow for 2006, Joan Omaming Carling of the Cordillera Peoples Alliance. Carling has been an activist and grassroots organizer in the Cordillera region of the Philippines for 20 years. One of the foremost Philippine activists working on indigenous peoples' rights and campaigning against dam and mining projects that are destructive of their communities. *One credit hour.* CARLING

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.* FACULTY

491f, 492s Independent Study An independent study project devoted to a topic chosen by the student with the approval of an advisor. *One to four credit hours.* FACULTY

INTERNSHIPS

-95f, -95j, -96s Internship A carefully monitored work experience, most frequently at an off-campus job site and monitored by an on-site work supervisor. An internship during January for Jan Plan credit must have a faculty sponsor and requires an online application to be completed on the Registrar's Web site (www.colby.edu/registrar/), with final approval granted by the internship coordinator in Career Services. A successful Jan Plan internship will receive transcript notation. Students wishing transcript notation for fall, spring, or summer internships must follow the same procedures as for Jan Plan internships. Internships do not earn academic credit. Complete internship policies and application deadlines are on the Career Services Web site (www.colby.edu/career.serv/).

ITALIAN

In the Department of French and Italian.

All courses are conducted in Italian unless otherwise noted.

Chair, PROFESSOR ADRIANNA PALIYENKO (FRENCH)

Assistant Professor Mario Moroni; Visiting Assistant Professors Davida Thamattoor and Olivia Holmes; Instructor Allison Cooper; Language Assistant Timothy Basi

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 on campus 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). Students wishing to minor who begin their study of Italian in their sophomore year should consult with the Italian faculty. All courses taken outside of the department must be approved by the department chair.

Course Offerings

[117] 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, I.

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.* BASI

237f Advanced Italian Conversation and Composition Focus on writing and speaking. Through a series of projects (leading a cultural debate, writing book and film reviews or a magazine article, speechmaking, 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

254s 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 254. Formerly offered as Italian 298. *Four credit hours.* L. 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.* FACULTY

JANUARY PROGRAM

January Program options include courses for credit, independent study, internships, and non-credit courses (see page 33).

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 available through the "Curriculum Search" link 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 under the sponsoring academic department or program in this catalogue along with the regular semester offerings (a "j" following the course number indicates a January Program course). Some courses, however, are independent of any specific department and can be found by searching for "JP" courses in "Curriculum Search" on the Web. Examples of such Jan Plans offered in recent years include Introduction to Career Planning, Emergency Medical Technician Training, Furniture Making, Blacksmithing, Principles of Residential Design and Construction, Audio Technology and Recording, and Introduction to Figure Painting.

Course Offerings

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 (\$470) covers materials and a required CPR course offered the first day; it does not include text and workbook. Students will be required to find their own transportation to clinical sites located off campus in Waterville at least twice during the month. *Noncredit.*

006j 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.*

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*.

010j The Career Experience 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 affect career plans will be explored. Includes employer site visits and a job shadowing opportunity arranged for each student in Boston. *Noncredit*.

JAPANESE

In the Department of East Asian Studies.

Chair, ASSOCIATE PROFESSOR KIMBERLY BESIO [CHINESE]

Professor Tamae Prindle; Associate Professor Besio; Assistant Professor Hideko Abe; 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. *Five credit hours.* ABE

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.* ABE

127f Intermediate Japanese I A continuation of the methods and goals used in elementary Japanese. *Prerequisite:* Japanese 126; *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.* INSTRUCTOR

321f Third-Year Japanese Advanced reading, audiovisual comprehension, and writing practice in Japanese. Designed primarily for those students who have had substantial experience in a Japanese-speaking setting. *Prerequisite:* Japanese 128. *Four credit hours.* NAKAGAWA

322s Third-Year Japanese Advanced reading, audiovisual comprehension, and writing practice in Japanese. Designed primarily for those students who have had substantial experience in a Japanese-speaking setting. *Prerequisite:* Japanese 321. *Four credit hours.* 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.* INSTRUCTOR

421f Fourth-Year Japanese Further reading, writing, listening, and speaking in Japanese, using current newspaper articles, short stories, and audiovisual materials. *Prerequisite:* Japanese 322. *Four credit hours.* ABE

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.* FACULTY

JEWISH STUDIES

Director, ASSOCIATE PROFESSOR ELISA NARIN VAN COURT

PROGRAM FACULTY AND ADVISORY COMMITTEE: *Professors Guilain Denoeux (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 Instructor Rabbi Raymond Krinsky (Jewish Chaplain)*

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 six courses including two core courses (History 181 and 182) and four other courses in Jewish studies selected from the following list. Students are strongly encouraged to study Hebrew and should consult the program director and Rabbi Krinsky for more information concerning classes. 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>	349 Modern Jewish Writing
	397 Medieval Anti-Judaisms
	397 Christ-Killers, Money-Lenders, Prophets, and Neurotics: Jews in Literature Medieval to Modern
	398D The Hebrew Bible and Cultural 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
	398 Jewish Autobiography
	421 Research Seminar: Debating the Nazi Past
	497 Eastern European Jewish History and Culture
<i>Religious Studies</i>	143 Introduction to Hebrew Scriptures
	186 God After Auschwitz: Post-Holocaust Theology
	219 Texts of Terror: Violence and the Religions of the Book

For a comprehensive list of courses approved for the Jewish studies minor and courses offered in the 2006-2007 academic year 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 255 for 2006 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.

255f **Forbidden Love: *Dido and Aeneas* (Virgil, Book 4)** Translation and analysis of selections from the *Aeneid* concerning the ill-starred love of Dido and Aeneas. Topics for discussion include duty vs. love, Dido as foreign enchantress, Virgil and Homer, love as a madness/disease, and legitimate couple or illicit lovers? *Prerequisite:* Latin 131. *Four credit hours.* L. O'NEILL

[271] **Horace's *Epodes*: Lampoons and Blame Poetry** Horace is one of Rome's greatest and most influential poets, but often textbooks focus on his blandest poems for fear of offending anyone. A selection from *The Epodes*, a book of often scurrilous abuse in poetic form focusing in particular on his poems about witches and witchcraft. *Prerequisite:* Latin 131. *Four credit hours.* L.

341s **Sacred Rites and Erotic Magic: Propertius 4** An analysis of the two, rival poetic programs of Propertius 4; how "patriotic" poems become erotic manifestos, and how sacred rites are profaned by erotic ritual. *Prerequisite:* Latin 131. *Four credit hours.* L. O'NEILL

[354] **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.

[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.*

FACULTY

LATIN AMERICAN STUDIES

Director, ASSOCIATE PROFESSOR ARIEL ARMONY

ADVISORY COMMITTEE: Professors Patrice Franko (*Economics*) and Jorge Olivares (*Spanish*); Associate Professors Ariel Armony (*Government*), Luis Millones (*Spanish*), and Betty Sasaki (*Spanish*); Assistant Professors León Arredondo (*Anthropology*), Ben Fallaw (*History and Latin American Studies*), and Emma García (*Spanish*)

Requirements for the Major in Latin American Studies

A total of 10 courses, including Latin American Studies 173, 174, Spanish 231, two Latin American literature courses at the 200 level or above, 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 3.7 major average or better and 3.3 overall at the end of their fifth semester (including course work done abroad) may apply for admission to the honors program by May 30 of their junior year. Permission 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

<i>Anthropology</i>	235 Latin American Culture and Society
<i>Economics</i>	214 Economic Policy and Performance in Contemporary Latin America
	435 Seminar: Latin American Economic Development
<i>Government</i>	253 Latin American Politics
	335 United States-Latin American Relations
	450 Seminar: Democratization in Latin America
<i>History</i>	275 Strongmen and Populism in Modern Spain and Latin America
	277 History of the Maya from 200 B.C.
	473 Historical Roots of Political Violence and Ethnic Conflict in Modern Latin America
<i>Latin American Studies</i>	173 History of Latin America
	174 Introduction to Latin American Studies
<i>Spanish</i>	231 Advanced Spanish
	263 Imagining Latin America: Novels and Their Films
	273 Contemporary Spanish-American Short Story
	276 U.S. Latina/Chicana Women Writers
	493A Seminar: The Colonial Andean World
	493B Seminar: The Latina Body

Course Offerings

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, I.** FALLAW

174s 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. Formerly listed as Latin American Studies 171. *Four credit hours.* **H, 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.* FACULTY

491f, 492s Independent Study An independent study project devoted to a topic chosen by the student with the approval of an advisor. Only independent studies taken with a Colby faculty member and approved by the director of the Latin American Studies Program may count toward fulfilling major requirements. *One to four credit hours.* FACULTY

MATHEMATICS

Chair, PROFESSOR BENJAMIN MATHES

Professors Mathes and Fernando Gouvêa; Associate Professors Jan Holly, Leo Livshits, and George Welch; Assistant Professors Otto Bretscher, Alexandru Ghitza, and Katherine St. Clair; Visiting Assistant Professor Andries Lenstra

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

110s 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.** LENSTRA

[111] 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.**

121fs Single-Variable Calculus Differential and integral calculus of one variable: limits and continuity; differentiation and its applications, antiderivatives, the definite integral and its applications; exponential, logarithmic, and trigonometric functions.

Students electing this course in the fall term must complete the mathematics placement questionnaire prior to registration. *Four credit hours.* **Q.** FACULTY

122fs Series and Multi-Variable Calculus Further study of 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.** HOLLY, MATHES, WELCH

[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.** LIVSHITS

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.* LIVSHITS

[194] Mathematics Seminar Informal discussion of topics related to the mathematical sciences. Topics vary but are centered on a single book whose emphasis will generally be on the non-technical, humanistic side of mathematical endeavors. May be repeated for credit. Nongraded. *One credit hour.*

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.** LENSTRA, 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.** LENSTRA

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.* GHITZA, GOUVÊA

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

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.* BRETSCHER, HOLLY

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.* BRETSCHER, HOLLY

[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.*

313f 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.* GOUVÊA

[315] Geometry Euclidean geometry and its symmetries applied to modern topics in geometry. *Prerequisite:* Mathematics 253. *Four credit hours.*

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

333f Abstract Algebra Introduction to algebraic structures, such as groups, rings, integral domains, and fields. *Prerequisite:* Mathematics 253 and 274. *Four credit hours.* GHITZA

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

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

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

[357] Elementary Number Theory An introduction to the theory of numbers. Factorization and primes: unique factorization, greatest common divisors, the sequence of primes, primality testing and factoring on the computer, connections with cryptography. Congruences: linear congruences, theorems of Fermat, Euler, and Wilson, Chinese remainder theorem, quadratic residues, quadratic reciprocity law. Further topics chosen by the instructor. Offered in alternate years. *Prerequisite:* Mathematics 102, 121, 131, or 161. Two semesters of calculus or Mathematics 253 is recommended. *Four credit hours.*

[372] 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.*

[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.*

376s 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. GOUVÊA**

[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.*

397f Sample Survey Design and Analysis A development of the statistical theory and methods used to design and analyze the results from sample surveys. Topics include: basic tools, simple random sampling, ratio and regression estimation, stratification, systematic sampling, cluster (area) sampling, unequal probability sampling, sampling on successive occasions, nonresponse, model-based analysis techniques. Examples drawn from diverse areas of application. *Prerequisite:* Mathematics 121 and 212; or 231 or 382. *Four credit hours.* **ST. CLAIR**

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.* GHITZA

439f Topics in Real Analysis A sequel to Mathematics 338. Content may vary from year to year, but topics such as topology, measure theory, functional analysis, or related areas may be considered. May be repeated for credit with permission of instructor. *Prerequisite:* Mathematics 338. *Four credit hours.* LIVSHITS

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.* FACULTY

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

MUSIC

Chair, ASSOCIATE PROFESSOR STEVEN NUSS

Professors Paul Machlin and Steven Saunders; Associate Professors Jonathan Hallstrom, Eva Linfield, and Nuss; Adjunct Associate Professor Cheryl Tschanz; Artist in Residence Aditya Verma

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 provided they continue to make satisfactory progress in the major. Majors in good standing are also eligible for an additional four semesters of subsidized instruction; 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

091fjs Lessons: Noncredit (or January Program) Noncredit instruction in voice and instruments for qualified students. Regular offerings include violin, viola, violoncello, piano, voice, flute, guitar (classical, American traditional, and jazz), and selected brass and woodwind instruments. One 30- or 60-minute lesson weekly in fall and spring; two 45-minute lessons weekly in January. For 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 Music 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 semiprivate 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.**

[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. Culminates 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.**

[136] Tradition, Experiment, and Action: America's Postwar Music, 1945-1970 The genres of composition and musical performance that manifest political or social concerns during the uneasy postwar 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.* **A, U.**

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.** HALLSTROM

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 assures that students are fluent in the

elements and structure of music, including intervals, scales, triads, and seventh chords. Central attention to species counterpoint, all diatonic harmonies, and four-part writing. Introduction to composing in a variety of styles and to ear-training and sight-singing. Primarily for students with some prior musical training (see also Music 153). *Four credit hours.* A. NUSS, 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

183s 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. NUSS

184s Musicianship A course aimed at focusing students' musical sensibilities in both listening and performing contexts. Emphasis is on the development of aural skills, including recognition of increasingly complex musical patterns, sight-reading via both instrument and voice, and keyboard skills (including sight-reading of harmonic progressions and chorales, score-reading, 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. Each semester the Wind Ensemble presents a concert of works drawn from standard literature, symphonic works, movie music, marches, etc. Open to all interested brass, wind, and percussion players without audition. **THOMAS**

[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, 133, 153, or 181. *Four credit hours.* **U.**

236f American Musical Theater in the 20th Century A history of American musical theater in the 20th century, including an examination of African-American shows of the pre-Broadway era and the jazz age; cabarets and revues; Broadway's golden years—the works of Berlin, Gershwin, Kern, and Porter; modernist trends in the works of Rodgers, Weill, and Bernstein; classics and revivals of Broadway's second golden age; musicals on film; and postmodernism on Broadway (Sondheim). *Prerequisite:* Music 111, 136, 153, or 181. *Four credit hours.* **A.** **MACHLIN**

238s Burnt Biscuits and Green Onions: From Rhythm and Blues to Soul An examination of African-American popular song during the rhythm-and-blues era, from its origins in the 1930s and '40s in the blues, small band "jump blues," and black swing bands to its transformation into soul in the mid-1960s. A focus on analysis of the musical styles of individual musicians and groups as well as on a study of the way these styles analyze and comment on the culture(s) in which they are embedded. *Prerequisite:* Music 111, 133, 153, or 181. *Four credit hours.* **A, U.** **MACHLIN**

241f Music History I: From the Middle Ages Through the Renaissance to the Early Baroque Period The first in a three-semester sequence for majors acquainting students with the history and literature of Western art music. An investigation of compositional concepts and sociological contexts of the earliest notated music from

the Middle Ages (c. 800) to polyphony of the Renaissance (c. 1400 to c. 1600) and the emergence of opera as well as the rise of autonomous instrumental music in the 17th century. Consideration of music within a broader cultural context with its relation, for example, to theology, literature, and the visual arts. *Prerequisite:* Music 111 and 181. *Four credit hours.* LINFIELD

242s Music History II: From the High Baroque to the Dawn of Romanticism

The second in a three-course music history sequence for majors. The principal genres of the High Baroque, Classical, and Early Romantic periods (including opera, oratorio, cantata, song, sonata, string quartet, concerto, and symphony) as well as major composers (Bach, Handel, Haydn, Mozart, Beethoven, and Schubert). Theoretical issues and cultural context include music's relationship to literature and the visual arts, the nature of dramatic music, the rise of functional tonality, national styles, and aesthetics. *Prerequisite:* Music 111 and 181. *Four credit hours.* 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.

254f Music of Meditation An introduction to chant from three very different faith traditions: Zen Buddhism, Roman Catholicism, and Hinduism. While the course engages various theoretical and historical concepts, in-class emphasis will always be placed on the performance of chant and studies of and participation in meditative practices. Each class will usually be divided into three different activities: 1) discussion of readings and class questions; 2) relevant meditative practice; 3) chant instruction/performance. Each of the three chant units will conclude with a semipublic group performance scheduled outside of regular class time. A willingness to participate in group singing and meditation/contemplation is essential. *Four credit hours.* A. NUSS

[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.

[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.

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-tonal harmony and contemporary analytical techniques. Primarily for music majors. *Prerequisite:* Music 281. *Four credit hours.* HALLSTROM

297f Visual Music As multimedia has become more widely accepted in the fine arts mainstream and digital video and audio manipulation techniques have become more sophisticated, artists have become increasingly interested in exploring possibilities for merging musical and visual imagery into a single composite entity. We will examine historical, theoretical, philosophical, and practical aspects of this process. Focus will be almost exclusively on experimental efforts to fuse sound and image, with mainstream film and music video receiving only passing attention. Some background in music and/or art and a modicum of computer facility is assumed. Lecture and hands-on work with audio/video software. *Four credit hours.* HALLSTROM

298s Thinking about Music An examination of two deceptively simple questions: What is music, and why does it matter? We will explore: musical expression (What, if anything, does music mean and how does it express? Is music connected to emotion?); representation (Can music represent objects, emotions, or ideas in the material world? Is music like a language?); music's ontological status (What is a musical work? Can music exist apart from notation and performance?); and musical value (What makes music great, profound, or trivial?). Listening to a wide variety of musical styles and genres, including classical, blues, rock, and non-Western musics. *Four credit hours.* SAUNDERS

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.

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

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.* FACULTY

491f, 492s Independent Study Individual topics in areas where the student has demonstrated the interest and competence necessary for independent work. Primarily for senior music majors. *Prerequisite:* Permission of the department. *One to four credit hours.* FACULTY

493s Seminar: *Death in Venice* The central text will be Thomas Mann's novella *Death in Venice*. A close analysis of its philosophical and aesthetic parameters will guide our discussion when looking at musical adaptations and transformations. We will study Benjamin Britten's last opera by the same title, as well as Visconti's film version that features Gustav Mahler as protagonist and uses his music. *Death in Venice* conjures up important historical events specifically associated with Venice. The seminar will explore "death and war" (various wars with the Ottoman Empire) and "death and the plague" (plagues devastated the city throughout the centuries) as topics that reverberate in musical compositions, mostly from the 17th and 18th centuries. Finally, we will investigate "death and vanitas" and "love and death" as metaphorical powers that have inspired composers, especially in Venice. *Four credit hours.* LINFIELD

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; Assistant Professor James Behuniak; Visiting Assistant Professors Paul Arthur, William Edelglass, and Sara Shute

"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, 253, 274, 317, 338, 353, 373, 376; one course in values chosen from 211, 218, 234, 236, 272, 311, 374; one course in diversity (“diversity” here includes non-Western philosophy) chosen from 213, 215, 221, 253, 264, 272, 311, 312, 360; 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 one course in the history of Western philosophy selected from Philosophy 231, 232, 352, 353, 359, 373, 374, 378; one course in metaphysics and epistemology chosen from 239, 253, 274, 317, 338, 353, 373, 376; one course in values chosen from 211, 218, 234, 236, 272, 311, 374; and three additional courses, no more than one of which may be at the 100 level.

Course Offerings

111s Central Philosophical Issues: Self and Society An introduction to philosophy by consideration of two of its central branches: social and political philosophy and ethics. Issues addressed are: moral absolutes, the social contract, political power, individual rights, economic justice, the good society. Readings from Plato, Locke, Mill, Marx, Malcolm X, and Orwell. *Four credit hours.* S. GORDON

[112] Central Philosophical Issues: Puzzles and Paradoxes An introduction to some of the central concepts, problems, and methods of contemporary philosophy by engaging with an assortment of perplexing problems that inevitably arise when thought turns in on itself. Dilemmas of decision theory and paradoxes of rationality are among the topics covered. Formerly listed as Philosophy 135. *Four credit hours.*

113j Central Philosophical Issues: On Being Human An introduction to philosophical thinking through contemporary essays on the human condition. Topics include: the nature of personal identity over time, whether immortality would be good, finding and losing meaning in life, existentialist conceptions of human nature, authenticity and self-estrangement, the social construction of identities, the possibility of free will, the relation of human nature to non-human animal nature, and the nature of evil. Formerly offered as Philosophy 198. *Four credit hours.* S. CALHOUN

114fs Central Philosophical Issues: Nature and God An introduction to philosophy approached through issues in the philosophy of religion. Stress will be on epistemological questions (regarding how we can have knowledge) in connection with metaphysical questions (regarding the basic features of the universe). Readings include Plato, Aquinas, Bacon, Descartes, Hume, and James. *Four credit hours.* L. BEHUNIAK

126f Philosophy and the Environment An introduction to prominent questions and themes in environmental philosophy. We will begin with a study of theoretical approaches to nature, animals, and the place of human beings in the environment, including social ecology, deep ecology, ecofeminism, and ecopsychology. Then we will consider a number of issues that raise ethical questions in the context of environmental philosophy, such as ecojustice, pollution, consumption, economics, poverty, politics, education, population, place, lifestyle, and wilderness. Part of the Integrated Studies Program; requires concurrent enrollment in Biology 131 and 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.

[136] Philosophy in the Postwar Era, 1945-70 An introductory, interdisciplinary survey of philosophy using themes from the postwar 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.

[139] 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.*

[151] 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.

158f 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. MCARTHUR

174f Philosophical Anthropology What does it mean to be human? The varied answers to this question, from the ancient Greeks to the present, define humanity as something related to but distinct from animals, as a conjunction of animal life and something else—language, reason, or soul. What is the relationship between the division of humanity from the animal kingdom and the divisions internal to human society—divisions of race, class, and society? Is it possible to define what it means to be human without dividing humanity from nature, and against itself? What sense does it make to

speak of a distinctly human nature? And how do we distinguish nature from culture? Readings will include works from the classical, modern, and contemporary Western philosophical traditions. *Four credit hours.* **S.** ADAMS

[175] 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.**

176s Reason and Tradition in Buddhist Thought An examination of the relationship between autonomous rationality, practice, and the authority of tradition in Buddhist thought. The primary focus will be on Indian and Tibetan traditions; we will also look briefly at Buddhist thought in Southeast Asia and East Asia, as well as some contemporary Western Buddhist texts. Part of the Integrated Studies Program; requires concurrent enrollment in Religious Studies 176. *Four credit hours.* **S, I.** EDELGLASS

179f Socrates and Athens An investigation of the continuities and discontinuities between the philosophical life of Plato's Socrates and the lives of ordinary Athenians. Considers how Socratic philosophical practice drew on key elements of Athenian democratic life; what Socrates' religious ideas owe to traditional beliefs and how they seek to upend them; what familiar Greek notions of human nature have to do with Socrates' own human wisdom; how Socrates' ideas about Athenian law both depend upon and challenge normal practices of Athenian civic life; and how Socrates' ideas about Eros reproduce and revise earlier and more conventional notions. Requires concurrent enrollment in Anthropology 179. *Four credit hours.* **H.** BARRETT

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. **GORDON**

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.*

213s 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.** GORDON

[215] 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, U.

218f Philosophy of Law An exploration of central philosophical issues in law. Topics include the nature of legal systems, the political, social, and ethical implications of laws, and their administration, justice, and legal reasoning. Readings from philosophers, jurists, and legal cases. *Four credit hours.* S. MCARTHUR

231f History of Ancient 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

[234] 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.*

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

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

[253] 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.*

[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.*

[264] Indian Philosophy An introduction to Indian philosophical traditions, including an overview of early Indian textual traditions, careful study of classic Buddhist, Jain, and Brahminical accounts of the nature of the self, ethics, metaphysics, epistemology, and the proper goal of human life, and contemporary Indian philosophers on nonviolence and on the place of Indian thought in a postcolonial world. Formerly offered as Philosophy 297. *Four credit hours.* S.

[272] Applied Ethics An examination of philosophical approaches to contemporary debates about affirmative action, euthanasia, gay rights, environmental ethics, abortion, workfare, prostitution, speech codes, and capital punishment. Special attention to the structure of philosophical arguments on these issues and the key theoretical frameworks and concepts used by philosophers. *Four credit hours.* **S, U.**

274s Philosophy of Religion An examination of some principal philosophical issues in the area of religion, including the existence of God, divine attributes in relation to time, space, and the natural world, the origin and content of religious experience, issues regarding faith and its object, and the function of religious symbolism. Readings include both critics and defenders of the religious standpoint. *Prerequisite:* One course in philosophy. *Four credit hours.* **S.** BEHUNIAK

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.* CALHOUN

297Af Science and Truth An examination of philosophical literature concerning questions about the relation between science and truth. Are scientific theories literally true of the world? Do alternate views, that science is biased by gender, class, or cultural values, require one to believe that science is just one way among many (e.g., intelligent design) of interpreting the world? If so, is it possible to justify the privileged status its supporters claim for it? *Four credit hours.* SHUTE

297Bf Chinese Philosophy An introduction to the major schools, texts, and thinkers in classical Chinese philosophy, covering such figures as Confucius, Laozi, Mozi, Mencius, Zhuangzi, Xunzi, and Han Feizi. Readings include both primary materials and secondary studies pertaining to philosophical issues in the classical period. Attention is also paid to the similarities and differences between Chinese and Western traditions of philosophy. *Four credit hours.* BEHUNIAK

298s Special Topics: War and Morality *Four credit hours.* ARTHUR

[311] 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.* **I.**

312s 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, U.** CALHOUN

[314] 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, Luxembour, Gramsci), cultural criticism (Marcuse, Adorno), feminism (Hartmann), and aesthetic theory (Jameson, Williams, Eagleton). *Four credit hours.* **S.**

[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.*

352s 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.** INSTRUCTOR

[353] 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.*

[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.**

360s African Philosophies, 1945 to the Present A survey of philosophy on the African continent in the postcolonial period. Examines the ongoing critical conversation of just what "African philosophy" is; how it can or should be related to European academic philosophy; how and whether it is particular to a specific geographic region, political circumstances, or cultural beliefs and practices; and whether there are some universal philosophical concerns. *Four credit hours.* **I.** GORDON

[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.**

374f Existentialism An examination of the individual, freedom, death, meaning, value, nihilism, authenticity, responsibility, and faith in the works of Nietzsche, Heidegger, Camus, Sartre, de Beauvoir, Buber, and black existential philosophers. *Prerequisite:* One course in philosophy. *Four credit hours.* **EDELGLASS**

376f 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:* Two courses in philosophy. *Four credit hours.* S. CALHOUN

[378] 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. *Prerequisite:* One philosophy course. *Four credit hours.*

392f Philosophy Seminar: Socrates Socrates, who wrote nothing, has appeared as a conspicuous figure in other thinkers' work in a variety of ways: sophistic buffoon, beloved mentor, philosophical gadfly, dangerous political threat, inhuman monster, and archetypal teacher of disciples, to name a few. We will explore the figure of Socrates and what he represents in a variety of sources, from his contemporaries in Classical Athens to the present. Readings from Aristophanes, Plato, Xenophon, Montaigne, Kierkegaard, Nietzsche, and some contemporary philosophers. *Prerequisite:* Philosophy 231. *Four credit hours.* GORDON

398s Philosophy in the Wake of the Holocaust An examination of philosophical responses to the Holocaust in European philosophy, focusing on what, if anything, the extreme violence and trauma of Auschwitz can tell us about human subjectivity, ethics and responsibility, meaning, and philosophy itself. Readings from Levi, Foucault, Arendt, Levinas, Agamben, Adorno and Horkheimer, Heidegger, and Lyotard. *Four credit hours.* EDELGLASS

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 DUNCAN TATE

Professors Robert Bluhm, Murray Campbell, Charles Conover, and Tate; Assistant Professor Virginia Long; Visiting Assistant Professor James Porter; 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 members have active research programs that thrive on undergraduate contributions. Research projects make use of the department's well-equipped laboratories, computer workstations, and supporting machine, electronic, and technical shops.

Students seeking a career in engineering may consider applying to an exchange program in which both a bachelor of arts and a bachelor of engineering can be earned upon successful completion of three years at Colby and two years at Dartmouth College. 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, 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 Weather, Climate, 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); Mathematics 121 (or 131 or 161), 122 (or 162).

Course Offerings

111f From Galileo to Einstein How has our understanding of the physical universe evolved over the ages? Intended for non-science majors. Physical theories of Galileo, Newton, and Einstein, including their revolutionary impact on our understanding of the universe. Concepts of motion, space, time, matter, and energy. Working knowledge of high school algebra required. Lecture only. *Three credit hours.* **N.** PORTER

[115] The Shadow of the Bomb More than 60 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 postwar, 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. *Four credit hours.* N.

141f Foundations of Physics I A calculus-based survey of mechanics of solids, momentum, work and energy, gravitation, and waves. Lecture, laboratory, and discussion. *Prerequisite:* A working knowledge of high school or college calculus, or concurrent enrollment in Mathematics 121 or 161. *Four credit hours.* N. TATE

142s Foundations of Physics II A calculus-based survey of electromagnetism and optics. Lecture, laboratory, and discussion. *Prerequisite:* Physics 141 or 143. *Four credit hours.* N. CAMPBELL

143f Honors Physics Motion, forces, conservation laws, waves, gravity, Einstein's special relativity, and nuclear physics. A course for students who have had substantial physics and calculus courses in high school. May not be taken for credit if the student has earned credit for Physics 141. Lecture and laboratory. *Four credit hours.* N. BLUHM

[231] Introduction to Astrophysics Listed as Astronomy 231 (q.v.). *Four credit hours.* N.

241f Modern Physics I Special relativity, Planck blackbody radiation, the basis of quantum mechanics, and the Schroedinger equation. Lecture and laboratory. *Prerequisite:* Physics 142 and Mathematics 122 or 162. *Four credit hours.* LONG

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

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

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

[332] 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:* Mathematics 122 (or 162) and either Physics 242 (may be taken concurrently) or Chemistry 342 (may be taken concurrently). *Four credit hours.*

333s 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.* LONG

[334] Experimental Atomic Physics Laboratory projects in modern atomic, molecular, and optical physics. Projects include diode laser spectroscopy, the Zeeman effect in mercury, and absorption spectroscopy of molecular iodine. Laboratory and tutorial. *Prerequisite:* Physics 242. *Three credit hours.*

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

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, CAMPBELL, PORTER

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 or two credit hours.* INSTRUCTOR

431s Quantum Mechanics Nonrelativistic quantum mechanics, including Schroedinger theory, operator algebra, angular momentum, and applications to simple atomic systems. Lecture and discussion. *Prerequisite:* Physics 242 and Mathematics 253. *Four credit hours.* PORTER

[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.* FACULTY

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

PSYCHOLOGY

Chair, PROFESSOR THANE PITTMAN

Professors Martha Arterberry, Pittman, Diane Winn, and Edward Yeterian; *Associate Professor* Tarja Raag; *Assistant Professors* Yulia Chentsova Dutton, Michael Richardson, and Ayanna Thomas; *Visiting Assistant Professors* Rachel Kallen, and Jennifer Yates; *Research Scientist* John Bulevich; *Research Associate* Joseph Atkins

Students and faculty in the Psychology Department are engaged in the pursuit of new knowledge about the nature of cognition, emotion, motivation, and behavior. Our curriculum is designed to provide the information and skills needed to enable students to understand and join in on this quest for new knowledge. An extensive program of laboratory research provides the means for students and faculty to work together to explore interesting phenomena in cognition, culture, development, emotion, motivation, neuroscience, perception, personality, psychopathology, sensation, and social psychology. The concentration in neuroscience allows students to explore an interdisciplinary field combining the study of psychology and biology. More information on research in the various laboratories may be found on the department's Web site, www.colby.edu/psychology.

Students who major in psychology will graduate knowing how to ask good questions and how to find and communicate the answers to those questions. These skills are useful in any field of endeavor, especially for graduate study in psychology or other professional programs such as law or medicine and as general preparation for entry into business, educational, nonprofit, or governmental work settings.

Because Psychology 214 and 215 impart skills that are crucial for the required advanced work in collaborative and independent research, students must maintain minimum grades of C in those courses in order to continue in the major. These courses should be taken in the sophomore year. All requirements for the major must be met in conventionally graded courses.

Requirements for the Major in Psychology (Beginning with the Class of 2009)

Psychology 111, 214, 215, 415; at least two courses from 253, 254, 255, 258; 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 (Classes of 2007 and 2008)

Either Psychology 121 and 122 or 111; 214, 415; at least two courses from 253, 254, 255, 258; 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 for all majors.

Requirements for the Major in Psychology: Neuroscience (Beginning with the Class of 2009)

Psychology 111, 214, 215, 233, 235, 415; at least three courses from 232, 236, 254, 272; at least one course from 253, 255, 258; 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, and 274; at least one biology course from 225, 232, 276, 279, 312, 315, 357, 373, 374.

Requirements for the Major in Psychology: Neuroscience (Classes of 2007 and 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 253, 255, 258; 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, 232, 276, 279, 312, 315, 357, 373, 374.

Honors in Psychology or Psychology: Neuroscience

Students who are invited by the department to participate in the honors program may submit a formal application near the end of the junior year. In addition to fulfilling the basic requirements for the psychology major, students must 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."

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 253, 254, 255, 258; 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

214f 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.**

KALLEN

215s 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.* **PITTMAN**

232fs 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

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 Personality and Psychopathology An examination of major paradigms, current issues, and research in the field of personality and psychopathology. Includes definitions and conceptualizations of abnormality, diagnostic classification, individual differences in psychological well-being, epidemiology, etiology, and methods of clinical personality assessment. Special topics such as the sociocultural context of psychopathology, structure of normal and abnormal personality, the biological/genetic risk factors, and the importance of co-morbidity in the study of psychopathology are addressed. *Prerequisite:* Psychology 111 or 122. *Four credit hours.* CHENTSOVA 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.* RAAG

256f 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.* RAAG

257f Educational Psychology Psychological principles applied to problems of education. Principles of developmental psychology, motivation, educational testing and measurement, child and adolescent concerns. Emphasis on issues of social justice and power in relationships between adults and young people. Students will be involved in civic engagement (preferably in local elementary or middle schools). Cannot be counted toward the psychology major. For fall 2006 only: Students also encouraged to register for Education 231. *Prerequisite:* Sophomore standing or above. *Four credit hours.* S. RAAG

258f Cultural Psychology An examination of current theories and research on psychology of culture and ethnicity. Examines the ways in which sociocultural context influences psychological processes such as self, agency, motivation, emotion, cognition, and relationships, and is influenced by them. Includes empirical methods in cultural psychology. Special topics such as culture and development, culture and psychopathology, race and culture, acculturation and biculturalism are addressed. *Prerequisite:* Psychology 111 or 122. *Four credit hours.* CHENTSOVA DUTTON

272s Sensation and Perception The major human senses (vision, audition, somesthesia, taste, smell) studied as physiological systems and as intermediaries between the physical and perceived environments. Lecture and integrated laboratory. *Prerequisite:* Psychology 111 or 121. *Four credit hours.* RICHARDSON

[332] Seminar in Cognitive Psychology An exploration of antecedents and consequences of human judgment and decision making. Topics include decisional regret, counterfactual thinking, statistical heuristics, perceptions of personal and public risk, overconfidence in prediction, escalation of commitment, motivated reasoning, negotiation strategies, and methods of improving reasoning. Special emphasis will be placed on applications of research to such topics as stereotypes, superstitious and supernatural beliefs, health and medicine, legal decision making, sports, and interpersonal relationships. Comfort with algebra recommended. *Prerequisite:* Psychology 214 and 253. *Four credit hours.*

335s 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.* RAAG

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

341f Seminar in Memory Critical examination of various areas of research in memory, with an emphasis on current issues. Discussion topics may include false memories and memory distortion, metamemory, memory decline as a function of age, source monitoring, and contextual cue utilization. Concurrent enrollment required in Psychology 342. *Prerequisite:* Psychology 214 and 232. *Four credit hours.* THOMAS

342f Collaborative Research in Memory Collaborative empirical research projects on topics discussed in Psychology 341. *Prerequisite:* Concurrent enrollment in Psychology 341. *One credit hour.* THOMAS

343s Seminar in Emotion Theory and Research Critical examination of various areas of research in emotion, with an emphasis on current issues. Discussion topics may include models of emotion, emotion antecedents and appraisal, emotional response (facial behavior, subjective report, physiological arousal, neural substrates), emotion regulation, emotional dysfunction, and culture and emotion. Concurrent enrollment required in Psychology 344. *Prerequisite:* Psychology 214 and either 254 or 254. *Four credit hours.* CHENTSOVA DUTTON

344s Collaborative Research in Emotion Laboratory involving collaborative empirical research projects on topics discussed in Psychology 343. *Prerequisite:* Concurrent enrollment in Psychology 343. *One credit hour.* CHENTSOVA DUTTON

345f Seminar in Human Movement and Coordination Critical examination of various areas of research in human movement and coordination, with an emphasis on the role of action for understanding cognition, perception, and social interaction. Discussion topics may include classical explanations of human movement and motor control, perception and action, mimicry and imitation, affordances, dynamical systems theory, locomotion and postural control, intrapersonal and interpersonal coordination, social action, and the adaptive properties of movement variability and noise. Concurrent enrollment in Psychology 346 required. *Prerequisite:* Psychology 214, 232, or 272. *Four credit hours.* RICHARDSON

346f Collaborative Research in Human Movement Course involving collaborative empirical research projects on topics discussed in Psychology 345. Concurrent enrollment in Psychology 345 required. *Prerequisite:* Psychology 214, 232 or 272. *One credit hour.* RICHARDSON

347s Seminar in Cognitive Development Intensive study of one or more areas of cognitive development. Current theories and empirical research will be explored with an emphasis on the unique characteristics of research with children. Discussion topics may include memory development, children's information processing, acquisition and organization of knowledge, and the social context of cognitive development. Concurrent enrollment required in Psychology 348. *Prerequisite:* Psychology 214, and 232 or 255. *Four credit hours.* ARTERBERRY

348s Collaborative Research in Cognitive Development Collaborative empirical research projects on topics discussed in Psychology 346. Empirical work includes working in a local preschool or day care center. Concurrent enrollment required in Psychology 347. *Prerequisite:* Psychology 214, and 232 or 255. *One credit hour.* ARTERBERRY

[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; Faculty Fellow Sarah Haynes

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 (143, 144); 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 3.65 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 (143,144); 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

<i>American Studies</i>	297	Buddhism in Asian America
<i>Anthropology</i>	354	Native American Religion and Empowerment
<i>Art</i>	475	Seminar in Devotional Art
<i>English</i>	231j	Tolkien's Sources
	349	Modern Jewish Writing: From the Diaspora to the Modern Israeli Novel
	364	Buddhism in American Poetry
<i>Government</i>	251	Israelis and Palestinians: Conflict and Accommodation
	252	Politics of the Middle East
	181	Jewish History I: From Antiquity to 1492
<i>History</i>	182	Jewish History II: From 1492 to the Present
	285	Foundations of Islam
	313	Women in Medieval and Early Modern Europe
	315	Heresy, Humanism, and Reform
	317	The Gothic Moment: Paris and the Isle-de-France, 1100-1250
	384	Dilemmas of Modern Jewish Identity
	385	The Kabbalah and Its Impact
	386	Anti-Semitism
	411	Sainthood and Popular Devotion in the Middle Ages
	413	Joan of Arc: History, Legend, and Film
	<i>Philosophy</i>	114
274		Philosophy of Religion
<i>Sociology</i>	235	Sociology of Religion

Course Offerings

[117] **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.*

[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.*

143f Introduction to Scripture: Hebrew Bible/“Old” Testament An introduction to the world of the texts Jews call the Tanakh and Christians often call the Old Testament. The focus will be on the original context of the texts as well as how these texts have affected history and contemporary society in the development of laws, customs, literature, film, art, and the theological beliefs of Jews and Christians. Formerly listed as Religious Studies 233. *Four credit hours.* **L. MANDOLFO**

144s Introduction to Scripture: Christian Scripture/“New” Testament An introduction to the texts deemed sacred by Christians. Texts are read as scripture and as literature in their own right, with a focus on their impact on both believing communities and society as a whole, in their historical and contemporary contexts. A variety of critical methods will be applied to these texts. Formerly listed as Religious Studies 234. *Four credit hours.* **L. MANDOLFO**

[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.*

176s Religious Thought, Philosophical Thought: Ancient Greece Examines the “philosophical” work of mythological and “religious” texts such as Hesiod’s *Theogony* and the Orphic Hymns, as well as the “religious” dimension of “philosophical” thought in the works of Pre-Socratics (such as Xenophanes, Empedocles, and Parmenides) and Plato. Topics include: how early thinkers struggle with and appropriate traditional modes of thought; the meaning and significance of the distinction between logos and myths; the role of myth in philosophical writings. Special attention to divine knowledge, divine speech, magic, pollution and purification. Part of the Integrated Studies Program; requires concurrent enrollment in Philosophy 176. *Four credit hours.* **H. BARRETT**

186s 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? Part of the Integrated Studies Program; requires concurrent registration in History 186. Formerly offered as Religious Studies 398. *Four credit hours.* **S. MANDOLFO**

197f Goddesses and Female Saints in Asian Religions An examination of the role of women (both lay and monastic), the function of goddesses, and the idea of the female principle in the religious traditions of Asia. Includes the religions of India (Hinduism and Buddhism), China (Daoism, Confucianism, Buddhism), Japan (Shinto, Buddhism, New Religious Movements), and Tibet (Bon, Buddhism). *Four credit hours.* **S. I. HAYNES**

211f Religions of India An examination of the historical development of ideas and practices of the religious traditions of India, with specific focus on those religions that originated in India (Hinduism, Jainism, Buddhism, and Sikhism), mainly through primary texts (scripture), art, and philosophy. *Four credit hours.* **S. HAYNES**

212s Religions of China, Japan, and Tibet An examination of the historical development of religious ideas and practices of the religious traditions of China, Japan, and Tibet, especially Daoism, Confucian thought, Shinto, Chinese and Japanese Buddhism, and Vajrayana Buddhism in Tibet, through the study of primary texts (scripture), art, and philosophy. *Four credit hours.* **S.** HAYNES

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

219f Texts of Terror: Violence and the "Religions of The Book" From the practice of human and animal sacrifice in the Hebrew Bible to the "sacrifice" of Jesus in the Christian Scriptures to the horror of 9/11, an examination of the intersection of violence and religion as portrayed primarily in the texts and traditions of the three Abrahamic religions — Judaism, Christianity, and Islam. Sacred texts, works of literature, and current events that illustrate and explore the theme of sacred violence will be the focus. Formerly offered as Religious Studies 297A. *Four credit hours.* **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

[257] 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.**

[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.*

298s Religion and Literature in Modern Ireland Examines the complex interplay between Irish religion and culture from 16th-century Anglo-Ireland through the postcolonial, multicultural, religiously diverse Irish state of the early 21st century: stories, poems, plays, and films. *Four credit hours.* CAMPBELL

[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, 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.*

[317] **Sikhism: Scripture, Sacred Music, and Art** How does the sacred text translate into the daily life, music, literature, and even the physical identity of the Sikhs? How can their text influence Sikh gender politics? With its focus on scripture, the seminar explores not only the Hindu and Islamic parameters within which Sikhism originated but also its encounter with British colonialism and the influence of mass migration in the modern world. *Prerequisite:* Religious Studies 117, 211, or 212. *Four credit hours.* S, I.

332s 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.* CAMPBELL

[334] **Religion and World War II** An examination of religious and spiritual responses to the Second World War (including the Holocaust) and its aftermath, 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.*

[336] Topics in Catholic Studies: Sex and the City of God An examination of the origins and evolution of Roman Catholic teachings on sexuality, paying special attention to recent controversies over marriage (divorce, annulment, gay and lesbian marriage), contraception, abortion, reproductive technologies, extramarital sex, and the place of gays and lesbians in the church. *Prerequisite:* Religious Studies 236 or 259. *Four credit hours.*

356s The African-American Religious Experience A sociological analysis and historical overview of the diverse religious organizations, leaders, experiences, and practices of black people in the United States. Emphasis upon the predominant Afro-Christian experience, its relationship with the African background, contemporary African religions, other religions (e.g., Islam), political institutions, social change, urban problems, and the arts. Special attention to the role of black Christian women in church and society. *Prerequisite:* An introductory sociology or anthropology course, or American Studies 276. *Four credit hours.* GILKES

357f 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. Formerly offered as Religious Studies 397. *Prerequisite:* Religious Studies 143, 144, 233, or 234. *Four credit hours.* A. MANDOLFO

[393] Text and Tradition: Judaism, Past and Present Listed as History 393 (q.v.). *Four credit hours.* H, I.

[397] Islamic Art, Literature, and Religion in South Asia From the establishment of the Mughal Empire by Babur to its annexation by Queen Victoria. Readings include original narratives of the Mughal emperors and the poetry of Sufi mystics. Topics include construction of the Taj Mahal and other Islamic monuments, the pluralistic court of Emperor Akbar, the shrines of Muslim saints, and the interactions between Islam and other religions of South Asia. *Four credit hours.*

398s Ritual Theory and Practice in Buddhism An examination of the prevailing theories in the fields of ritual studies and performance theory. Explores the complexity and deep structure of Buddhist ritual in examples drawn from the ritual practices of Buddhist traditions of India, China, Japan, Tibet, and North America. Adopts a thematic approach to Buddhist ritual that enables us to examine concepts such as "ritual and the body" and "ritual and violence." *Four credit hours.* S. HAYNES

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 3.65 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 Ksenia Kobak

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 is with a Russian family. Conducted in English; no knowledge of Russian required. Nongraded. Cost in 2007: \$2,400. 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 is with a Russian family. Conducted in English; no knowledge of Russian required. Nongraded. Cost in 2007: \$2,400. 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 is with a Russian family. Conducted in English; no knowledge of Russian required. Nongraded. Cost in 2007: \$2,400. 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, multimedia 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, MCCARTHY

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, multimedia materials in the Language Resource Center aid in understanding both the language and culture of Russia. Offered in St. Petersburg. Cost in 2007: \$2,400. 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 multimedia aids in improving oral and listening skills. *Prerequisite:* Russian 126; Russian 127 is prerequisite for 128. *Four credit hours.* DE SHERBININ, MCCARTHY

135f Conversation Group An informal weekly small-group meeting for beginning 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.*
KOBAK

[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.

231f Literary People and Places in Russia 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 fall 2006: "Literary People and Places in Russia." We will meet the famous characters and see the important places immediately recognizable to every Russian reader.

Selected works of Pushkin, Gogol', Turgenev, Tolstoi, Dostoevskii, Chekhov, and more. Emphasis on improved writing and discussion skills. Conducted in English; no knowledge of Russian required. *Four credit hours.* L. MCCARTHY

232j The Russian Revolution and Stalinism in Literature From 1917 to 1991 the world's most prolonged attempt at building a Socialist utopia took place in the Soviet Union (U.S.S.R.). While writers and intellectuals initially greeted the Revolution of 1917 with enthusiasm, it eventually demanded of them ideological fealty. Readings in Russian modernism look at innovations in style and genre that defied the official demands of Socialist Realism. Texts include prose, drama, poetry, and literature of the Stalinist labor camps; two film screenings. Conducted in English. First-year students are welcome. *Four credit hours.* L. DE SHERBININ

[237] 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.

[238] The Search for Utopia: 20th-Century Russian Literature An examination of 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. *Three credit hours.* L.

[271] Human Rights in World Literature Selected readings of memoirs, poetry, short stories, and novels from Africa, Asia, 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, I.

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.* DE SHERBININ, MCCARTHY

335fs Conversation Group An informal weekly small-group meeting for intermediate/advanced 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.* INSTRUCTOR

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

425f The Russian Short Story Readings, which change every year, lectures, and discussions of selected 19th and 20th century stories. In fall 2006, "Narrators and Their Voices." In selected short works by Tolstoi, Dostoevskii, Chekhov, Zamiatin, Nagibin, Tokareva, Tolstaya and others, we will examine diarists, memoirists, and child narrators in short writings and in class presentations. Conducted entirely in Russian. *Prerequisite:* Russian 325. *Four credit hours.* L. MCCARTHY

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

[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.

428s The 20th-Century Russian Novel A seminar that analyzes one major Russian novel of the 20th century. In spring 2007, Bulgakov's *The Master and Margarita*. 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. DE SHERBININ

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

SCIENCE, TECHNOLOGY, AND SOCIETY

Director, PROFESSOR LEONARD REICH

ADVISORY COMMITTEE: Professors Frank Fekete (*Biology*), James Fleming (*Science, Technology, and Society*), Jill Gordon (*Philosophy*), Fernando Gouvêa (*Mathematics*), Reich (*Administrative Science and Science, Technology, and Society*), Dale Skrien (*Computer Science*), and James Webb (*History*); Associate Professors Jonathan Hallstrom (*Music*), Paul Josephson (*History*), Judy Stone (*Biology*), and Andrea Tilden (*Biology*); Assistant Professors Piers Hale (*Science, Tehnology, and Society*) and Katherine St. Claire (*Mathematics*)

The Science, Technology, and Society (STS) Program 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 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

All senior STS majors will take STS 485, which will prepare them 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. Upon successful completion of the thesis, an oral presentation, and all requirements for the major, the student will graduate "With Honors in Science, Technology, and Society."

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

245 Biology of Race and Gender

271 Introduction to Ecology S

274 Neurobiology S

275 Mammalian Physiology S

493 Problems in Environmental Science S

<i>Chemistry</i>	112 Chemistry for Citizens U, S
	118 Chemistry of Life S
	217 Environmental Chemistry S
<i>Computer Science</i>	111 Weaving the Web T
	232 Computer Organization T
<i>Economics</i>	231 Environment and Natural Resources U, S
<i>Environmental Studies</i>	118 Environment and Society U
	319 Conservation Biology S
	334 International Environmental Law I
<i>Geology</i>	131 Environmental Geology U, S
<i>Government</i>	333 Globalization and Social Justice I, S, T
<i>History</i>	244j Changing Notions of Progress I, U, T
	245 Science, Race and Gender
	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
<i>Mathematics</i>	376 History of Mathematics S
<i>Music</i>	213 Introduction to Computer Music T
<i>Philosophy</i>	126 Philosophy and the Environment U, S
	213 Philosophical Inquiries into Race I, S
	297A Science and Truth
	317 Philosophy of Science S
<i>Psychology</i>	197 Virtual Reality T
	233 Physiological Psychology S
	374 Human Neuropsychology S
<i>Physics</i>	115 The Shadow of the Bomb I, T
	116 Chaos and Complexity S
	197 Environmental Physics S
<i>Sociology</i>	333 Globalization I, S
<i>Science, Technology, and Society</i>	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
	272 History of Modern Biology
	273 Apocalypse Now I, T
	275 Science, Technology, and Politics U, T
	281 Global Environmental History I, T
	298 Energy Paths, Energy Futures
	356 The Biography of Oil I, T
	393 Technology, War, and Society I, T
	397 Biomedical Ethics
	485 Senior Seminar: Theories and Methods (required)
	486 Senior Project (may be substituted)
	491/492 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

[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, 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.

245f Science, Race, and Gender A two-course cluster (both required). See Biology 245 and History 245. *Eight credit hours.* FACULTY

[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.

272s 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. Formerly offered as Science, Technology, and Society 298. *Four credit hours.*
N. HALE

[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 videoconferencing 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 Energy Paths, Energy Futures For centuries humans have enhanced their lives through the use of ever-greater amounts of energy. An examination of that process and the social, economic, political, scientific, and technological forces involved. In a context of resource depletion and environmental concerns, energy supply may soon diminish. What might happen as a result, and what can we do about it? What are possibilities for the next decade? For the next 75 years, which will be most students' lifetime? *Four credit hours.* **REICH**

356f 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. REICH**

[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 Biomedical Ethics Designed for students working in the medical and biological sciences. Students will be introduced to a number of ways in which we can evaluate, and have evaluated, the ethical issues that arise in modern science. Students will not only learn important tools that will be invaluable in their future careers, but will also be asked to consider the place and role of science in society. *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.

483f, 484s Honors in Science, Technology, and Society Majors may apply late in their junior year for admission into the Science, Technology, and Society Honors Program. These courses require research conducted under the guidance of a faculty member and focused on an approved topic leading to the writing of a thesis. *Prerequisite:* Senior standing, a 3.50 grade point average in the major and a 3.25 overall grade point average at the mid-point of the junior year, and permission of the department. *Four credit hours.* FACULTY

485f Readings, Writings, and Reflections on Science, Technology, and Society A senior research seminar and a requirement for both the major and minor in science, technology, and society. Students will identify and research a topic of their choice in the field. Through discussion of weekly readings, a range of philosophical approaches to the discipline will be considered, and students will be encouraged to think about the theoretical implications of their own work. Students are evaluated on their work in progress, an oral presentation of their project, and on their finished manuscript. *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. Fall 2006: Students should register for History 444. *Prerequisite:* Science, Technology, and Society 485. *Noncredit.* 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.* FACULTY

SOCIOLOGY

Chair, PROFESSOR THOMAS J. MORRIONE

Professors Teresa Arendell, Morrione, and Cheryl Townsend Gilkes; *Associate Professor* Alec Campbell; *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 in social science related areas, 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, 218, 252, 271, 272, 274, 493. Four additional sociology courses (one course in anthropology at the 200 level or above may be substituted). Sociology 215, 218, 271, and 272 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. Exceptions to the one-semester and core-course credit rules may be granted for students qualified to study abroad in the year-long sociology program at the London School of Economics.

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 3.75 grade point average in the major and a 3.5 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

[118] Individuality and World Traveling What does it mean to live in a world that many have characterized as postmodern? What does postmodernity imply in terms of attitude toward selfhood, toward interpretation and knowledge-gathering, toward crossing boundaries of cultural differences and, finally, toward envisioning social justice? This introductory course will employ a mixture of scholarly texts, fiction, and film to explore the above questions. Emphasis will be on cultivating students' skills of critical thinking and expression. *Three credit hours. S.*

131fs 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, U. ARENDELL, GILKES, KIM, MORRIONE

[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, I.

[135] Politics, Ideology, and Inequality An examination of the distribution of resources (e.g., wealth, power, health, food, safety) within and among 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.

[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, U.

214j African-American Elites and Middle Classes Classical and contemporary sociological theories of stratification and race relations are used to explore the intersection of class and race-ethnicity in the social origins and historical roles of elites and middle classes in the African-American experience. Particular attention to the writings of Du Bois, Frazier, Cox, and Wilson. Biographical and autobiographical perspectives provide rich description of socialization, family contexts, work, politics, ideologies, and the impacts of racism and social change. *Three credit hours.* S, U. FACULTY

215s 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.* MORRIONE

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

[231] Contemporary Social Problems Analysis of selected controversial issues and public problems in the contemporary United States. General theoretical frameworks in the sociology of social problems used to analyze issues from one or more perspectives;

areas include alienation, economic and political freedom, the politics of morality, poverty, women's roles, and social inequality. *Four credit hours.* S, U.

233f Crime and Justice in American Society An exploration of crime and the criminal justice system in American society. Topics may 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:* A 100-level sociology course. *Four credit hours.* CAMPBELL

[235] Sociology of Religion A survey and overview of religion as a social phenomenon and an object of sociological analysis. Topics include theoretical perspectives, research strategies, the problem of meaning and moral order, and religion as a group phenomenon involving social conflict, social organization, social class, race-ethnicity, gender relations, politics, popular culture, and public problems such as pluralism, innovation, secularization, and religious economy. *Prerequisite:* A 100-level sociology course. *Four credit hours.* U.

236f Sociology of Education The relationship of educational institutions and the larger society within which they are embedded, with a primary focus on higher education in the United States. A socio-historical analysis of the intersections of class, race, and gender and their educational consequences. Topics include admissions and affirmative action, the role of athletics, and diversity. Formerly offered as Sociology 298. *Prerequisite:* A 100-level sociology course. *Four credit hours.* S, U. KIM

[238] 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.* I.

[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.* 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. Using multiple sociological perspectives on race, ethnicity, minority groups, prejudice, discrimination, and institutional racism, special attention is paid to the United States with reference to immigration, slavery, conquest, annexation, colonialism, internal migration, social conflict, social movements, labor, citizenship, transnational adaptation, law, and public policy. *Prerequisite:* A 100-level sociology course. *Four credit hours.* U. GILKES

[253] 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 used 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.**

255s 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.* **MORRIONE**

[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 antiapartheid and American civil rights movements. *Prerequisite:* A 100-level sociology course or American Studies 271. *Four credit hours.*

271s 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. CAMPBELL**

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.* **ARENDELL**

[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/postindustrial 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.*

274s Social Inequality and Power A sociological analysis of the structure of inequality in the United States. The course surveys the major sociological theories of social class and inequality and applies them to analyze the American power structure, the nature and extent of inequality across the country, and the reasons for the persistence of racial inequality and gender inequality in contemporary society. *Prerequisite:* A 100-level sociology course. *Four credit hours.* **U. CAMPBELL**

[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, families with dependent children as well as those consisting of adult relationships. *Three credit hours.* S, 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, 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.

298s Sociology of Immigration The social, political, legal, and economic histories of immigration to the United States. The consequences of immigration, such as assimilation and outsider/foreigner racialization; the development of ethnic economies and of anti-immigrant legislation. *Four credit hours.* KIM

311f Topics in Feminist Theory: Feminist Theories and Methodologies Listed as Women's, Gender, and Sexuality Studies 311 (q.v.). *Four credit hours.* U. ARENDELL

[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.* 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.* **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, child care, and health care. *Four credit hours.*

339s Sociology of Music Sociological perspectives on musical performance, including a critical analysis of what constitutes music. Examination of the roles of both producers and consumers of musical performance. Music training is helpful though not necessary. Formerly offered as Sociology 398. *Prerequisite:* A 100-level sociology course. *Four credit hours.* **S.** **KIM**

352f American Critics of American Society Sociological criticisms of postwar America. What do American critics think is wrong with America and how do they propose to fix it? Topics may include the role of the power elite in American society, the consequences of increased media concentration, the decline of civil society consumerism, electoral politics, taxes, welfare policy, the environment, racism, sexism, crime, poverty, sex, drugs, and rock 'n' roll. *Prerequisite:* A 100-level sociology course or American Studies 271. *Four credit hours.* **CAMPBELL**

[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.* **U.**

357f Civil Rights, Black Power, and Social Change A seminar examining the impact of the civil rights and black power movements on sociological concepts, theories, and perspectives on race relations, racial stratification, social change, and ethnicity. The PBS series *Eyes on the Prize I and II* are used to introduce readings and discussions of sociological and ideological texts influenced or produced by activists and activities of the civil rights or black power movements. The connections among civil rights and black power movements and other social movements in the United States and other societies. *Prerequisite:* An introductory anthropology, sociology, history, or American studies course. *Four credit hours.* **S, U.** **GILKES**

[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, U.

377s 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, U. ARENDELL

[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*. U.

483f, 484s Honors Project *Prerequisite*: Senior standing, admission to honors program, and permission of supervising faculty member. *Two to four credit hours*. FACULTY

491f, 492s Independent Study Individual topics in areas where student has demonstrated interest and competence necessary for independent work. *Prerequisite*: Junior or senior standing and permission of department. *Two to four credit hours*. FACULTY

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, ASSOCIATE PROFESSOR LUIS MILLONES

Associate Chair, PROFESSOR JORGE OLIVARES

Professors Priscilla Doel and Olivares; Associate Professors Millones, Barbara Nelson, Yvonne Sanavitis, and Betty Sasaki; Assistant Professors Lisette Balabarca, María Colbert, Marisela Funes, and Emma García; Language Assistant Ana Cristina Sanz Mariscal

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 seven additional literature/culture courses numbered above 135, including at least one course in each of the following areas: Spanish, Latin American, and U.S. Latino literatures/cultures. Majors must take two courses at the 200 level or above on literature written before 1800 and two on literature written after 1800. Senior majors must enroll in 300- or 400-level classes and must take at least one senior seminar. If taken during the senior year, Spanish 231 does not replace a literature course. Independent study work does not replace required courses. Majors are strongly advised to spend one academic year studying abroad at the junior level. A minimum of one semester's study abroad at the junior level is required of majors. Majors must matriculate in a study abroad program that offers university-level courses (not in a language acquisition program); all course work abroad must be conducted in Spanish. A minimum grade point average of 2.70 is required for permission to study abroad. Students who do not meet this minimum requirement will not be able to retain their Spanish major. All study abroad plans for students majoring in Spanish must be approved in advance by the chair of the Department of Spanish. Eligibility prerequisites for Spanish majors to study abroad include the completion of Spanish 135 and Spanish 231 with a grade of C or better.

The following statements also apply:

- (1) The point scale for retention of the major is based on all Spanish courses numbered above 131.
- (2) No major requirements may be taken satisfactory/unsatisfactory.
- (3) Students must receive a grade of C or better for the course to count toward the major.

(4) All majors must take and pass with a grade of C or better at least one course in Spanish approved by the major advisor each semester until graduation.

(5) No more than the equivalent of two semester courses of foreign study credit may be counted toward the major per semester abroad, or four semester courses per year abroad.

(6) No more than the equivalent of four semester courses of foreign study or transfer credit may be counted toward the major.

Honors in Spanish

Students majoring in Spanish with a 3.7 major average or better and an overall GPA of 3.5 or higher at the end of their sixth semester may apply for admission to the honors program by the Friday after fall break of their senior year. Permission is required; guidelines are established by the department. Successful completion of the work of the honors thesis and of the major will enable the student to graduate "With Honors in Spanish."

Course Offerings

125f Elementary Spanish I An introductory course in Spanish that emphasizes an interactive approach to the study of grammar to acquire communication skills and cultural awareness. *Four credit hours.* NELSON, OLIVARES

126fs Elementary Spanish II An introductory course in Spanish that emphasizes an interactive approach to the study of grammar to acquire communication skills and cultural awareness. *Prerequisite:* Spanish 125. *Four credit hours.* BALABARCA, FUNES, GARCIA, NELSON

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.* BALABARCA, COLBERT, FUNES, SANAVITIS

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: \$2,250. *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, SASAKI

131fs Conversation and Composition Development of critical skills through analysis of nonfictional 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. COLBERT, 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.*

263f Imagining Latin America: Novels and Their Films An examination of Latin-American novels and their film adaptations. *Prerequisite:* Spanish 135. *Four credit hours.* L. MILLONES

[264] 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, a survey of Latina/o cultural productions in the United States. Focusing on issues of race, class, sexuality, gender, and cultural position, we explore the ways in which Latina/o identities are constructed. Readings and class are in English. *Prerequisite:* Spanish 135 or permission of the instructor. *Four credit hours.* L, U.

266s Language of Spanish Cinema An examination of selected works by major Spanish directors of the 20th and 21st centuries. Introduces students to the discipline of film studies and investigates cinematic representations of Spain during the dictatorship and the subsequent transition to democracy. Special attention to questions of identity, violence, and instances of resistance. *Prerequisite:* Spanish 135. *Four credit hours.* A, I. COLBERT

271s 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. Fulfills the post-1800 Spanish American literature requirement only. *Prerequisite:* Spanish 135. *Four credit hours.* L, I. DOEL

273s Contemporary Spanish-American Short Story Close readings of contemporary Spanish-American short stories. *Prerequisite:* Spanish 135. *Four credit hours.* L. OLIVARES

276f 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, and focused on the relationship between the texts read and several important contemporary issues. Topics include feminism, the social and cultural construction of race and ethnicity, immigration, cultural nationalism, and identity formation. Readings and class are in English. *Prerequisite:* Spanish 135 or permission of the instructor. *Four credit hours.* L, U. SASAKI

[334] Women in Hispanic Texts Works by both male and female Hispanic authors are included in a study of the portrayal of women in Hispanic poetry and fiction. Readings reflect both traditional and nontraditional portrayals of women in what has been a

particularly male-oriented culture. Fulfills the post-1800 Spanish American literature requirement only. *Prerequisite:* A 200-level literature course. *Four credit hours.* L.

351s 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

352f 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. DOEL

[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.

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 3.7 or higher major average and an overall GPA of 3.5 or higher at the end of the junior year and permission of the department. *Three credit hours.* FACULTY

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.* FACULTY

493Af Seminar: The Colonial Andean World From the capture of Atahualpa, the last Inca ruler, to the rebellion of Tupac Amaru II against Spanish authority, an analysis of texts and images that show the multiple aspects of colonial conflict and life among Europeans and Amerindians in the Andes, emphasizing the strategies to convert and control the Amerindian body as well as the Spanish and native questioning of Colonial ideology. *Prerequisite:* Senior standing and a 300-level literature course. *Four credit hours.* L, I. MILLONES

493Bs Seminar: The Latina Body Theories, narratives, and images of Latinidad will be explored. We will analyze how the multiple representations of Latinas in contemporary popular culture and literary texts influence definitions of race, identity, femininity, gender roles, beauty, and cultural authenticity in a dialogue among art, popular culture, and novels. *Prerequisite:* Senior standing and a 300-level literature course. *Four credit hours.* L, U. GARCÍA

THEATER AND DANCE

Chair, ADJUNCT PROFESSOR CHRISTINE 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 Wendy Weckwerth; Technical Director Ervin; Visiting Guest Artists Kate Arechi, Julie Goell, and Steve Kidd

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 Immersion in the dramatic experience through observation and analysis as well as limited participation. The basic elements of production, performance, design, literature, and criticism. Provides a foundation for the study and practice of theater and dance, but no performing arts experience is required to enroll. Attendance is required at departmental productions as well as two or three professional performances off campus. Students considering a major or minor in Theater and Dance are strongly urged to complete this course in their first year. *Four credit hours.* **A.** WECKWERTH

[131] Theater Production Go behind the scenes to reveal secrets about the magic of theater. In addition to learning the rudiments of scenery and lighting, students examine basic theatrical engineering and technical planning and are given the opportunity to explore advanced topics, such as the “flying” of an actor. Offers both classroom and hands-on lab components, using first-rate equipment under the guidance of working professional instructors. *Three credit hours.* **A.**

135fs Introduction to Design An introduction to the principles of visual design and their role in the dramatic event. Particular emphasis on bringing the imagined world of the playwright to life through the use of space, light, and clothing. Historical and contemporary texts are explored through lectures, discussions, and projects. No prior experience is required. Enrollment limited. *Four credit hours.* **A.** THURSTON

139fs 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

171s 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

224s 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.** BOX

[226] 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.**

228f 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. *Four credit hours.* L. BOX

235f 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 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. THURSTON

239f 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. *Prerequisite:* Theater and Dance 131 or 139. *Four credit hours.* ERVIN

246f American Musical Theater in the 20th Century Listed as Music 236 (q.v.). *Four credit hours.* A. MACHLIN

255f Advanced Dance: Moving Through Human Anatomy An overview of the major systems of the body (skeletal, fluids, nervous, etc.) to show how these 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 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

264Bj Drama and Dance: *The Fantasticks* Two neighbors decide that they want their children to fall in love. Believing that a feud between them will bring their children together, they stage a mock feud. *The Fantasticks* is a poignant tale of young lovers who become disillusioned, and ultimately discover a more mature, meaningful love. The longest-running musical in the world, it is full of captivating songs (including the classic “Try to Remember”), breathtaking poetry, and a subtle theatrical sophistication and simplicity that transcends cultural barriers. Open to first-year students. *Prerequisite:* For actors, musicians, and stage managers (section A): auditions early in the fall semester or permission of instructor. For assistant designers (section B): permission of instructor. No prerequisites for stagehands and construction personnel (section C). *Three credit hours.* A. ERVIN, GOELL, WENTZEL, THURSTON

264Cs Drama and Dance: *On the Verge* Three lady explorers from the United States at the turn of the 20th century travel through time instead of space to discover the terra incognita of their own future history. This contemporary text, written by Eric Overmyer, is based on the lives and stories of real women who participated in the complicated acts of

exploration and colonization that have shaped our present reality. *Prerequisite:* Auditions to be held at the beginning of the spring semester. Open to first year students. *Four credit hours.* A. BOX

264Ds Drama and Dance: *Wonder of the World* A shocking marital secret leads our heroine on a surreal journey of self-discovery, where she encounters madcap characters, love on the Maid-of-the-Mist, a gargantuan jar of peanut butter, and a perilous ride over Niagara Falls in a barrel of laughs. The company will focus on an ensemble approach to the creation and staging of this farce by David Lindsay-Abaire. *Prerequisite:* Auditions held in the middle of the fall semester. Open to first-year students. *Four credit hours.* A. ERVIN

271s Acting II: Scene Study Concentrated monologue and scene work based on Stanislavsky's 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. *Four credit hours.* WECKWERTH

[326] Topics in Theater and Dance History Advanced study of the history of theater and dance. Topics will vary from semester to semester and focus on the theoretical and historical context of dramatic works and the dance event. *Prerequisite:* Theater and Dance 113. *Four credit hours.*

[335] Topics in Design: 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 Dance 135. *Four credit hours.*

[339] 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. *Prerequisite:* Theater and Dance 239. *Four credit hours.*

349Af Topics in Dramatic Literature: History on Stage and Film Theater and film have a vast potential to portray, assert, question, and alienate ideas of history. Through close analyses of play texts, films and, when possible, live theater performances, we will examine the overt and implied views of history in dramatizations of historical events. The course will feature the work of artists ranging from Aeschylus, Shakespeare, and Brecht to Martin Scorsese, Caryl Churchill, and Anna Deavere Smith, among others. *Four credit hours.* WECKWERTH

349Bj Topics in Dramatic Literature: Contemporary Drama and Performance in Africa An introduction to the growing body of dramatic literature and performance produced in Africa and the African diaspora, using postcolonial theory to analyze the counter-canonical nature of African drama. An examination of the fusion of Western and traditional African elements and conventions in South Africa, Nigeria, Egypt, the Maghreb, Western Africa, America, and the Caribbean. *Four credit hours.* BOX

349Cs Topics in Dramatic Literature: The Art and Work of the Dramaturg A practical and historical overview of the art and craft of dramaturgy through readings, research, and practical experience. Students will apply their knowledge of theater history, stagecraft, and dramatic literature and theory to in-class dramaturgical assignments

and discussions. Effective communication and collaboration are essential attributes for the dramaturg; these skills will be honed by working with fellow students and faculty on performances and projects sponsored by the theater department. *Four credit hours.* WECKWERTH

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. *Three credit hours.* WENTZEL

361f Topics in Performance: Directing and Acting for the Musical Theatre Students will work collaboratively to explore both directing and performance techniques for the musical theatre. Collaboration with music directors and choreographers will also be covered. Students will work on multiple scene/song projects and have the opportunity to work as both actors and directors over the course of the semester. Material will be chosen from the Golden Age through modern musical theater repertory. Although this is a performance-based laboratory course, research will be required of both the actors and directors during the rehearsal and scene development process. *Four credit hours.* GOELL

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.* BOX

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

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.* INSTRUCTOR

WOMEN'S, GENDER, AND SEXUALITY STUDIES

Director, ELIZABETH D. LEONARD

APPOINTMENTS IN WOMEN'S, GENDER, AND SEXUALITY STUDIES: *Assistant Professor Lisa Arellano*

PROGRAM FACULTY FOR WOMEN'S, GENDER, AND SEXUALITY STUDIES: *Lisa Arellano (American Studies and WGSS), Teresa 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), Bets Brown (College Relations and Biology), Lyn Mikel Brown (Education), 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), Emma García (Spanish), Cheryl Townsend Gilkes (Sociology and African-American Studies), Jill Gordon (Philosophy), Paul Josephson (History), Heidi Kim (Sociology), Karen Kusiak (Education), Elizabeth Leonard (History), Eva Linfield (Music), Phyllis Mannonchi (English), Margaret McFadden (American Studies), Mary Beth Mills (Anthropology), Jane Moss (French), Elisa Narin van Court (English), Jorge Olivares (Spanish), Jason Opal (History), Laurie Osborne (English), Adrianna Paliyenko (French), Tamae*

Prindle (East Asian Studies), Marilyn Pukkila (Library), Tarja Raag (Psychology), Anindyo Roy (English), Elizabeth Sagaser (English), Laura Saltz (Art and American Studies), Betty Sasaki (Spanish), Nikky Singh (Religious 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 a feminist 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 201); 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.

Students 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 201); 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 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
	334 Film and Society
	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 of the African Diaspora
	273 Medical Anthropology
	373 The Anthropology of Gender and Sexuality
	452 Anthropology of Power
<i>Biology</i>	115 Biology of Women
	245 Biology of Race and Gender
<i>Economics</i>	254 The Economics of Women, Men, and Work
<i>Education</i>	231 Teaching for Social Justice
	332 Women, Girls, and the Culture of Education
	338 Educational Technology and Student Learning
<i>English</i>	336 Early American Women Writers
	343 African-American Literature
	348 Postcolonial Literature
	362 Art and Oppression: Lesbian and Gay Literature and Modern Society
	386A Gendered Memoir
	412 Shakespeare (when appropriate)
	413 Author Course (when appropriate)
	429 Passionate Expression: Love, Sex, and Sexuality in Western Literature
	493 Seminar (when appropriate)
<i>French</i>	351 French-Canadian Literature and Society
	353 Francophone Women Writers
	357 Women Writers in the Maghreb: Algeria, Morocco, Tunisia
	358 Passionate Discontent: The 19th-Century Epidemic
<i>History</i>	231 American Women's History, to 1870
	232 American Women's History, 1870 to the Present
	245 Science, Race, and Gender
	273 History of Women, Gender, and Family in Latin America
	340 Seminar: Biographies and Autobiographies of Great American Women
	413 Seminar: Joan of Arc: History, Legend, and Film
<i>Philosophy</i>	213 Philosophical Inquires into Race
	215 Feminist Philosophies
	312 Feminist Philosophical Literature
	317 Philosophy of Science

<i>Psychology</i>	352 Sex and Gender Seminar	
<i>Religious Studies</i>	197 Goddesses and Female Saints in Asian Religions	
	257 Women in American Religion	
	275 Contemporary Wicca: Formalists, Feminists, and Free Spirits	
	312 South Asian Women at the Crossroads: Tradition and Modernity	
	315 Native American Women's Spiritual Narratives	
	397 Feminism, Rhetoric, and Paul	
<i>Sociology</i>	273 Sociology of Families	
	274 Social Inequality and Power	
	275 Mothers and Daughters: Contemporary Family Relations	
	276 Sociology of Gender	
	333 Globalization	
	355 African-American Women and Social Change	
	377 Sociology of Sexualities	
	397 Sociology of Alice Walker	
	<i>Spanish</i>	271 Questions of Identity, Spaces, and Power
		276 U.S. Latina/Chicana Women Writers
334 Women in Hispanic Texts		
371 The Colonial Experience		
493B The Latina Body		
<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.*

113s 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, I. MOSS

[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.**

201f Introduction to Women's, Gender, and Sexuality Studies An introduction to the interdisciplinary field of women's, gender, and sexuality studies, using classical and contemporary texts. An examination of the variety of feminist theoretical approaches to understanding gendered lives in historical and transnational contexts. *Four credit hours.*
U. ARELLANO

211j Women in Myth and Fairy Tale How are women represented in the myths and fairy tales of U.S. cultures? What is the impact of these images on our selves and our societies? What are some alternatives to the images we are familiar with? How are women using myths and fairy tales to deconstruct oppressive images based on cultural stereotypes? These questions are explored through close examination of ancient and contemporary versions of the stories of Psyche, Beauty, and Inanna. American Indian stories and feminist fairy tales provide alternative images for discussion, as do various video versions of the stories. Normally offered every other year. *Three credit hours.* **L.**
PUKKILA

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 explicit social justice perspective, how power, privilege, and difference shape boys' and men's lives, and how the social construction and reproduction of masculinity differ based on sexual orientation, race, ethnicity, social class, and age, 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, U.** TAPPAN

[221] Gender, Race, and the Politics of Difference From an interdisciplinary perspective, 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.*

232s Queer Identities and Politics Discussion-based course considering central writers in queer studies, with an emphasis on historical and theoretical work on sex, gender, and sexuality. Topics include gay, lesbian, bisexual, transgender, intersexual, and queer political movement and theory; sexual identities and feminism; sexual identities and the law; alternative family practices; and queer theory in academia. *Four credit hours.*
U. ARELLANO

[275] Gender and Popular Culture Listed as American Studies 275 (q.v.). *Four credit hours.*

276f Sociology of Gender Listed as Sociology 276 (q.v.). *Four credit hours.* **S, U.**
KIM

[277] Mothers and Daughters: Special Topics in Contemporary Family Relations Listed as Sociology 275 (q.v.). *Three credit hours.* S, U.

311f Topics in Feminist Theory: Feminist Theories and Methodologies 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.* U. ARENDELL

[312] Philosophical Topics in Feminist Theory Listed as Philosophy 312 (q.v.). *Four credit hours.* S.

[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, U.

398f American Masculinities Listed as American Studies 398A (q.v.). *Four credit hours.* ARELLANO

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.* FACULTY

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.* FACULTY

493s Seminar: Identity Formation, Social Movement, and Gender 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.* I. ARELLANO

ATHLETICS

259 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 Alford Athletic Center, include Wadsworth Gymnasium, the Alford 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 Alford Field, a lighted, synthetic turf surface completed in 2005; the quarter-mile, all-weather Alford 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 Alford-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

- 261 Colby Experience
- 261 Student Support Team
- 261 Orientation
- 261 Housing
- 262 Dialogue Housing
- 262 Dining Services
- 262 Cotter Union/Pulver Pavilion
- 262 Student Activities and Organizations
- 262 Multicultural and International Affairs
- 262 The Pugh Center
- 263 Governance
- 263 Safety and Security
- 263 Health and Counseling Services
- 263 General Regulations
- 263 Behavior
- 264 Access Policy
- 264 Health Policy
- 265 Student Records
- 265 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 ensures 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. As part of 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.

Colby's housing policies apply to all students without exception, subject to the requirements of state and federal law.

Dialogue Housing

In 2006-07 the College is continuing the 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 2006-07 the Green House, centered around environmental initiatives and sustainability, will continue as 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. 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).

Cotter Union/Pulver Pavilion

Cotter Union is located near the center of the campus and serves as the student center for social activities, spontaneous interaction, and more formal gatherings including lectures and performances. The Office of Student Activities and the Student Programming Board are housed in Cotter Union.

Built in 1985, the building will undergo a transformation beginning in the summer of 2006, when construction of the Pulver Pavilion and extensive renovations of Cotter Union begin. The 8,000-square-foot pavilion will serve as the major gathering spot and as the heart of the campus community. Pulver Pavilion, slated to open in the fall of 2007, will feature essential services and functions including a snack bar, student post office, coffee shop, and informal meeting space.

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 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 boards and the rights of students appearing before either 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 the consumption or possession of alcohol by underage 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. 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. The College has adopted a medical-leave-of-absence policy that includes provisions for both voluntary and man-

datory medical leaves. In certain circumstances where it is determined that a student's physical or mental condition presents a direct threat of substantial harm to him or herself or others, the College, based upon the recommendation of the College medical director or the director of counseling or their designee, may impose a mandatory medical leave of absence. The terms of the leave of absence and the policy in its entirety, including the student's right to appeal, will be provided to the student at the time any mandatory medical leave of absence is imposed. Students also may request a copy of the policy from the Office of the Dean of Students.

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 rights and restrictions of students to inspect and review education records, provides guidelines for the correction of inaccurate or misleading data, and establishes standards for disclosure of student information. Complete guidelines used by the College for compliance with the act are published in the *Student Handbook* and may be obtained at the Dean of Students Office.

The Colby Name

The Colby name, logos and various derivatives thereof are federally registered (or pending registration) trademarks and service marks. Use of the Colby name, logos, and derivatives thereof without the express written permission of Colby College is prohibited.

DIRECTORIES, APPENDICES, INDEX, AND CALENDARS

- 267 Corporation
- 275 Faculty
- 303 Administration
- 308 Enrollment by States and Countries
- 309 Degrees Awarded
- 315 Honors
- 325 Index
- 330 Academic Calendars

THE CORPORATION 2006-2007

Corporate Name

THE PRESIDENT AND TRUSTEES OF COLBY COLLEGE

Officers

WILLIAM D. ADAMS, M.A. '00, Ph.D., Waterville, Maine, *President*

JOSEPH F. BOULOS '68, M.A. '93, Falmouth, Maine, *Chair of the Board*

ANNE CLARKE WOLFF '87, M.A. '02, M.B.A., Brooklyn, New York, *Vice Chair of the Board*

EDWARD H. YETERIAN, M.A. '91, Ph.D., Sidney, Maine, *Vice President for Academic Affairs and Dean of Faculty*

PARKER J. BEVERAGE, M.A., Waterville, Maine, *Dean of Admissions and Financial Aid*

DOUGLAS C. TERP '84, M.B.A., Winslow, Maine, *Administrative Vice President and Treasurer*

SALLY A. BAKER, A.B., Winslow, Maine, *Executive Assistant to the President and Secretary of the Corporation*

RICHARD ALLEN AMMONS, M.B.A., Oakland, Maine, *Vice President for College Relations*

JAMES S. TERHUNE, M.Ed., Waterville, Maine, *Vice President for Student Affairs and Dean of Students*

Board of Trustees

WILLIAM D. ADAMS, M.A. '00, Ph.D., Waterville, Maine, *President*

WILLIAM L. ALFOND '72, M.A. '02, Boston, Massachusetts (2010)

ROBERT N. ANTHONY '38, M.A. '59, M.B.A., D.C.S., Hanover, New Hampshire (Life Trustee)

JOSEPH F. BOULOS '68, M.A. '93, Falmouth, Maine, *President, The Boulos Companies* (2008)

SUSAN COMEAU '63, M.A. '87, Englewood, Florida, *Retired, State Street Bank and Trust* (2009)

REBECCA LITTLETON CORBETT '74, M.A. '06, Baltimore, Maryland, *Deputy Bureau Chief, New York Times* (2010)

WILLIAM R. COTTER, M.A. '79, LL.D. '00, J.D., Concord, Massachusetts, *Retired President, Oak Foundation; President Emeritus, Colby College* (Life Trustee)

JAMES E. COWIE '77, M.A. '05, M.B.A., Kenilworth, Illinois, *Managing Director, Frontenac Company* (Al. 2008)

JAMES B. CRAWFORD '64, M.A. '90, LL.D. '05, Richmond, Virginia (2007)

JOHN B. DEVINE JR. '78, M.A. '06, Phoenix, Maryland (Al. 2009)

ROBERT E. DIAMOND JR. '73, M.A. '93, M.B.A., London, England, *President, Barclays plc; Chief Executive Officer, Barclay's Capital and BGI* (2007)

GERALD DORROS, M.A. '02, Sc.D. '01, M.D., Wilson, Wyoming, *President, Dorros Cardiology and Cardiovascular Consultants* (2010)

ROBERT SIDNEY GELBARD '64, M.A. '04, LL.D. '02, M.P.A., Washington, District of Columbia, *Chairman/Chief Executive Officer, Gelbard International Consulting, LLC* (2008)

WILLIAM H. GOLDFARB '68, M.A. '85, J.D., Avon, Connecticut, *Principal, HRW Resources, Inc.* (Al. 2009)

MICHAEL L. GORDON '66, M.A. '04, J.D., New York, New York, *Chief Operating Officer, Angelo Gordon & Company* (2008)

TODD W. HALLORAN '84, M.A. '06, M.B.A., Darien, Connecticut, *Partner, Freeman Spogli and Company* (Al. 2009)

TIMOTHY B. HUSSEY '78, M.A. '03, M.B.A., Kennebunk, Maine, *Chief Executive Officer, Hussey Seating Company* (Al. 2009)

NANCY JOACHIM '98, M.A. '02, J.D., New York, New York, *Assistant Counsel, MetLife Inc.* (Al. 2007)

COLLEEN A. KHOURY '64, M.A. '95, J.D., Portland, Maine, *Professor and Former Dean, University of Maine School of Law* (2008)

SETH W. LAWRY, M.A. '06, M.B.A., Weston, Massachusetts, *Managing Director, Thomas H. Lee Company* (2010)

PAULA CRANE LUNDER, M.A. '98, D.F.A. '98, Scarborough, Maine, *Kenilworth, Inc.* (Life Trustee)

JOANNE WEDDELL MAGYAR '71, M.A. '02, Stamford, Connecticut, *Optician, Rye Eye Care* (Al. 2007)

WILLIAM J. MONTGORIS, M.A. '99, B.B.A., Franklin Lakes, New Jersey, *Retired Chief Operating Officer, Bear Stearns and Company, Inc.* (2007)

WILLIAM A. OATES JR. '65, M.A. '05, M.B.A., Dedham, Massachusetts, *President, Northeast Investment Management, Inc.* (2009)

M. JANE POWERS '86, M.A. '05, M.S.W., Medford, Massachusetts, *Director of Day Treatment Program, St. Ann's Home* (Al. 2008)

LAWRENCE R. PUGH '56, M.A. '82, LL.D. '99, Yarmouth, Maine, *Retired Chairman and Chief Executive Officer, VF Corporation* (2009)

DAVID PULVER '63, M.A. '83, M.B.A., Palm Beach Gardens, Florida, *President, Cornerstone Capital, Inc.* (2009)

WILLIAM J. ROUHANA JR. '72, M.A. '99, J.D., Greenwich, Connecticut, *Managing Member, WS Management LLC* (2007)

ROBERT A. RUDNICK '69, M.A. '03, J.D., Washington, District of Columbia, *Partner, Shearman & Sterling LLP* (Al. 2007)

RICHARD R. SCHMALTZ '62, M.A. '76, Rowayton, Connecticut, *Retired Managing Director, J. & W. Seligman* (2009)

PAUL G. SPILLANE JR. '79, M.A. '05, M.B.A., Darien, Connecticut, *Chief Executive Officer and President, Soleil Securities Group, Inc.* (2009)

ROBERT E. L. STRIDER II, Litt.D. '79, Ph.D., Jamaica Plain, Massachusetts, *President Emeritus, Colby College* (Life Trustee)

MICHAEL S. SYLVESTER '63, M.A. '03, M.B.A., New York, New York, *Chief Executive Officer, Novagard Solutions* (2007)

CHARLES TERRELL '70, M.A. '06, Ed.D., Brookline, Massachusetts, *Vice President, Association of American Medical Colleges* (2010)

RICHARD Y. UCHIDA '79, M.A. '06, J.D., Bow, New Hampshire, *Attorney, Law Office of Hebert & Uchida, PLLC* (2010)

NANCY GREER WEILAND '65, M.A. '02, Ph.D., New York, New York (2010)

ANNE CLARKE WOLFF '87, M.A. '02, M.B.A., Brooklyn, New York, *Managing Director/Head of Fixed Income Capital Markets, Citigroup Foundation* (2010)

Faculty Representatives

L. SANDY MAISEL, M.A. '83, Ph.D., Rome, Maine, *William R. Kenan Jr. Professor of Government, Director of the Goldfarb Center for Public Affairs and Civic Engagement* (2007)

KERILL N. O'NEILL, Ph.D., Waterville, Maine, *Julian D. Taylor Associate Professor of Classics* (2008)

Student Representatives

MICHELLE C. STARR '07, Dunbarton, New Hampshire (2007)

THOMAS W. TESTO '07, Wynantskill, New York (2007)

Trustees Emeriti

RICHARD L. ABEDON '56, M.A. '86, J.D., 1986-1994

HOWARD D. ADAMS, M.A. '85, B.A., 1985-1994

FRANK O. APANTAKU '71, M.A. '87, M.Sc., M.D., 1987-1993, 1994-1997

CLIFFORD A. BEAN '51, M.A. '70, M.A., M.B.A., 1970-1976

SUSAN FAIRCHILD BEAN '57, M.A. '76, 1976-1982

CAROL M. BEAUMIER '72, M.A. '97, 1997-2003

ANNE LAWRENCE BONDY '46, M.A. '81, 1981-1987

ROBERT W. BURKE '61, M.A. '81, M.B.A., 1981-1987

LEVIN H. CAMPBELL, M.A. '82, LL.B., 1982-1990, 1991-1999

E. MICHAEL CAULFIELD '68, M.A. '93, M.B.A., 1993-1996

JOHN G. CHRISTY, M.A. '84, M.A., 1984-1992

JANE WHIPPLE CODDINGTON '55, M.A. '94, M.L.S., 1994-1998

JOHN R. CORNELL '65, M.A. '97, LL.M., J.D., 1997-2003

ANDREW A. DAVIS '85, M.A. '99, 1999-2006

JOHN W. DEERING '55, M.A. '78, 1978-1981

ROBERT M. FUREK '64, M.A. '90, M.B.A., 1990-1999-

ANNE RUGGLES GERE '66, M.A. '98, M.A., Ph.D., 1998-2004

JEROME F. GOLDBERG '60, M.A. '89, J.D., 1989-1994

RAE JEAN BRAUNMULLER GOODMAN '69, M.A. '83, Ph.D., 1983-1989

PETER G. GORDON '64, M.A. '95, M.B.A., 1995-1998

DEBORAH ENGLAND GRAY '85, M.A. '92, J.D., 1992-1997, 1998-2005

EUGENIE HAHLEBOHM HAMPTON '55, M.A. '72, 1972-1978

PETER D. HART '64, LL. D. '85, M.A. '89, 1989-1993, 1995-1999

WALLACE M. HASELTON, M.A. '71, 1971-1977, 1978-1981

GEORGE E. HASKELL JR. '55, M.A. '92, 1992-1997

ELLEN BROOKS HAWHEELI '69, M.A. '93, 1993-1999

NANCY SPOKES HAYDU '69, M.A. '86, M.Ed., M.C.R.P., M.A., 1986-1994

GERALD J. HOLTZ '52, M.A. '84, M.B.A., C.P.A., 1984-1992, 1993-2001

AUDREY HITTINGER KATZ '57, M.A. '96, 1996-2001

ROBERT S. LEE '51, M.A. '75, 1975-1987, 1989-1992, 1992-1995

BEVERLY NALBANDIAN MADDEN '80, M.A. '86, 1986-1992, 1994-2002

ROBERT A. MARDEN '50, M.A. '68, LL.B., 1968-1974, 1974-1993

DAVID M. MARSON '48, M.A. '84, 1984-1993

RITA ANN McCABE '45, M.A. '66, 1966-1972, 1973-1983

LAWRENCE C. McQUADE, M.A. '81, LL.B., 1981-1989

PAUL A. NUSSBAUM, M.A. '98, J.D., 1998-2002

C. DAVID O'BRIEN '58, M.A. '75, 1975-1985

KATE P. LUCIER O'NEIL '85, M.A. '00, M.B.A., 2000-2006

KERSHAW E. POWELL '51, M.A. '82, D.M.D., 1982-1988

PATRICIA RACHAL '74, M.A. '80, Ph.D., 1980-1986

ROBERT C. ROWELL '49, M.A. '61, 1961-1967

ROBERT SAGE '49, M.A. '74, 1974-1986, 1987-1993

PAUL J. SCHUPF, M.A. '91, LL.D. '06, 1991-2001, 2002-2006

ELAINE ZERVAS STAMAS '53, M.A. '92, 1992-2000

ALBERT STONE '51, M.A. '96, M.B.A., 1996-1999

EUGENE C. STRUCKHOFF '44, M.A. '68, LL.B., 1967-1970

W. CLARKE SWANSON JR., M.A. '70, LL.B., 1970-1976

M. ANNE O'HANIAN SZOSTAK '72, M.A. '74, 1974-1982, 1995-2002

ARTHUR T. THOMPSON '40, M.A. '70, M.B.A., 1970-1974

BARBARA HOWARD TRAISTER '65, M.A. '88, Ph.D., 1988-1994

BETH BROWN TURNER '63, M.A. '89, M.A., 1989-1992, 1993-1996

ALLAN VAN GESTEL '57, M.A. '99, LL.B., 1999-2005

PETER A. VLACHOS '58, M.A. '77, 1977-1980

Robert F. Woolworth, M.A. '65, 1965-1977

JOHN R. ZACAMY JR. '71, M.A. '92, M.B.A., 1992-1996, 1996-2001, 2002-2003

Overseers

ELIZABETH MCKENNA AINSLIE '87, Locust Valley, New York, *Interior Decorator, Elizabeth Ainslie Interiors* (2010)

HAROLD ALFOND, L.H.D. '80, Belgrade Lakes, Maine, *Retired Chairman of the Board, Dexter Corporation* (Life Overseer)

CHARLES M. ALLEN '91, M.B.A., J.D., New York, New York, *Vice President and Director, Allen & Company Inc* (2009), Visiting Committee on Career Services

LAURIE HALEY ALLEN '87, Dover, Massachusetts (2008), Visiting Committee on Mathematics

SUSAN E. BOLAND '83, M.A., New York, New York (2007), Visiting Committees on French and Italian and on International Studies

G. ARTHUR BRENNAN '68, J.D., York, Maine, *Superior Court Justice, State of Maine Superior Court* (2009)

ROBERT J. BRUCE '59, West Chester, Pennsylvania, *Retired President, Widener University* (2010)

SARA J. BURNS '79, Manchester, Maine, *President and Chief Executive Officer, Central Maine Power Company* (2007), Visiting Committee on Physical Plant

RICHARD H. CAMPBELL '58, M.B.A., York, Maine, *Retired Vice President, Textron Corporation* (2007), Visiting Committees on Psychology, on Physics and Astronomy, and on Geology

JULIE SANDS CAUSEY '85, Saint Paul, Minnesota, *Chair, Western Bank* (2010)

ADRIENNE B. CLAY '97, New York, New York (2009), Visiting Committee on African-American Studies

ELIZABETH CORYDON-APICELLA '74, M.A., M.P.S., Berkeley Heights, New Jersey, *Consultant, Azalea* (2009), Visiting Committee on Student Services

ROBERT A. DAVIDSON '80, Duxbury, Massachusetts, *Chief Investment Officer, Longwood Investment Advisors* (2008)

CHRISTOPHER A. FEISS '85, Baltimore, Maryland, *Vice President, Alex.Brown Investment Management* (2010), Visiting Committee on Libraries

DEBORAH WATHEN FINN '74, M.A., Westfield, New Jersey, *Vice President and Officer in Charge of the New York Office, HNTB Corporation* (2009)

PATRICIA ORR FROST '59, M.S., Miami Beach, Florida, *Chair, National Board, Smithsonian Institution; Retired Principal, Henry S. West Laboratory School* (2010)

JANICE C. GRIFFITH '62, J.D., Atlanta, Georgia, *Law Professor, Georgia State University* (2010), Visiting Committee on Religious Studies

ROBERT R. HOOPES JR. '89, M.A., Rockville, Maryland, *Owner, Hoopes Strategies* (2010)

MARJORIE CYR ISAKSEN, M.A., Oyster Bay, New York (2009)

GREGORY G. JOHNSON, B.S., Harpswell, Maine, *Retired Admiral, United States Navy* (2010)

RICK N. JOHNSON, B.A., Leawood, Kansas, *President, Americraft Carton* (2009), Visiting Committee on Theater and Dance

PAUL D. KAZILIONIS '79, Boston, Massachusetts, *Managing Principal and Founder, Westbrook Partners, LLC* (2007)

STEPHEN R. LANGLOIS '85, M.B.A., Weston, Massachusetts, *Senior Vice President, LPL Financial Services* (2009), Visiting Committees on Mathematics, on Art, and on Geology

PETER H. LUNDER '56, D.F.A. '98, Scarborough, Maine, *Chairman, Kenilworth, Inc.* (Life Overseer)

LYNN MCKINLEY-GRANT '69, M.D., Washington, District of Columbia, *Dermatologist, Lynn McKinley-Grant, M.D., PC* (2010)

SUSAN RYEL METTLER '71, Studio City, California (2007)

BETSY L. MORGAN '90, M.B.A., New York, New York, *Vice President, CBS* (2009)

KRISTIAN K. PARKER '94, Ph.D., Gland, Switzerland, *Program Officer, Oak Foundation* (2008), Visiting Committees on Environmental Studies and on Biology

LOU RICHARDSON '67, Wellesley, Massachusetts, *Controller, Xerox Corporation* (2007), Visiting Committees on Theater and Dance and on Psychology

STUART ROTHENBERG '70, Ph.D., Potomac, Maryland, *Editor/Publisher, Rothenberg Political Report* (2010)

CLAUDIA CARUSO ROUHANA '71, Sands Point, New York (2007), *Visiting Committees on American Studies and on Art*

EDWIN F. SCHEETZ III '87, M.B.A., C.F.A., Belvedere Tiburon, California, *Founder and Managing Director, Apbelion Capital* (2008)

GEORGE M. SHUR '64, J.D., Dekalb, Illinois, *Retired General Counsel, Northern Illinois University; Retired Professor of Higher Education Law, Northern Illinois University* (2009)

MOSES SILVERMAN '69, J.D., New York, New York, *Partner, Attorney, Paul Weiss Rifkind Wharton & Garrison* (2010), Visiting Committees on Religious Studies and on Education

PATRICIA VALAVANIS SMITH '80, M.S., Andover, Massachusetts, *Editor, International Data Group* (2007), Visiting Committee on Health Services

DAVID M. STEINBERG '83, M.B.A., San Francisco, California, *Managing Director, Deutsche Bank Americas* (2009), Visiting Committee on Environmental Studies

MICHAEL D. SULLIVAN '72, Trappe, Maryland, *Managing Director, Wachovia Corporation* (2009)

GERALD S. TANENBAUM, J.D., New York, New York, *Partner, Cahill Gordon & Reindel LLP* (2007), Visiting Committee on Science, Technology and Society

JOSHUA C. WOODFORK '97, Ph.D., Saratoga Springs, New York, *Assistant Professor, Skidmore College* (2010), Visiting Committee on American Studies

Overseers Visiting Committees 2005-2006

Mathematics (October 16-18): STEPHEN R. LANGLOIS '85, chair; LAURIE HALEY ALLEN '87; THOMAS MOORE, Grinnell College, consultant; ANDREW GLEASON, Harvard University, consultant.

Religious Studies (October 30-November 1): JANICE C. GRIFFITH '62, chair; MOSES SILVERMAN '69; KATHERINA VON KELLENBACH, St. Mary's College of Maryland, consultant; PAULA KANE, University of Pittsburgh, consultant.

African-American Studies (November 13-15): RICHARD Y. UCHIDA '79, chair; ADRIENNE B. CLAY '97; LAWRENCE H. MAMIYA, Vassar College, consultant; GLORIA DICKINSON, The College of New Jersey, consultant.

French and Italian (February 27-March 1): SUSAN E. BOLAND '83, chair; SUSAN IRELAND, Grinnell College, consultant; ALAN SINGERMAN, Davidson College, consultant.

Information Technology (March 5-7): BEVERLY NALBANDIAN MADDEN '80, chair; JOHN E. BUCHER, Oberlin College, consultant.

Theater and Dance (March 12-14): LOU RICHARDSON '67, chair; RICK N. JOHNSON; THOMAS LINDBLADE, Colorado College, consultant; HEIDI HENDERSON '83, Connecticut College, consultant.

Alumni Council Executive Committee

HOPE PALMER BRAMHALL '56, chair, president of the Alumni Association

ROBERT R. HOOPES JR. '89, vice chair of the Executive Committee

MARGARET FELTON VIENS '77, executive secretary/treasurer

PATRICIA WHITTEMORE JENKINS '67, chair, Career Services Committee

PETER MERRILL '57, chair, Nominating Committee

JANICE WOOD PARSONS '65, chair, Admissions and Financial Aid Committee

ERIC F. ROLFSON '73, member at large

JAY SCOTT-HARRIS '98, member at large

JESSICA D'ERCOLE STANTON '92, chair, Alumni Fund Committee

CHRISTOPHER J. SULLIVAN '97, chair, Awards Committee

CHRISTOPHER C. VICKERS '87, chair, Athletics Committee

F. Alex Wilson '73, immediate past chair

FACULTY 2005-2007

WILLIAM D. ADAMS, M.A. '00, Ph.D., 2000
President; Professor of Philosophy

EDWARD H. YETERIAN, M.A. '91, Ph.D., 1978-
Professor of Psychology; Vice President for Academic Affairs and Dean of Faculty, 1998-

Emeriti

DOUGLAS N. ARCHIBALD, M.A. '73, Ph.D., 1973-2004
Roberts Professor of Literature, Emeritus; Vice President for Academic Affairs and Dean of Faculty, 1982-1988; Editor of Colby Quarterly, 1986-2004; Curator of the Healy Collection, 1993-1998

TOM C. AUSTIN, B.S., 1986-2005
Adjunct Associate Professor of Physical Education and Athletics, Emeritus

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

THOMAS R. BERGER, M.A. '95, Ph.D., 1995-2006
Carter Professor of Mathematics, Emeritus

CLIFFORD J. BERSCHNEIDER, M.A. '78, M.A., 1949-1985
Professor of History, Emeritus

PATRICK BRANCACCIO, M.A. '79, Ph.D., 1963-2003
Zacamy Professor of English, Emeritus

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

GEORGE L. COLEMAN II, M.A., 1963-2006
Associate Professor of Geology and Registrar, Emeritus

WILLIAM R. COTTER, M.A. '79, LL.D. '00, J.D., 1979-2000
Professor of Government, Emeritus; President, Emeritus

EILEEN M. CURRAN, M.A. '73, Ph.D., 1958-1992
Professor of English, Emerita

SUELLEN DIACONOFF, M.A. '00, Ph.D., 1986-2006
Professor of French, Emeritus

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. FILOSOF, 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
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

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. MACKAY, M.A. '73, Ph.D., 1956-1990
Professor of English, Emeritus

MARILYN S. MAVRINAC, Ph.D., 1963-1995
Associate Professor of Education and Human Development, Emerita

RICHARD J. MCGEE, M.A. '86, M.S., 1967-1998
Professor of Physical Education, Emeritus; Director of Athletics

JAMES R. MCINTYRE, Ph.D., 1976-2006
Associate Professor of German, Emeritus, Director of Career Services, 1982-1991

C. ABBOTT MEADER, M.A. '96, M.F.A., 1983-1998
Professor of Art, Emeritus

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 RÉ, 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
- 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, Litt.D. '79, 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, English, Emeritus

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

G. 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 2006-07

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 Francis F. Bartlett and Ruth K. Bartlett Professorship (2003) through a bequest from Francis F. Bartlett, Jr. 1956. Hanna M. Roisman, classics.

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. Fernando Q. Gouvea, 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. Julie T. Millard, chemistry.

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

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

The James M. Gillespie Chair in Art and American Studies (1990) through a bequest from Professor Emeritus James M. Gillespie. Michael Marlais, art.

The Goldfarb Family Distinguished Professorship in American Government (1991) by William H. Goldfarb '68, Colby trustee. G. Calvin Mackenzie, government.

The Grossman Professorship of Economics (1976) by Nissie Grossman '32 in honor of his parents, Reuben and Lizzie Grossman. Patrice 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. Ariel C. Armony, government.

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. Lynn Hannum, biology, Virginia C. Long, physics; and Katherine R. St. Clair, mathematics.

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

The J. Warren Merrill Professorship in Chemistry and Natural History (1865) by J. Warren Merrill, Colby trustee. Andrea R. Tilden, biology.

The Dr. Frank and Theodora Miselis Chair in Chemistry (1991) by Frank J. '43 and Theodora Miselis. D. Whitney King, chemistry.

The Mitchell Family Professorship in Economics (1993) by Edson V. Mitchell '75, Colby trustee. 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. Sharon L. Corwin, museum.

The NEH/Class of 1940 Distinguished Professorship in Humanities (1990) by the National Endowment for the Humanities and alumni from the Class of 1940. 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 Assistant 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. and George C. Wiswell Jr. Chair in American Constitutional Law (2000) by Harriet Sargent Wiswell '48 and George C. Wiswell, Jr. '50 Joseph R. 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. Sabbaticals and other leaves are listed at the conclusion of this directory.

HIDEKO ABE, Ph.D. (Shikoku Christian College [Japan], Arizona State), 1993-1995;
2006-
Assistant Professor of East Asian Studies

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, B.A. (Plymouth State, Frostburg State), 1985-
Adjunct Professor of Athletics

CHARLOTTE E. ALBRIGHT, Ph.D.¹ (Bennington, Boston University), 2005-2006
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), 2003-
Vice President for College Relations; Professor of American Studies

JEFFREY D. ANDERSON, Ph.D. (Knox, Chicago), 1996-
Associate Professor of Anthropology

KATE ARECCHI, M.F.A.¹ (Syracuse, Pennsylvania State), 2006-
Faculty Member without Rank: Irving D. Suss Visiting Guest Artist in Theater and Dance

LISA ARELLANO, Ph.D. (Bryn Mawr, San Francisco State, Stanford), 2005-
Assistant Professor of American Studies and Women's, Gender, and Sexuality Studies

TERESA J. ARENDELL, M.A. '99, Ph.D. (United States International, California at
Berkeley), 1994-
Professor of Sociology

ARIEL C. ARMONY, Ph.D. (Buenos Aires [Argentina], Ohio, Pittsburgh), 1998-
*Audrey Wade Hittinger Katz and Sheldon Toby Katz Distinguished Teaching Associate Professor
of Government; Co-Director, Goldfarb Center for Public Affairs and Civic Engagement, 2005-
2006*

LEÓN ARREDONDO, Ph.D. (Montclair State, CUNY), 2006-
Visiting Assistant Professor of Anthropology

MARTHA ARTERBERRY, Ph.D. (Pomona, Minnesota), 2006-
Professor of Psychology

PAUL H. ARTHUR '84, Ph.D.¹ (Colby, Colorado at Boulder), February-May 2007
Visiting Assistant Professor of Philosophy

GARY ATWOOD, M.A. (Idaho State, California at Irvine), 2005-2006
Visiting Instructor in Spanish

JOHN AUGUSTINE, M.S. (Madras [India], Louisiana State), 2006-
Visiting Instructor in Computer Science

EUGENE AVRUTIN, Ph.D. (Texas at Austin, Michigan), 2004-2006
Visiting Assistant Professor of History

MILAN BABIK '01, M.S.¹ (Colby, London School of Economics), 2006-
Visiting Instructor in Government

SALLY A. BAKER, A.B. (Duke), 1989-1998, 2002-
Faculty Member without Rank: Executive Assistant to the President and Secretary of the Corporation

LISETTE BALABARCA, Ph.D. (Pontificia Universidad [Peru], Boston University), 2006-
Assistant Professor of Spanish

DEBRA A. BARBEZAT, M.A. '04, Ph.D. (Smith, Michigan), 1992-
Professor of Economics

SUSAN L. BARBOUR WOOD, M.A.¹ (Virginia Tech, Cincinnati), 2006-
Visiting Assistant Professor of Geology

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

JAMES BEHUNIAK, Ph.D. (Southern Maine, Hawaii at Manoa), 2006-
Assistant Professor of Philosophy

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: Faculty Member without Rank

CATHERINE R. BEVIER, Ph.D. (Indiana, Connecticut), 1999-
Associate Professor of Biology

DANIEL BILAR, Ph.D. (Brown, Cornell, Dartmouth), 2004-2006
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, Foundation, and Government Relations

LYN MIKEL BROWN, M.A. '05, Ed.D.² (Ottawa, Harvard), 1991-
Professor of Education

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

JOHN B. BULEVICH, M.A.¹ (Washington), 2005-
Faculty Member without Rank. 2005-2006: Research Scientist in Psychology

PATRICIA A. BURDICK, A.L.M. (Cedar Crest, Georgia Institute of Technology, Simmons, Harvard), 2001-
Faculty Member without Rank: Special Collections Librarian

MICHAEL D. BURKE, M.F.A.¹ (California at Berkeley, Massachusetts at Amherst), 1987-
Associate Professor of English

THOMAS K. BURTON, B.A. (Hamilton), 1999-
Adjunct Associate 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-
Associate 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

JOAN OMAMING CARLING, B.A.¹ (University of the Phillipines), August-December, 2006
Visiting Professor of International Studies and Oak Human Rights Fellow

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 Farnham Writers' Center, 2003-

DAVID TODD COFFIN '83, M.A. (Colby, Purdue), 2003-2006
Adjunct Instructor in Athletics

DANIEL H. COHEN '75, M.A. '00, Ph.D. (Colby, Indiana), 1983-
Christian A. Johnson Professor of Integrative Liberal Learning; Professor of Philosophy

PAUL E. COHEN, Ph.D.¹ (New Mexico, Illinois), 2005-2006
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

CLARE BATES CONGDON, Ph.D. (Wesleyan, Michigan), 1998-
Assistant Professor of Computer Science, 1998-2006; Research Associate in Computer Science 2006-

SARAH O. CONLY, Ph.D.¹ (Princeton, Cornell), February 2001-2006
Visiting Assistant Professor of Philosophy

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

CRISTANNA M. COOK, Ph.D.¹ (Maine, Tennessee), 2001; 2005-2006
Visiting Professor of Economics

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

SHARON L. CORWIN, M.A. '06, Ph.D. (New College of Florida, California at Berkeley), 2003-
Professor of Art; Carolyn Muzzy Director of the Colby College Museum of Art and Chief Curator

TRACEY A. COTE, M.S. (Northern Michigan, Wyoming), 1998-
Adjunct Assistant Professor of Athletics

JOHN CULLINAN, Ph.D. (Bates, Massachusetts at Amherst), 2005-2006
Visiting Assistant Professor of Mathematics

ERIN F. CURREN '97, Ph.D.¹ (Colby, Columbia), 2005-2006
Visiting Assistant Professor of French and Italian

G. RUSSELL DANNER, D.V.M.¹ (Wisconsin at Madison, Idaho at Moscow, Wisconsin at Madison), 2004-
Visiting Assistant Professor of Biology

J. MARINA DAVIES, Ph.D.¹ (Middlebury, Yale), 2006-
Visiting Assistant Professor of French and Italian

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-
Visiting Assistant Professor of Education; Associate Dean of Faculty 2000-

GUILAIN P. DENOEU, M.A. '03, Ph.D. (Grenoble [France], Georgetown, Princeton), 1990-
Professor of Government

RONALD DEPETER, Ph.D.¹ (Eckerd, Florida State), 2006-
Visiting Assistant Professor of English

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

MEADOW DIBBLE-DIENG '95, Ph.D. (Colby, Brown), 2005-
Visiting Assistant Professor of French and Italian

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-
Visiting Instructor in Administrative Science

GREGORY DUTTON, B.A.¹ (Williams), 2005-2006
Visiting Instructor in Chemistry

YULIA CHENTSOVA DUTTON, Ph.D. (Williams, Minnesota, Stanford), 2005-
Assistant Professor of 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-
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

JOSEPH A. FISCHBACH, Ph.D. (Drew, Pennsylvania State), 2006-
Visiting Assistant Professor of Computer Science

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; Director, Oak Human Rights Institute

MARSHALL T. FULBRIGHT, M.Mus.¹ (Chapman, California at Santa Barbara), September-
December, 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 GARCÍA, Ph.D. (California at Santa Cruz, Michigan at Ann Arbor), 2005-
Assistant Professor of Spanish

DANIELLE GARNEAU, Ph.D.¹ (Villanova, Pennsylvania State), 2006-
Visiting Assistant Professor of Biology

ROBERT A. GASTALDO, M.A. '99, Ph.D. (Gettysburg, Southern Illinois), 1999-
Whipple-Coddington Professor of Geology

LORI A. GEAR McBRIDE, M.A. (North Carolina at Chapel Hill, Seton Hall), 2005-
Adjunct Instructor in Athletics

ALEXANDRU GHITZA, Ph.D. (McGill, MIT), 2006-
Assistant Professor of Mathematics

CHERYL TOWNSEND GILKES, M.A. '00, Ph.D. (Northeastern), 1987-
John D. and Catherine T. MacArthur Professor of Sociology and African-American Studies

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 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-
Carter Professor of Mathematics

ARTHUR D. GREENSPAN, M.A. '91, Ph.D. (Columbia, Indiana), 1978-
Professor of French and Italian

PAUL G. GREENWOOD, M.A. '04, Ph.D. (Knox, Florida State), 1987-
Professor of Biology and Dr. Charles C. and Pamela W. Leighton Research Fellow

CHRISTIANE GUILLOIS, Ph.D.¹ (Universite de Paris [France]), 1993-2006
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. (University of Glamorgan [Wales], Lancaster University [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

FRANK HOBBS, M.F.A. (Virginia Polytech, American University), 2006-
Visiting Assistant Professor of Art

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 Associate Professor of English and Italian

JENNIFER L. HOLSTEN '90, M.Ed. (Colby, Springfield), 1995-
Adjunct Associate Professor of Athletics

CONSTANTINE HRISKOS, Ph.D. (Lafayette, Columbia), 1990-1999; 2005-
Visiting Instructor in Anthropology

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

RANDOLPH M. JONES, Ph.D. (UCLA, California at Irvine), 1998-2006
Assistant Professor of Computer Science

PAUL R. JOSEPHSON, Ph.D. (Antioch, Harvard, MIT), 2000-
Associate Professor of History

RACHEL KALLEN, Ph.D.¹ (SUNY at Purchase, Connecticut), 2006-
Visiting Assistant Professor of Psychology

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 for 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), 2005-2006
Visiting Instructor in Art

D. WHITNEY KING, M.A. '02, Ph.D. (St. Lawrence, Rhode Island), 1989-
Dr. Frank and Theodora Miselis Professor of Chemistry

KAREN KUSIAK '75, M.Ed.¹ (Colby, Lesley)
Assistant Professor of Education

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

ANDRIES LENSTRA, Ph.D. (University of Amsterdam [Netherlands]), 2006-
Visiting Assistant Professor of Mathematics

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), 2003-2006
Visiting Assistant Professor of French and Italian

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

HOWARD N. LUPOVITCH, Ph.D. (Michigan, Columbia), 1998-
Pulver Family Associate 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), 1997-2006
Assistant Professor of Economics

MICHAEL A. MARLAIS, M.A. '95, Ph.D. (St. Mary's of California, California at Hayward, Michigan), 1983-
James M. Gillespie Professor of Art

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), 2003-
Visiting Assistant Professor of Administrative Science

ROBERT L. MCARTHUR, M.A. '83, Ph.D. (Villanova, Temple), 1972-
Christian A. Johnson Professor of Integrative Liberal Learning; Professor of Philosophy; Dean of Admissions and Financial Aid, 1982-1985; Vice President for Academic Affairs and Dean of Faculty, 1988-1998

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

MICHAEL C. MCGUIRE '89, M.L.S. (Colby, Syracuse), 2000-
Faculty Member without Rank: Systems/Reference Librarian

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-
Faculty Member without Rank: Assistant Director for Public Services, Colby Libraries

EDWARD J. MESTIERI, M.A. '06, M.Ed. (Springfield, Norwich), 1989-
Adjunct 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-
The Dr. Gerald and Myra Dorros 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 D. 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-
Instructor in German

JANE M. MOSS, M.A. '90, Ph.D. (Wellesley, Yale), 1979-
Robert E. Diamond Professor of Women's Studies, Professor of French

HIDEO NAGAHASHI, Ph.D. (Tsukuba [Japan], New Mexico State), 2005-2006
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-
Associate Professor of English

BARBARA KUCZUN NELSON '68, M.A.¹ (Colby, Middlebury), 1978-
Associate Professor of Spanish

RANDY A. NELSON, M.A. '90, Ph.D. (Northern Illinois, Illinois), 1987-
Douglas Professor of Economics and Finance

ROBERT E. NELSON, M.A. '96, Ph.D. (San Francisco State, Washington), 1982-
Professor of Geology

CHERYL TSCHANZ NEWKIRK, D.M.A. (Indiana, SUNY at Stony Brook), 1991-
Adjunct Associate Professor of Music

DAVID L. NUGENT, M.A. '04, Ph.D. (Michigan, Columbia), 1989-2006
Professor of Anthropology

STEVEN R. NUSS, Ph.D. (Wisconsin at Madison, CUNY), February 1996-
Associate Professor of Music

PHILIP NYHUS, Ph.D. (St. Olaf, Wisconsin at Madison), 1999-2001; 2004-
Assistant Professor of Environmental Studies

LIAM O'BRIEN, Ph.D. (Colorado School of Mines, Harvard), 2003-
Assistant Professor of Mathematics

JORGE OLIVARES, M.A. '93, Ph.D. (Miami [Florida], Michigan), 1982-
Allen Family Professor of Latin American Literature

KERRILL N. O'NEILL, Ph.D. (Trinity College [Dublin, Ireland], Cornell), 1992-
Julian D. Taylor Associate Professor of Classics

PATRICIA A. ONION, M.A. '00, Ph.D.¹ (Connecticut College, Harvard), 1974-
Professor of English

JASON M. OPAL, Ph.D. (Cornell, Brandeis), 2003-
Assistant Professor of History and George C. Wiswell Jr. Research Fellow

LAURIE E. OSBORNE, M.A. '03, Ph.D. (Yale, Syracuse), 1990-
Professor of English

ADRIANNA M. PALIYENKO, M.A. '04, Ph.D. (Boston University, North Carolina at Chapel Hill), 1989-
Professor of French

CANDICE B. PARENT, B.S. (Maine at Farmington), 1998-
Adjunct Assistant Professor of Athletics

MARGARET R. PATTERSON, Ph.D.¹ (Graceland, Maine), February-May, 2006
Visiting Professor of Mathematics

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

THANE S. PITTMAN, M.A. '04, Ph.D. (Kent State, Iowa), 2004-
Professor of Psychology

VÉRONIQUE B. PLESCH, Ph.D. (Swiss Maturite Federale [Switzerland], University of Geneva [Switzerland], Princeton), 1994-
Associate Professor of Art

JAMES A. PORTER '95, Ph.D. (Colby, Cornell), 2006-
Visiting Assistant Professor of Physics

GARY J. POULIN, M.B.A.¹ (Wentworth Institute of Technology, Southern Maine, Durham [England]), February-May 2006
Visiting Assistant Professor of Administrative Science

SARA L. PRAHL, M.A.¹ (Oberlin, Iowa), 2004-
Faculty Member without Rank: Reference Librarian

TAMAE K. PRINDLE, M.A. '98, Ph.D. (SUNY at Binghamton, Washington State, Cornell), 1985-
Oak Professor of East Asian Language and Literature [Japanese]

MARILYN R. PUKKILA, M.L.S.¹ (Michigan, Aberystwyth [Wales], Columbia), March 1984-
Faculty Member without Rank: Head of Instructional Services, Colby Libraries

ROBERT P. QUINN, B.A. (Westfield State), 2001-
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), 2005-2006
Visiting Instructor in 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 and Russian

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

MARK RHODES, Ph.D.¹ (SUNY at Binghamton, New Mexico State), 2006-
Visiting Assistant Professor of Mathematics

KEVIN P. RICE '96, Ph.D. (Colby, Wisconsin at Madison), 2005-
Visiting Assistant Professor of Chemistry

MICHAEL J. RICHARDSON, Ph.D. (Canterbury [New Zealand], Connecticut), 2006-
Assistant Professor of Psychology

KENNETH A. RODMAN, M.A. '98, Ph.D. (Brandeis, MIT), 1989-
William R. Cotter Distinguished Teaching Professor of Government

HANNA M. ROISMAN, M.A. '94, Ph.D. (Tel Aviv [Israel], Washington at Seattle), 1990-
Francis F. Bartlett and Ruth K. Bartlett 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), 2002-2006
Professor of Art; Carolyn Muzzy Director of the Colby College Museum of Art

ANINDYO ROY, Ph.D. (Delhi [India], Illinois, Texas at Arlington), 1995-
Associate Professor of English

BRUCE F. RUEGER, Ph.D. (Salem State, Colorado), 1984-
Visiting Assistant Professor of Geology, 2003-; Senior Teaching Associate

IRA SADOFF, M.A. '88, M.F.A.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

SILKE K. SCHADE, M.A. (Smith, Cincinnati), 2006-
Visiting Instructor in German and Russian

RAFFAEL M. SCHECK, M.A. '06, Ph.D. (Kantonsschule Wettingen [Switzerland],
Universitat Zurich [Switzerland], Brandeis), 1994-
Professor of History

ADAM SCHOONMAKER, Ph.D. (Potsdam, Vermont, Albany), 2006-
Visiting Assistant Professor of Geology

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), 2000-2006

Clare Boothe Luce Assistant Professor of Geology

SARA SHUTE, Ph.D.¹ (Missouri at St. Louis, Washington), 2006-

Visiting Assistant Professor of Philosophy

DAVID L. SIMON, M.A. '88, Ph.D. (Boston University, London [U.K.]), 1981-

Ellerton and Edith Jetté Professor of Art

NIKKY-GUNINDER K. SINGH, M.A. '99, Ph.D. (Wellesley, Pennsylvania, Temple), 1986-

Crawford Family Professor of Religion

DALE J. SKRIEN, M.A. '97, Ph.D. (Saint Olaf, Washington), 1980-

Professor of Computer Science

MARC L. SMITH, Ph.D. (Central Florida), 2001-2006

Assistant Professor of Computer Science

DEBRA A. SPARK, M.A. '03, M.F.A.¹ (Yale, Iowa), 1995-

Professor of 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-

Associate Professor of Biology

MARITZA STRAUGHN-WILLIAMS, Ph.D. (Pace, CUNY), 1999-2006

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), 2005-2006

Visiting Professor of English

MARK B. TAPPAN, M.A. '05, Ed.D.² (Oberlin, Ohio State, Harvard), 1991-

Professor of Education

DUNCAN A. TATE, M.A. '06, Ph.D. (Oxford [England]), 1992-

Professor of Physics

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)

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

AYANNA KIM THOMAS, Ph.D. (Wesleyan, Washington), 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-
The J. Warren Merrill Associate Professor of Biology

JAMES TORTORELLA, B.S. (Maine), 1996-
Adjunct Associate Professor of Athletics

JOHN P. TURNER, Ph.D. (Furman, Michigan), 2006-
Assistant Professor of History

DAVID M. VENDITTI, B.A. (Southern Maine), 2004-
Adjunct Assistant Professor of Athletics

ADITYA VERMA, 2006-
Faculty Member without Rank: Music Artist in Residence

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-
Associate 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; 2003-2006
Assistant Professor of Sociology

RICHARD L. WHITMORE JR., M.A. '90, M.Ed. (Bowdoin, Maine), 1970-
Adjunct Professor of Athletics; Director of Athletics, 1987-2002

W. HERBERT WILSON JR., M.A. '02, Ph.D. (North Carolina, Johns Hopkins), 1990-
Leslie Brainerd Arey 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

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-
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)
Faculty Member without Rank: Director of Athletics

HONG ZHANG, Ph.D. (Huazhong Normal [China], Wuhan [China], Columbia), 1995-
1999, 2000-
Assistant Professor of East Asian Studies

DMYTRO ZHOSAN, M.A. (National University of Kiev-Mohyla [Ukraine], Indiana at
Bloomington), 2006-
Visiting Instructor in Economics

¹Part time.

²Professors Lyn Mikel Brown and Mark Tappan share a joint appointment.

Faculty Sabbaticals, Leaves, and Directors of Colby Programs Abroad 2006-2007

Semester I

David Mills, English

Semester II

Debra Aitken, Athletics

Robert Bluhm, Physics

Thomas Dexter, Athletics

Jennifer Holsten, Athletics

Barbara Nelson, Spanish

Cheryl Tschanz, Music

Full Year

Donald Allen, Geology

Philip Brown, Economics

Tracy Carrick, English

Daniel Cohen, Philosophy

F. Russell Cole, Biology

Susan Cole, Science Librarian

Daniel Contreras, English

Bevin Engman, Art

James Fleming, Science, Technology and Society

Robert Gastaldo, Geology

Russell Johnson, Biology

Margaret McFadden, American Studies

Philip Nyhus, Environmental Studies

Liam O'Brien, Mathematics

Jason Opal, History

Laurie Osborne, English

Kenneth Rodman, Government

Nikky Singh, Religious Studies

Dasan Thamattoor, Chemistry

James Webb, History

Joylynn Wing, Theater and Dance

Diane Winn, Psychology

Jennifer Yoder, Government and International Studies

Full-Year Leave Without Pay

Arthur Greenspan, French and Italian

Tamae Prindle, East Asian Studies (Associated Kyoto Program)

Colby Programs Abroad, Semester I

Colby in Dijon: Jonathan Weiss, French and Italian

Applied Music Associates

MICHAEL ALBERT, 2006-
Oboe

GRAYBERT BEACHAM, 2005-
Violin

KAREN BEACHAM, M.M., 1991-2000; 2005-2006
Clarinet

MESSAN JORDAN BENISSAN, Master Drummer, 1999-
African Drumming

RICHARD BISHOP, 1993-
Bass Guitar

ANGELA CAPPS, M.M., 1995-
Bassoon

CARL DIMOW, B.Mus., 1981-
Guitar

ANNABETH FRENCH, 1996-
Voice

SUZANNE GEORGE, January 2000-
French Horn

LOUIS O. HALL, Ed.D., 1999-2006
Oboe

DENNIS G. HARRINGTON, M.Ed., 1987-92, 1994-
Trumpet

LEE HUMPHREYS, 2004-
Flute

SEBASTIAN JEROSCH, 2000-
Trombone

MARGERY F. LANDIS, 2003-
French Horn

MARK G. MACKSOUD, 2004-
Set Drumming

GAYLE MAROON, B.Mus., 1995-
Piano

ELIZABETH E. PATCHES, M.M., 1992-
Voice

ERIC B. THOMAS, B.Mus., 1998-
Clarinet and Saxophone; 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**

JOSEPH E. ATKINS, M.A., 2000-

Research Scientist in Psychology; Coordinator of Multicultural Student Programs

JOHN B. BULEVICH, M.A., 2005-

Research Scientist in Psychology

GAIL CARLSON, Ph.D., 2004-

Research Scientist in Environmental Studies

CLARE BATES CONGDON, Ph.D., 1998-

*Research Associate in Computer Science***Associates and Assistants**

TINA M. BEACHY '93, M.S., 1999-

Teaching Associate in Biology

COLLEEN J. BURNHAM, B.A., 1992-2006

Teaching Associate in Psychology

TIMOTHY J. CHRISTENSEN, B.S., 1985-

Senior Teaching Associate in Biology

LINDSEY W. COLBY, M.S., 1986-

Senior Teaching Associate in Biology

JOHN D. ERVIN, M.A., 1989-

Technical Director, Theater and Dance

BRENDA L. FEKETE, B.S., 1996-

Senior Teaching Associate in Chemistry

SCOTT L. GUAY, M.A., 1993-

Senior Teaching Associate in Biology

CHARLES W. JONES, 1998-

Instrument Maintenance Technician

ELIZABETH KANE KOPP, M.S., 2004-
Environmental Studies Coordinator

LISA M. LESSARD, B.A., 2000-
Teaching Associate in Physics and Astronomy

LISA M. MILLER, M.S., 1999-
Teaching Associate in Chemistry

KIRSTEN L. NESS '02, B.A., 2006-
Teaching Assistant in Biology

REBECCA J. ROWE, Ph.D., 2003-
Teaching Associate in Chemistry

BRUCE F. RUEGER, Ph.D., 1984-
Senior Teaching Associate in Geology; Visiting Assistant Professor of Geology, 2003-

AUSTIN SEGEL, M.A., 1986-
Animal Care Technician in Biology

Fellows and Interns

TIMOTHY BASI, 2006-2007
Language Assistant in Italian

CURTIS BOHLEN, Ph.D., 2006-
Faculty Fellow in Environmental Studies

LINDSAY BRAUN, M.A., 2006-
Faculty Fellow in History

JEAN BURR, Ph.D., 2005-2006
Faculty Fellow in Psychology

EMILIE L. COULSON '06, 2006-
Assistant Director, Farnham Writers' Center

KATHRYN FULTON, M.A., 2005-2006
Faculty Fellow in Anthropology

SARAH F. HAYNES, B.A., 2006-
Faculty Fellow in Religious Studies

MARCUS A. JUHASZ, M.S., 2005-
Faculty Fellow in Chemistry

KSENIYA KOBAK, 2006-2007
Language Assistant in Russian

MARY LAMARCA, M.A., 2006-
Faculty Fellow in French and Italian

FREDERICK LARÍVIÈRE, Ph.D., 2005-2006
Dreyfus Teaching Research Fellow

MARCY LASCANO, M.A., 2005-2006
Faculty Fellow in Philosophy

MICHAEL MASATSUGU, Ph.D., 2006-
Faculty Fellow in American Studies

DEIDRE ONISHI, M.A., 2005-2006
Faculty Fellow in Theater and Dance

ADELE E. PARKER, M.A., 2006-
Faculty Fellow in French and Italian

ANA CRISTINA SANZ MARISCAL, B.A., 2006-2007
Language Assistant in Spanish

CHRISTOPHER A. THOMS, Ph.D., 2006-
Faculty Fellow in Environmental Studies

CHUN-YUAN TING, 2006-2007
Language Assistant in Chinese

CECILE VIOLLAIN, B.A., 2006-2007
Language Assistant in French

WENDY A. WECKWERTH, M.F.A., 2006-
Faculty Fellow in Theater and Dance

SANYA ZILLICH, 2006-2007
Language Assistant in German

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 2006-2007

President, WILLIAM D. ADAMS, M.A. '00, Ph.D., 2000-

Administrative Assistant to the President, JACQUELINE K. EDGAR PERSON, B.S., 1994-

Executive Assistant to the President and Secretary of the College, SALLY A. BAKER, A.B., 1989-98, 2002-

Special Assistant to the President for External Affairs, JANICE A. KASSMAN, M.A., 1974-
College Historian, EARL H. SMITH, M.A. '95, B.A., 1962-

Carolyn Muzzy Director and Chief Curator of the Museum of Art, SHARON L. CORWIN, Ph.D., 2003-

Registrar for the Museum of Art, PATRICIA 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-

Associate Dean of Faculty, 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-

Director of Off-Campus Study, JAMES L. CITRON, Ph.D., 2006-

Associate Director of Off-Campus Study, DANNA J. LEE, M.A., 2000-

Registrar, ELIZABETH N. SCHILLER, M.F.A., 1987-

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 F. RICHARDS, 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-

Visual Resources 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, PATRICE M. FRANKO, M.A. '00, Ph.D., 1986-

Director of the Goldfarb Center for Public Affairs and Civic Engagement, L. SANDY MAISEL, M.A. '83, Ph.D., 1971-

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, RUVANI S. FREEMAN, M.A., 2006-

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, KRISTIN M. TALKA, B.A., 2006-
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 Human Resources, BONNIE L. SMITH, B.S., 1986-
Associate Director of Human Resources, RICHARD C. NALE, J.D., 1994-
Assistant Director of Human Resources, HEATHER S. BUMPS, M.B.A., 1997-
Assistant Vice President for Finance, SCOTT H. JONES, M.B.A., 2005-
Assistant Director of Financial Planning, NORA I. DORE, B.S., 2001-
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-
Student Financial Services Assistant, ANGEL L. SPENCER, 2000-
ColbyCard Manager, WILLIAM U. POTTLE, 1980-
Director of Security, PETER S. CHENEVERT, 1980-1988, 1997-
Assistant Director of Security/Systems Manager, CHRISTINE CUEVAS,
A.S., 2004-
Director of Safety, BRUCE A. MCDUGAL, C.S.P., B.B.A., 1993-
Director of Information Technology Services, RAYMOND B. PHILLIPS, Ph.D., 1984-
Instructional Media Specialist, JIANPING ZHAO, M.A., 2006-
UNIX Workstation Administrator, JOHN W. KUEHNE, Ph.D., 1996-
Technology Training Coordinator, MELINDA J. REGNELL, M.Ed., 2005-
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, PAUL R. MEYER, M.S., 1999-
Information Systems Analyst, ELIZABETH M. RHINELANDER '93, 2006-
Web Technology Specialist, KEITH A. MCGLAUFLIN, B.S., 1989-
Web Server Administrator, SCOTT K. TWITCHELL, A.S., 2006-
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, MARC A. COTE, B.S., 2006-

- 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-
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, PHILIP LAPIERRE, 2005-
Manager, Foss Dining Hall, TERRY LANDRY, 1997-
Catering Manager, ANDREW S. GOODSPEED, A.S., 2001-
Assistant Catering Manager, PATRICK MATHIAS, 2005-
- Director of Institutional Research and Assessment*, MARK A. FREEMAN, Ph.D., 2002-
Director of Special Programs and Women's Services, JOAN H. SANZENBACHER,
 M.S.Ed., 1978-
Director of Campus Services and Bookstore, BRUCE K. BARNARD, M.Ed., 1987-
Assistant Director of the Bookstore, BARBARA C. SHUTT, A.B., 1994-
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, ANTHONY J. TUELL,
 B.S., 2006-
Supervisor of Grounds and 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-
Assistant Grounds Supervisor, PETER F. McDONALD, 2006-
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-
Associate Vice President for College Relations and Director of Development,
 DEBORAH DUTTON COX, M.S., 2006-
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-
Director of Planned Giving, SUSAN F. COOK '75, M.B.A., 1981-
Associate Director of Planned Giving, CAROLYN G. KIMBERLIN, B.A., 2003-
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, RYAN CARMICHAEL, B.S., 2005-
Associate Director of Annual Giving, NANCY M. FOX, M.B.A.,
 1996-2004, 2005-
Associate Director of Annual Giving, BUFFY C. HIGGINS, B.A., 1999-
Associate Director of Corporate, Foundation, and Government Relations,
 BETSY BROWN, Ph.D., 1993-

- Director of College Relations Operations and Analysis*, JOSEPH M. MEDINA, B.A., 1987-
- Director of College Relations Technology Services*, PATRICIA AYERS-MILLER, B.A., 1988-
- Senior Programmer/Analyst*, R. NEAL PATTERSON, B.A., 1995-
- Information Systems Analyst*, SETH J. MERCIER, B.S., 2005-
- Information Systems Analyst*, CHRISTINE SIMONE, B.S., 2005-
- Director of College Relations Research*, JULIE MACKSOUD, B.A., 1993-
- Assistant Director of College Relations Research*, DEBORAH J. OUELLETTE, B.S., 1988-
- Associate Director of Data Services*, ANN O. HURLBURT, B.S., 1980-
- Associate Director of College Relations Communications*, JULIA L. STOWE, M.F.A., 1998-
- Director of Alumni Relations*, MARGARET FELTON VIENS '77, 1994-
- Associate Director of Alumni Relations*, MARGARET M. BERNIER '81, 1997-
- Assistant Director of Alumni Relations*, KARIN R. WESTON, B.A., 1993-
- Director of Donor Relations*, LISA B. TESSLER, M.S., 2004-
- Assistant Director of Donor Relations for Stewardship*, ELLEN M. COREY '04, 1982-
- Director of Communications*, STEPHEN B. COLLINS '74, 1993-
- Director of Integrated Marketing and Design*, BRIAN D. SPEER, B.F.A., 1993-
- Managing Editor/Associate Director of Communications*, GERARD E. BOYLE '78, 1999-
- Managing Editor for Web Communications*, ROBERT C. CLOCKEDILE, B.A., 2004-
- Web Designer*, MARK A. NAKAMURA, B.A., 2004-
- Associate Director of Communications*, RUTH N. JACOBS, M.S., 2004-
- 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-
- Associate Director of Admissions and Financial Aid*, SANDRA I. SOHNE, M.A., 2000-04, 2006
- Associate Director of Admissions and Financial Aid*, DOROTHY G. STREETT, M.S., 2004-

- Assistant Director of Admissions and Financial Aid*, BARBARA SWENEY, B.A., 1982-
Admissions Counselor, CAROLYN K. PLANT '04, 2006-
Admissions Counselor, KATHERINE JOLY DEVINE, B.A., 1986-
Director of Financial Aid, LUCIA W. WHITTELSEY '73, 1986-
- Vice President for Student Affairs and Dean of Students*, JAMES S. TERHUNE, M.Ed., 2006-
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-
Assistant Director of Student Activities, JOSHUA I. DEARBORN, M.S., 2006-
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. MCDUGAL, 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 BOLDOC-MARDEN, M.S.W., 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, JAN MUNROE, Ph.D., 1994-
Psychological Counselor, JING YE, M.A., L.C.P.C., 2000-

ENROLLMENT BY STATES AND COUNTRIES

46 U.S. states and districts and 66 foreign countries were represented in the 2005-2006 student body.

2005-2006 Enrollment **Men 870** **Women 1,001** **Total 1,871**

Alabama	Tennessee	Japan
Alaska	Texas	Jordan
Arizona	Utah	Kenya
California	Virginia	Latvia
Colorado	Vermont	Malaysia
Connecticut	Washington	Mexico
District of Columbia	Wisconsin	Morocco
Florida		Nepal
Georgia	Countries	New Zealand
Hawaii	Afghanistan	Nicaragua
Iowa	Albania	Nigeria
Idaho	Australia	Pakistan
Illinois	Austria	Peru
Indiana	Bangladesh	Philippines
Kansas	Belarus	Poland
Kentucky	Bhutan	Republic of Korea
Massachusetts	Brazil	Romania
Maryland	Bulgaria	Russia
Maine	Burma / Myanmar	Senegal
Michigan	Canada	Serbia and Montenegro
Minnesota	China	Sierra Leone
Missouri	Colombia	Slovakia
Montana	Denmark	South Africa
North Carolina	Dominican Republic	Spain
North Dakota	Ecuador	Sri Lanka
Nebraska	Ethiopia	Sweden
Nevada	Fiji	Switzerland
New Hampshire	France	Taiwan
New Jersey	Germany	Tanzania
New Mexico	Ghana	Turkey
New York	Greece	United Kingdom
Ohio	Guatemala	Uruguay
Oklahoma	Guyana	Venezuela
Oregon	India	Vietnam
Pennsylvania	Indonesia	Zambia
Puerto Rico	Ireland	Zimbabwe
Rhode Island	Israel	
South Carolina	Italy	
South Dakota	Jamaica	

DEGREES AWARDED AT COMMENCEMENT SUNDAY, MAY 28, 2006

Bachelor of Arts

The Class of 2006

- Anthony Akis Abakisi, *Tamale, Ghana*
Robert William Abendroth, *Natick, Mass.*
Gabrielle Sierra Adams,
Carmel Valley, Calif.
Kaitlin Annette Adams, *Athol, Mass.*
Travis Michael Agustin, *Pearl City, Hawaii*
Carly Ilana Alexander, *Edina, Minn.*
Karen Lucy Uellendahl Alexander,
Sherborn, Mass.
Emily Eaton Allen, *Suffield, Conn.*
Rebecca Fullerton Amendola,
Guilford, Conn.
Rodney Walcott Ames Jr., *Cotuit, Mass.*
Justin McEvoy Ansel, *Belmont, Mass.*
Scott King Armstrong, *Tucson, Ariz.*
Matthew David Aschaffenburg,
S Sharon, Mass.
Jonathan William Ashcroft,
Blue Hill, Maine
Adam Atkinson-Lewis, *Reading, Mass.*
Stephanie Lane Atwood, *Gorham, Maine*
Sarah West Ayres, *Wayne, Pa.*
- Ronny Vinasco Bachrach, *Boston, Mass.*
Noah Dalton Balazs, *Northfield, Mass.*
Alanna Brooke Balboni, *Rye, N.H.*
Lindsay Hunt Barada, *New Canaan, Conn.*
Lijah Johanna Barasz, *Guilford, Conn.*
Bennett Quinn Barnwell, *Portland, Ore.*
Kathryn Sage Barus, *Leeds, Maine*
Todd Andrew Basnight, *West Newton, Mass.*
Jonathan Winslow Bastian,
Woody Creek, Colo.
John Robert Bateman, *Westwood, Mass.*
Jacob Alfred Bayley,
Cambridge, Ont., Canada
Hannah Friend Beach, *Glastonbury, Conn.*
Nicholas Littlejohn Beard, *Barrington, R.I.*
Sandy Jeanne Beauregard, *Rangeley, Maine*
Sarah Michelle Becker, *Eliot, Maine*
John Michael Beitia, *Ormond Beach, Fla.*
Sarah Elizabeth Belden, *Presque Isle, Maine*
- Dinah Halliday Bengur, *Towson, Md.*
James T. Bennett, *Charlotte, Vt.*
Karen Elizabeth Bennett, *Lusby, Md.*
Andrea Jane Berchowicz, *Athens, Ohio*
Joseph David Berg, *Edina, Minn.*
Joshua A. Berman, *Lyndon Center, Vt.*
Katherine Julia Berman, *Weston, Mass.*
Garry James Bertholf, *Liberty, N.Y.*
Anuradha Bhatnagar, *New Delhi, India*
Matthew Simpson Birchby, *Ho Ho Kus, N.J.*
Johanna Stebbins Black, *Hingham, Mass.*
Kristin Reid Blodgett, *East Wallingford, Vt.*
Jonathan Leavitt Bodansky, *Seattle, Wash.*
Sara McKay Booth, *Hanover, Maine*
Tara Catherine Bouton, *San Francisco, Calif.*
Alexander Page Monroe Boyd,
Charles City, Va.
Lindsey Therese Boyle, *Beverly, Mass.*
Elif Evrim Bozkurt, *Etlík Ankara, Turkey*
Charlotte Wing Bradburn,
New Haven, Conn.
Daniel Brackett Breen III, *Newbury, Mass.*
Lindsey Nichols Brewer, *Barrington, R.I.*
Eric Lawrence Brockmeyer, *Warsaw, Ind.*
Greyson Conant Brooks, *Wellesley, Mass.*
Emily Rachel Brostek, *Fairfield, Maine*
Alexander Franklin Brougham,
Plymouth, Mass.
Lauren Carol Brown, *University Park, Md.*
Maxwell Felton Brown, *New York, N.Y.*
Daniel Joseph Burke, *Vassalboro, Maine*
Samuel Croke Burke, *Milton, Mass.*
Colby Jay Burns, *Hampstead, N.H.*
Tucker van Rensselaer Burr, *Seattle, Wash.*
Sarah Jean Burrows, *Lebanon, Maine*
David Alfred BurtonPerry,
Washington, D.C.
Gillian Carpenter Butsch, *Berlin, Vt.*
- Randa Ann Capponi, *Steep Falls, Maine*
Hugo Antonio Caraballo Jr.,
Washington, D.C.
Adam Erik Carlson, *Wolfboro, N.H.*
Rachel Nathalia Carr, *Mountain Lakes, N.J.*
Kasi Leigh Carson, *Auburn, Maine*
Katharine Evarts Chamberlin, *Exeter, N.H.*

- Jessica Ka Yee Chan, *Hong Kong Island, Hong Kong*
 Alan Chang, *Newton Center, Mass.*
 Francis Tapiwa Chapuredima, *Nyazura, Zimbabwe*
 Jia Chen, *New York, N.Y.*
 David Thomas Cheng, *Edina, Minn.*
 Juliana Sylvia Chessin, *Fairfield, Conn.*
 Marissa Toi Yat Chin, *Shrewsbury, Mass.*
 Samantha Wei Chun, *Scituate, Mass.*
 Casey Donald Civiello, *Bangor, Maine*
 David James Civitello, *Hamden, Conn.*
 Caitlin Morgan Cleaver, *Kennett Square, Pa.*
 Caitlin Nora Colegrove, *Bainbridge Island, Wash.*
 Jennifer Acosta Coliflores, *Wrentham, Mass.*
 Jennifer Ann Corey, *Yarmouth, Maine*
 Caroline Barney Cotter, *Providence, R.I.*
 Emilie Lindsley Coulson, *Fish Creek, Wis.*
 Benjamin Lahiff Crane, *Minneapolis, Minn.*
 Melissa Anne Crawford, *Duxbury, Mass.*
 Amy G. Cronin, *Saugus, Mass.*
 Michael Edmund Curran, *Lynnfield, Mass.*
 Katherine Elizabeth Curtis, *Hebron, Maine*
- Cameron MacKenzie Dale, *Fairfield, Conn.*
 Mariah Leigh Daly, *Baltimore, Md.*
 Kelly Ann DeLong, *Monson, Mass.*
 Matthew P. DeLoria, *Pelham, N.H.*
 Justin Charles DePre, *Lloyd Harbor, N.Y.*
 Christopher Raahauge DeSantis, *Wellesley, Mass.*
 Geronimo De Ocampo Desumala III, *Fremont, Calif.*
 Kimberly Cleaves Devine, *Phoenix, Md.*
 Megan Ashley Devlin, *Branford, Conn.*
 Nathaniel Hopkins Dick, *North Attleboro, Mass.*
 Todd Bavington Dixon, *Fairfield, Conn.*
 Steven M. Djordjevich, *Bainbridge Island, Wash.*
 Kristopher Charles Adams Dobie, *Walpole, N.H.*
 Erica Andrea Dorpalen, *Farmington, Conn.*
 Matthew John Downing, *Wynnewood, Pa.*
 Chelsea Elizabeth Downs, *New York, N.Y.*
 Travis Barden Downs, *Kittery Point, Maine*
 Adil D'Sousa, *Wellington, New Zealand*
 Devon Elizabeth Ducharme, *Leeds, Mass.*
 Margaret Anne Duggan, *Bronxville, N.Y.*
 Casey Erin Dunton, *Concord, Mass.*
- Hillary Danielle Easter, *Jay, Maine*
 Harriet Nawire Egessa, *Nairobi, Kenya*
- Dana Michelle Eisenberg, *Long Grove, Ill.*
 Dori Rebecca Ellowitch, *Livingston, N.J.*
 Kathryn Wood Emery, *Westford, Mass.*
 Emma Gray Emory, *Charlottesville, Va.*
 Helen Palmer Emory, *Charlottesville, Va.*
 Daniel Eno, *Bloomington, Ind.*
 Anna Rose Erdheim, *New York, N.Y.*
 Lauren Anne Erickson, *West Simsbury, Conn.*
 Meris Amanda Esterly, *Southport, Maine*
 Holly Elizabeth Eydenberg, *North Smithfield, R.I.*
- Kara Elizabeth Fagan, *Nobleboro, Maine*
 Sarah Mercer Fallon, *Hinesburg, Vt.*
 Carolyn Jane Findeisen, *Denmark, Maine*
 R. Andrew Fitzpatrick, *Longmeadow, Mass.*
 Michael William Fleming, *Norwood, Mass.*
 Jason George Foster, *Moretown, Vt.*
 Daniel Kevin Fowler, *Homer, Alaska*
 Elizabeth Louise Foxwell, *Indianapolis, Ind*
 Kristine Catherine C. Fucillo, *Winchester, Mass.*
 Katie Elayne Fuller, *Dixfield, Maine*
 Shu Hong Fung, *Hong Kong*
 Alexandra Jo Funk, *Cincinnati, Ohio*
- Amit P. Gaiind, *Lynnfield, Mass.*
 Meghan Eleanor Gallery, *Wellesley, Mass.*
 Cybill Ancajas Gayatin, *Cebu City, Philippines*
 Timothy Adam Geisenheimer, *New York, N.Y.*
 Bram Jeremy Geller, *Worcester, Mass.*
 Elizabeth Devin Ghilardi, *Norwell, Mass.*
 Alexander Edwin Gillis, *Hingham, Mass.*
 Katharine Leigh Gilroy, *York, Maine*
 Robert Edward Girvan III, *Kenduskeag, Maine*
 Daniel Roven Giuliani, *Mercer Island, Wash.*
 Benjamin David Godwin, *Mercer Island, Wash.*
 Lora Barry Golann, *New York, N.Y.*
 Zachary Ethan Goldman, *Andover, Mass.*
 John Michael Goss, *Shrewsbury, Mass.*
 Cassie Marie Green, *Biddeford, Maine*
 Emily Iris Greene, *Dover, Mass.*
 Rebecca LaRose Greslick, *Windham, Maine*
 Tobias Austin Grindal, *Sedgwick, Maine*
 Russell Allen Gullette, *Guilford, Conn.*
 Kate Elizabeth Gurfein, *Chappaqua, N.Y.*
 David Lindau Gutman, *Burlington, Vt.*
 Tafadzwa Lucia Gwitimah, *Bulawayo, Zimbabwe*

- Meredith Cooney Hagner, *Concord, N.H.*
 Charles Murphy Hale, *Brunswick, Maine*
 Tyler James Hales, *Maynard, Mass.*
 Brittany Hudson Hamblin,
Williamstown, Mass.
 Katherine Elizabeth Hamm,
Jamestown, R.I.
 Montagu Reid Hankin Jr.,
Canandaigua, N.Y.
 Ezra Thomas Hark, *Portland, Maine*
 Laura Elizabeth Harker, *Barrington, R.I.*
 Caitlin Maura Healey, *Fitchburg, Mass.*
 Kaitlin Shaw Herlihy, *Simsbury, Conn.*
 Allison Sara Hertzberg, *Great Neck, N.Y.*
 Jun-Wei Hew, *Singapore*
 Caitlin Ann Hickey, *Waltham, Mass.*
 Lisa Erin Hochman, *Shaker Heights, Ohio*
 Anne Judith Hopengarten, *Lincoln, Mass.*
 Madeline Beth Horwitz, *Lincolnwood, Ill.*
 Sarah Ann Hoskinson, *Scotia, N.Y.*
 Barbara Viola Hough, *Haverhill, Mass.*
 Michael Gregory Howard, *Baltimore, Md.*
 Jessica Elizabeth Hulbert, *Edina, Minn.*
- Peter Samuel Scott Ippolito, *Concord, Mass.*
- Margaret Montgomery Jackson,
Bedford Hills, N.Y.
 Robert Conrad Jacobs, *Mequon, Wis.*
 Julie Megan Jaenicke, *Ashland, Ky.*
 Andrew John Jenkins, *Gorham, Maine*
 Elinore Grace Jenkins, *Mukilteo, Wash.*
 Claire D. Jimenez, *Staten Island, N.Y.*
 Andrew Bryant Johnson, *Cheshire, Mass.*
 John Gerald Jones-Baker, *Bucksport, Maine*
 Ashley Vandella Jones-Pierce,
Newton, Mass.
 Lydia Madeline Joseph, *Fayette, Maine*
 Alexandra Cecelia Jospe, *Pittsford, N.Y.*
 Emily Sara Judem, *Framingham, Mass.*
 Christopher Jorland Juraska, *Elverson, Pa.*
- Gene Timothy Kafka, *Santa Monica, Calif.*
 Sean Bentley Kamp, *San Antonio, Texas*
 Sarah Christine Kaplan,
Croton-On-Hudson, N.Y.
 Brian Peter Kasarjian, *Plymouth, Mass.*
 Shari Carolyn Katz, *Augusta, Maine*
 James Rory Kelly, *Charlottesville, Va.*
 Sarah Hurley Kelly, *Portsmouth, N.H.*
 Stephen Christopher Kiely, *Hingham, Mass.*
 Hui Kyong Kim, *Greenbelt, Md.*
 Michelle See Kim, *Schaumburg, Ill.*
 Kendra Lane King, *Braintree, Mass.*
 Nicholas Bowles Klann, *Denver, Colo.*
- Brian Klonoski, *Auburn, Maine*
 Kyung Sup Ko, *North Chelmsford, Mass.*
 Tracy Anne Kolakowski, *Darien, Conn.*
 Nina Aleksandrova Korolyova,
Plodiv, Bulgaria
 Edward Albert Kotite Jr., *New York, N.Y.*
 Spencer Arran Koury, *Nashville, Tenn.*
 Alexander Campbell Kozen, *Ithaca, N.Y.*
 Rachel Elizabeth Krause, *Lawrenceville, N.J.*
 Courtney Nicole Kubilis, *Worcester, Mass.*
 Christabel Apei Kwabi, *Tema, Ghana*
- Peter John Lagos, *Bow, N.H.*
 Daniel Edward Lake, *Readfield, Maine*
 Elizabeth Nancy LaMantia,
Gates Mills, Ohio
 Ashley Brooke Lamb, *Woodside, Calif.*
 Hilary Holland Langer, *Boxford, Mass.*
 Abigail Barsz Lathrop, *North Conway, N.H.*
 Kirsten Ann Lawson, *Sandwich, Mass.*
 Caitlin Rose Leahy, *Ashburnham, Mass.*
 Jane Kessler Leary, *Chagrin Falls, Ohio*
 Jane Jaein Lee, *Tujunga, Calif.*
 Jessica Caryl Lefoley, *Dover, N.H.*
 Heather Lindsay Lersch, *Middlesex, N.Y.*
 Patrick Charles Lever, *Mexico, Maine*
 Anne Kathryn Lewallen, *Portland, Ore.,*
 Luke Hutchison L'Heureux,
Waterville, Maine
 Kathryn Marie Lidington, *Hull, Mass.*
 Troy Kilman Lieberman, *Andover, Mass.*
 Sarah Payton Lim, *Menlo Park, Calif.*
 Sarah Andrews Lindeke-Wolff,
Lincoln, Mass.
 Carolyn Elizabeth Litty, *Gales Ferry, Conn.*
 Patrick Hall Lizotte, *Dover-Foxcroft, Maine*
 Andrew Todd Lohsen, *Charlotte, N.C.*
 Rebecca Brittany Longworth,
Wilbraham, Mass.
 Jia-Ling Loo, *Ipoh Perak, Malaysia*
 Abigail Adams Lowell, *Sherborn, Mass.*
 Meredith Ivy Lowmaster, *Meadville, Pa.*
 Katherine Bergmann Lucas, *Mequon, Wis.*
 Stephen Kyle Luke, *Ridgefield, Conn.*
 Gregory S. Lusk, *Braintree, Mass.*
 Kevin Patrick Lyons, *Canton, Mass.*
- Katherine Anne MacBain, *Portsmouth, R.I.*
 Dana Irene Maglaris, *New Canaan, Conn.*
 Julia Rebecca Patterson Malkin,
San Francisco, Calif.
 Rebecca Kate Mandeville, *Lynnfield, Mass.*
 George Chakalayil Mani,
South Hadley, Mass.
 Jamie Lee Manzer, *Emden, Maine*

- Melina Cope Markos, *Blue Hill, Maine*
 Lindsay Baird Masters, *Cincinnati, Ohio*
 Kara Frances McCabe, *Watertown, Conn.*
 Alexis Anne McCallister, *Bryn Mawr, Pa.*
 Aine Seitz McCarthy, *Winnetka, Ill.*
 Theodore Faunce McDermott, *Rye, N.Y.*
 Clara Elizabeth McDowell,
Lake Angelus, Mich.
 Colleen Marie McGee, *Boise, Idaho*
 John Henry McKee, *Hanover, Mass.*
 James Owen McLaughlin, *Newton, Mass.*
 Sharon Kathryn McMonagle,
Avon-by-the-Sea, N.J.
 James Douglas McMurrey III,
Houston, Texas
 Melissa Anne McNulty, *Plymouth, Mass.*
 Matthew Joseph McPherson,
Burlington, Mass.
 Antonio Amable Mendez, *Yonkers, N.Y.*
 Matthew Mark Meredith, *Tabernacle, N.J.*
 Caitlin Jeanne Miller, *Chevy Chase, Md.*
 Jefferson Cole Miller, *Marshfield, Mass.*
 Julie Liotte Miller, *White Plains, N.Y.*
 Jessica Hunt Minty, *Concord, Mass.*
 Matthew William Mitchell, *Norwich, Conn.*
 Jakob Brenden Moe, *Denver, Colo.*
 Elizabeth Mollo-Christensen,
Carlisle, Mass.
 Timothy David Monahan, *Higganum, Conn.*
 Fraser McNeale Moncure, *Larchmont, N.Y.*
 Joshua Ryan Montague, *Worcester, Vt.*
 Jenny Siegner Mooney, *Charlottesville, Va.*
 Colin Garrett Moore, *Windsor, Conn.*
 Jenna Ruth Morrison, *Plymouth, Mass.*
 Matthew Alfred Morrison, *Hanover, Mass.*
 Anna Morro, *Chicago, Ill.*
 Emily Marie Mosites, *McMurray, Pa.*
 Kimberly Asha Mukerjee, *Olympia, Wash.*
 Nicholas Kinyua Mwai, *Nyeri, Kenya*
- Erika Lee Nelson, *Ridgefield, Conn.*,
 Kelsey Elizabeth Neville, *Duxbury, Mass.*
 David Ng, *Granville, NSW, Australia*
 Carrie Maria Ngo, *West Hollywood, Calif.*
 Christoph Giang Nguyen,
Bremen, Germany,
 Tu-Quyen Nguyen, *Philadelphia, Pa.*
 Oliver Max Nigrosh, *Northampton, Mass.*
 David Charles Northrop, *Lake Oswego, Ore.*
- Michael William O'Brien, *Newton, N.J.*
 Donnell Paul O'Callaghan III,
New Canaan, Conn.,
 Caroline Anne O'Connor, *Sudbury, Mass.*
 Adam Clark Oesterle, *Glen Ellyn, Ill.*
 Nicholas Charles Ofiesh, *Arlington, Va.*
- Ryan Edward O'Flanagan,
Toronto, Ont., Canada
 James Y. Oh, *Martinsville, N.J.*
 Robert Todd O'Hara, *Minneapolis, Minn.*
 Daniel James Oliphant, *Chatham, N.J.*
 Todd Jeffrey Olmstead, *Bloomfield, Conn.*
 Lauren Elisabeth Olmsted, *Lexington, Mass.*
 Gregory Robert Ortiz, *Northbrook, Ill.*
 Francis P. Orzechowski, *Newport, N.H.*
 Daniel Wesley Osar, *Wilton, Conn.*
 Mary Cristina Ostberg, *Harvard, Mass.*
 Nicholas Allan Oxenhorn, *Forest Hills, N.Y.*
- Daniel Weston Pace, *Erieville, N.Y.*
 Katherine Elizabeth Packard,
Sandwich, Mass.
 Courtney Elizabeth Page, *Simsbury, Conn.*
 Elizabeth Harriet Palten,
West Hartford, Conn.
 Brian Vincent Parise, *Westborough, Mass.*
 Erin Michelle Parry, *Rockport, Mass.*
 Gregory Major Patch, *Reading, Mass.*
 Kristoff William Paulson, *Washington, D.C.*
 Chelsea Elizabeth Pawlek,
West Lebanon, N.H.
 Ethan Gustin Payne, *Harvard, Mass.*
 Caitlin Sumner Peale, *Swansey, N.H.*
 Bethany Carter Peck, *Longmeadow, Mass.*
 Nichol Irene Penna, *Saco, Maine*
 Nani Crashley Phillips, *York, Maine*
 Kristen Lee Pinkham,
Cape Elizabeth, Maine
 Stephen Welling Planas, *Saint Marys, Ga.*
 Caroline Adele Polgar, *Cambridge, Mass.*
 Eric Edward Post, *Newberg, Ore.*
 Melissa Beth Poulin, *Union, Maine*
 Brittain Jill Pruitt, *Amarillo, Texas*
- Lauren Christine Iwakilaukapu Quill,
Mauai, Hawaii
- Meghan Montgomery Race, *Topsfield, Mass.*
 Jennifer Andrea Radcliffe, *Eugene, Ore.*
 Anneliese Elizabeth Radke, *Portland, Maine*
 Adam Morrow Rafsky, *Fairfield, Conn.*
 Romeo Raugei, *Alpharetta, Ga.*
 Drew Martin Rausch, *Owls Head, Maine*
 Robert Sands Redwood, *Saint Joseph, Ill.*
 H. Charles Reed, *Park City, Utah*
 Rebecca Anne Reisman, *Cambridge, Mass.*
 Erin Rebekah Rhoda, *Washington, Maine*
 Eric Stephen Richmond, *Bryn Mawr, Pa.*
 Christian Shea Rieben, *Guilford, Conn.*
 Toinette S. Rivas, *Miami, Fla.*
 Kathryn Jane Roberts, *Chatham, N.J.*
 Todd Emerson Rockwood, *Needham, Mass.*

Patrick Rodjito, *Jakarta, Indonesia*
 Brian Lewis Rodriguez, *Barre, Vt.*
 Marcy Ward Rolerson, *Casco, Maine*
 Jacqueline Susan Rolleri, *Trumbull, Conn.*
 Kathryn Olivia Rooney, *Evanston, Ill.*
 Julia Magen Rosenfeld, *Providence, R.I.*
 Kyle Jonathan Ross, *Middleburgh, N.Y.*
 Courtney Elizabeth Rothbard,
Winter Park, Fla.
 Stefan Andrew Ruiz, *Acton, Mass.*
 Kristen Townsend Russell, *Wellesley, Mass.*
 Zachary Daniel Russem,
Roosevelt Island, N.Y.
 Christopher John Russoniello,
Haddonfield, N.J.
 Katie B. Ryckman, *Smithville, Mo.*
 Heather Lynne Ryder, *Chelmsford, Mass.*

Matthew James Sabin-Matsumoto,
San Francisco, Calif.
 Daniel Aaron Sack, *Cheshire, Conn.*
 Jacob Lawrence Vincent Saliba,
South Freeport, Maine
 David Anthony Salmon, *Sherborn, Mass.*
 Justin Daniel Scace, *East Lyme, Conn.*
 Sarah Jean Schleck, *Albert Lea, Minn.*
 Kurt Uihlein Schleicher, *Norwich, Vt.*
 Kristin Elizabeth Schmidt, *Littleton, Mass.*
 Jennifer Craig Scotland,
Cape Neddick, Maine
 Melanie Jean Scott, *Pompton Plains, N.J.*
 Steen Cameron Sehnert, *Summit, N.J.*
 Eric Martin Seidel, *Durham, N.H.*
 Marie-Jeanne Couchy Sene, *Dakar, Senegal*
 Jessica Andrews Seymour,
Marblehead, Mass.
 Scott Maurice Shahverdian, *Canton, Conn.*
 Elizabeth Owsley Shepherd, *Dallas, Texas*
 Miguel Federico Silva, *Omaha, Neb.*
 Lauren Jessica Simmons, *Buffalo, N.Y.*
 Jack Edward Sisson, *Oak Brook, Ill.*
 Michael Adam Skarinka, *Whitman, Mass.*
 Emilie Brainard Slack, *Villanova, Pa.*
 Margaret Mary Smith, *Westfield, N.J.*
 Sarah Diane Smithson, *South China, Maine*
 Robert Brandon Smithwood, *Concord, Mass.*
 Laura Michelle Snider, *Fort Wayne, Ind.*
 Adam Edmour Souza, *Swansea, Mass.*
 Ryan Kyle Spanich, *Old Lyme, Conn.*
 Amy Brown Squires, *Newton, Mass.*
 Nicole Lynn Stadelman,
East Falmouth, Mass.
 Marina Catherine Stakes, *Winchester, Mass.*
 Samuel Bailey Stark, *Nashotah, Wis.*
 Geoffrey Michael Starrett, *Belfast, Maine*
 Jessica Lauren Stathis, *Ridgefield, Conn.*

Meredith Scott Stauffer, *Cutchogue, N.Y.*
 Jairus Peter Steed, *New York, N.Y.*
 Amanda Karlen Stein, *Cincinnati, Ohio*
 Timothy John Stenovec,
San Luis Obispo, Calif.
 Magdalena Maria Stepien, *Lodz, Poland*
 Aaron B. Stepka, *Bristol, Conn.*
 Sheldon Hollister Stevenson,
New Canaan, Conn.
 Nicholas Charles Stielau, *Granville, Mass.*
 Nathaniel David Stone, *Bow, N.H.*
 Geshu Sugandh, *Patna, Bihar, India*
 Brendan Michael Sullivan, *Harvard, Mass.*
 Conor James Sullivan, *Rye, N.H.*
 Ann Louise Swank, *Bethlehem, Pa.*
 Bethann Lee Swartz, *Peabody, Mass.*
 Daren Charles Swisher, *Framingham, Mass.*

Alexander Martin Tallett, *Stockton, N.J.*
 Kaitlyn Alexandra Taylor, *Johnstown, N.Y.*
 Lindsay Ann Teittinen, *Duxbury, Mass.*
 Christina Marthield Terrell, *Gary, Ind.*
 Caroline Barclay Theoharides,
Lincoln, Maine
 Eleanor Jeffris Thermansen,
Milwaukee, Wis.
 James Robert Thompson, *Seattle, Wash.*
 Kenneth Ring Thompson,
Kennebunkport, Maine
 William Seabury Thompson,
Duxbury, Mass.
 Brian James Tierney, *Southborough, Mass.*
 Beda Emilia Tjernström, *Kalmar, Sweden*
 Laurel Hermsdorf Todesca, *Milton, Mass.*
 Michael Alexander Tomich, *Houston, Texas*
 Emily Ruth Tull, *Duxbury, Mass.*
 Elizabeth Rebecca Marie Turner,
Cape Neddick, Maine

Lauren Bloch Uhlmann, *Mission Hills, Kan.*
 Juan Francisco Urruela III,
Key Biscayne, Fla.

Jonathan Michael Vacca, *Quincy, Mass.*
 Jessica Catherine Varnum,
Presque Isle, Maine
 Jennifer Elizabeth Venezia, *Waitsfield, Vt.*
 Mutumwapavi C. Vengesayi,
Kadoma, Zimbabwe
 Tiffany Nicole Verdell, *Naples, Maine*
 Villian Svetoslavov Vilhelmov,
Pleven, Bulgaria
 Johann Julius McCormack von Hoffmann,
Orono, Maine
 Tomas Vorobjov, *Bratislava, Slovakia*

Claire Courtenay Walsh, *Rye, N.Y.*
 Adrian Frederic Walther, *East Burke, Vt.*
 Rachel Arryn Walton, *Clarendon Hills, Ill.*
 Jessica Catherine Wansart,
 Portsmouth, N.H.
 Natalie Ann Wayne, *Reading, Mass.*
 Katherine Eleanor Weden, *Miami, Fla.*
 Samuel Seabury Weeks, *Keene, N.H.*
 Steven Andrew Weinberg, *Bethesda, Md.*
 Carolyn Hachen Weinrobe, *Demarest, N.J.*
 Leah Farrell Weisberg, *Falmouth, Maine*
 Leah Ashley Weitz, *Traverse City, Mich*
 Nathan Joseph Werlin, *Winchester, Mass.*
 John Howe Wheelock, *Darien, Conn.*
 Catherine Anne White, *Cambridge, Mass.*
 Elizabeth Caroline Whittington,
 New Canaan, Conn.
 George Anthony Williams, *Bronx, N.Y.*
 Rachele Ann Winkelmann, *New York, N.Y.*
 Demeke Admasu Wondmagegn,
 Addis Ababa, Ethiopia
 Jonathan Jaime Wong, *Brookline, Mass.*
 Lauren Anne Woodward, *Belfast, Maine*
 Edward John Wright, *Saratoga Springs, N.Y.*
 Elizabeth Ann Wyckoff, *Canton, N.Y.*

Susannah Vaughan Young,
 North Berwick, Maine

Rami Walid Zahran, *Ramallah, Palestine*
 Tomasz Tadeusz Zajackowski,
 Opole, Poland
 Courtney Nichole Zecher, *Mansfield, Mass.*
 Kate Rose Zeigler, *Washington, D.C.*
 Mao Zheng, *Chongqing City, China*
 Adelajda Zorba, *Durrës, Albania*

Honorary Degrees

Ray Christie Anderson, *Doctor of Laws*
 David Botstein, *Doctor of Science*
 Robert P. Moses, *Doctor of Education*
 Alan Moore Parker, *Doctor of Laws*
 Jette Torp Parker, *Doctor of Laws*
 Anna Quindlen, *Doctor of Letters*
 Paul J. Schupf, *Doctor of Laws*

HONORS

Senior Marshal

Matthew Mark Meredith

Bachelor's Degrees with Honors

Summa Cum Laude

Scott King Armstrong
 Lijah Johanna Barasz
 Todd Andrew Basnight
 Hannah Friend Beach
 Sara McKay Booth
 Emily Rachel Brostek
 Jessica Ka Yee Chan
 Juliana Sylvia Chessin
 Emilie Lindsley Coulson
 Erica Andrea Dorpalen
 Adil D'Sousa
 Margaret Anne Duggan
 Kara Elizabeth Fagan
 Sarah Mercer Fallon
 Daniel Kevin Fowler
 Katie Elayne Fuller
 Shu Hong Fung
 Alexandra Jo Funk
 Cybill Ancajas Gayatin
 Bram Jeremy Geller
 Tobias Austin Grindal
 Meredith Cooney Hagner
 Sarah Ann Hoskinson
 Andrew Bryant Johnson
 Emily Sara Judem
 Nina Aleksandrova Korolyova
 Kathryn Marie Lidington
 George Chakalayil Mani
 James Owen McLaughlin
 Matthew Mark Meredith
 Jakob Brenden Moe
 Jenna Ruth Morrison
 Matthew Alfred Morrison
 Michael William O'Brien
 Adam Clark Oesterle
 Mary Cristina Ostberg
 Erin Michelle Parry
 Anneliese Elizabeth Radke
 Erin Rebekah Rhoda
 Julia Magen Rosenfeld
 Daniel Aaron Sack
 Sarah Jean Schleck
 Robert Brandon Smithwood
 Ann Louise Swank
 Daren Charles Swisher
 Kaitlyn Alexandra Taylor

Caroline Barclay Theoharides
 Brian James Tierney
 Beda Emilia Tjernstrom
 Jessica Catherine Varnum
 Jessica Catherine Wansart
 Kate Rose Zeigler
 Mao Zheng

Magna Cum Laude

Anthony Akis Abakisi
 Gabrielle Sierra Adams
 Kaitlin Annette Adams
 Emily Eaton Allen
 Rebeccah Fullerton Amendola
 Justin McEvoy Ansel
 Matthew David Aschaffenburg
 Adam Atkinson-Lewis
 Stephanie Lane Atwood
 Sarah West Ayres
 Noah Dalton Balazs
 Lindsay Hunt Barada
 Kathryn Sage Barus
 Sarah Michelle Becker
 Karen Elizabeth Bennett
 Andrea Jane Berchowitz
 Garry James Bertholf
 Kristin Reid Blodgett
 Jonathan Leavitt Bodansky
 Lindsey Nichols Brewer
 Gillian Carpenter Butsch
 Hugo Antonio Caraballo Jr.
 Katharine Evarts Chamberlin
 David James Civitello
 Jennifer Ann Corey
 Melissa Anne Crawford
 Amy G. Cronin
 Todd Bavington Dixon
 Matthew John Downing
 Dori Rebecca Ellowitch
 Kathryn Wood Emery
 Lauren Anne Erickson
 Meris Amanda Esterly
 Holly Elizabeth Eydenberg
 Jason George Foster
 Amit P. Gaind
 Daniel Roven Giuliani
 Benjamin David Godwin
 Zachary Ethan Goldman
 Emily Iris Greene
 Kate Elizabeth Gurfein
 Tafadzwa Lucia Gwitimah
 Brittany Hudson Hamblin

Laura Elizabeth Harker
 Allison Sara Hertzberg
 Lisa Erin Hochman
 Madeline Beth Horwitz
 Peter Samuel Scott Ippolito
 Sean Bentley Kamp
 Sarah Hurley Kelly
 Courtney Nicole Kubilis
 Daniel Edward Lake
 Elizabeth Nancy LaMantia
 Kirsten Ann Lawson
 Jane Jaein Lee
 Heather Lindsay Lersch
 Luke Hutchison L'Heureux
 Sarah Payton Lim
 Carolyn Elizabeth Litty
 Patrick Hall Lizotte
 Rebecca Brittany Longworth
 Abigail Adams Lowell
 Julia Rebecca Patterson Malkin
 Kara Frances McCabe
 Colleen Marie McGee
 Sharon Kathryn McMonagle
 Melissa Anne McNulty
 Caitlin Jeanne Miller
 Julie Liotte Miller
 Jessica Hunt Minty
 Elizabeth Mollo-Christensen
 Timothy David Monahan
 Joshua Ryan Montague
 Emily Marie Mosites
 Ryan Edward O'Flanagan
 Francis P. Orzechowski
 Katherine Elizabeth Packard
 Elizabeth Harriet Palten
 Brian Vincent Parise
 Caitlin Sumner Peale
 Kristen Lee Pinkham
 Stephen Welling Planas
 Caroline Adele Polgar
 Eric Edward Post
 Melissa Beth Poulin
 Drew Martin Rausch
 Robert Sands Redwood
 Christian Shea Rieben
 Patrick Rodjito
 Kathryn Olivia Rooney
 Courtney Elizabeth Rothbard
 Kristen Townsend Russell
 Matthew James Sabin-Matsumoto
 David Anthony Salmon
 Steen Cameron Sehnert
 Jessica Andrews Seymour
 Michael Adam Skarinka
 Margaret Mary Smith

Laura Michelle Snider
 Samuel Bailey Stark
 Jessica Lauren Stathis
 Amanda Karlen Stein
 Timothy John Stenovec
 Nathaniel David Stone
 Brendan Michael Sullivan
 Bethann Lee Swartz
 Eleanor Jeffris Thermansen
 James Robert Thompson
 Johann Julius McCormack
 von Hoffmann
 Tomas Vorobjov
 Adrian Frederic Walther
 Rachel Arryn Walton
 Leah Ashley Weitz
 Nathan Joseph Werlin
 Catherine Anne White
 Elizabeth Caroline Whittington
 Lauren Anne Woodward
 Edward John Wright
 Elizabeth Ann Wyckoff
 Rami Walid Zahran
 Courtney Nichole Zecher

Cum Laude

Carly Ilana Alexander
 Karen Lucy Uellendahl Alexander
 Ronny Vinasco Bachrach
 Jonathan Winslow Bastian
 John Robert Bateman
 Jacob Alfred Bayley
 Nicholas Littlejohn Beaird
 Dinah Halliday Bengur
 James T. Bennett
 Katherine Julia Berman
 Anuradha Bhatnagar
 Tara Catherine Bouton
 Alexander Page Monroe Boyd
 Elif Evrim Bozkurt
 Charlotte Wing Bradburn
 Greyson Conant Brooks
 Lauren Carol Brown
 Colby Jay Burns
 David Alfred BurtonPerry
 Jia Chen
 David Thomas Cheng
 Marissa Toi Yat Chin
 Caroline Barney Cotter
 Benjamin Lahiff Crane
 Katherine Elizabeth Curtis
 Matthew P. DeLoria
 Christopher Raahauge DeSantis
 Steven M. Djordjevic
 Chelsea Elizabeth Downs

Travis Barden Downs
 Devon Elizabeth Ducharme
 Casey Erin Dunton
 Harriet Nawire Egessa
 Dana Michelle Eisenberg
 Daniel Eno
 Carolyn Jane Findeisen
 R. Andrew Fitzpatrick
 Elizabeth Louise Foxwell
 Meghan Eleanor Gallery
 Katharine Leigh Gilroy
 Cassie Marie Green
 Rebecca LaRose Greslick
 David Lindau Gutman
 Charles Murphy Hale
 Katherine Elizabeth Hamm
 Montagu Reid Hankin Jr.
 Caitlin Maura Healey
 Kaitlin Shaw Herlihy
 Barbara Viola Hough
 Margaret Montgomery Jackson
 Robert Conrad Jacobs
 Julie Megan Jaenicke
 Elinore Grace Jenkins
 Claire D. Jimenez
 Lydia Madeline Joseph
 Alexandra Cecelia Jospe
 Shari Carolyn Katz
 Michelle See Kim
 Kendra Lane King
 Brian Klonoski
 Christabel Apei Kwabi
 Hilary Holland Langer
 Jessica Caryl Lefoley
 Troy Kilman Lieberman
 Andrew Todd Lohsen
 Jia-Ling Loo
 Meredith Ivy Lowmaster
 Gregory S. Lusk
 Katherine Anne MacBain
 Dana Irene Maglaris
 Jamie Lee Manzer
 Melina Cope Markos
 Lindsay Baird Masters
 Alexis Anne McCallister
 Aine Seitz McCarthy
 Clara Elizabeth McDowell
 Jefferson Cole Miller
 Jenny Siegner Mooney
 Kimberly Asha Mukerjee
 Nicholas Kinyua Mwai
 David Ng
 Carrie Maria Ngo
 Christoph Giang Nguyen
 Tu-Quyen Nguyen

Oliver Max Nigrosh
 Donnell Paul O'Callaghan III
 Todd Jeffrey Olmstead
 Daniel Wesley Osar
 Daniel Weston Pace
 Courtney Elizabeth Page
 Gregory Major Patch
 Ethan Gustin Payne
 Meghan Montgomery Race
 Adam Morrow Rafsky
 H. Charles Reed
 Eric Stephen Richmond
 Toinette S. Rivas
 Brian Lewis Rodriguez
 Marcy Ward Rolerson
 Kyle Jonathan Ross
 Christopher John Russoniello
 Heather Lynne Ryder
 Justin Daniel Scace
 Eric Martin Seidel
 Marie-Jeanne Coutchy Sene
 Scott Maurice Shahverdian
 Miguel Federico Silva
 Lauren Jessica Simmons
 Jack Edward Sisson
 Emilie Brainard Slack
 Adam Edmour Souza
 Ryan Kyle Spanich
 Amy Brown Squires
 Geoffrey Michael Starrett
 Magdalena Maria Stepien
 Alexander Martin Tallett
 Lindsay Ann Teittinen
 William Seabury Thompson
 Laurel Hermsdorf Todesca
 Emily Ruth Tull
 Mutumwapavi C. Vengesayi
 Villian Svetoslavov Vilhelmov
 Claire Courtenay Walsh
 Natalie Ann Wayne
 Samuel Seabury Weeks
 Steven Andrew Weinberg
 Leah Farrell Weisberg
 Rachele Ann Winkelmann
 Demeke Admasu Wondmagegn
 Jonathan Jaime Wong
 Tomasz Tadeusz Zajaczkowski
 Adelajda Zorba

Honors Programs

Honors in American Studies

Noah Dalton Balazs
 Anna Rose Erdheim
 Kara Elizabeth Fagan
 Tyler James Hales

Katherine Elizabeth Hamm
Emily Sara Judem
Christina Marthield Terrell

Honors in Anthropology
Lauren Jessica Simmons

Honors in Biology
Matthew David Aschaffenburg
David James Civitello
Sarah Ann Hoskinson
Matthew Mark Meredith
Erin Michelle Parry

Honors in Chemistry
Daniel Kevin Fowler
Natalie Ann Wayne
Adelajda Zorba

Honors in Computer Science
Nicholas Kinyua Mwai
Patrick Rodjito

Honors in Economics
Jessica Hunt Minty
Caroline Barclay Theoharides

Honors in English
Emily Eaton Allen
Rebecca Fullerton Amendola
Marissa Toi Yat Chin
Emilie Lindsley Coulson
Erica Andrea Dorpalen
Travis Barden Downs
Russell Allen Gullette
Ashley Vandella Jones-Pierce
Melina Cope Markos
Kara Frances McCabe
James Owen McLaughlin
Michael William O'Brien
Erin Rebekah Rhoda
Ryan Kyle Spanich
Samuel Bailey Stark
Eleanor Jeffris Thermansen
Emily Ruth Tull
Lauren Anne Woodward
Elizabeth Ann Wyckoff

Honors in Environmental Studies
Alexandra Cecelia Jospe
Sarah Hurley Kelly
Hilary Holland Langer
Jenna Ruth Morrison

Honors in Geology
Katherine Elizabeth Curtis
Christopher John Russoniello

Honors in Government
Jessica Catherine Varnum

Honors in History
Jonathan William Ashcroft
Katie Elayne Fuller
Courtney Nicole Kubilis
Julia Rebecca Patterson Malkin
Timothy John Stenovec

Honors in Independent Studies
Chelsea Elizabeth Downs
Adil D'Sousa
Jairus Peter Steed

Honors in International Studies
Sarah Jean Schleck
Laura Michelle Snider

Honors in Music
Garry James Bertholf
Stephen Welling Planas

Honors in Physics
Shu Hong Fung
Mao Zheng

Honors in Philosophy
Emily Rachel Brostek
Gregory S. Lusk

Honors in Psychology
Gabrielle Sierra Adams
Katharine Leigh Gilroy
Kathryn Olivia Rooney
Steen Cameron Sehnert

Honors in Religious Studies
Robert Sands Redwood

Honors in Sociology
Margaret Anne Duggan
Lisa Erin Hochman
Sarah Payton Lim
Mary Cristina Ostberg
Anneliese Elizabeth Radke
Jessica Lauren Stathis

Distinction in Major*Administrative Science (Independent)*

Jia Chen

African-American Studies (Independent)

Garry James Bertholf

American Popular Music (Independent)

Jairus Peter Steed

American Studies

Noah Dalton Balazs

Anna Rose Erdheim

Kara Elizabeth Fagan

Tyler James Hales

Katherine Elizabeth Hamm

Allison Sara Hertzberg

Caitlin Ann Hickey

Emily Sara Judem

Dana Irene Maglaris

Anthropology

Kathryn Wood Emery

Jamie Lee Manzer

Art

Charlotte Wing Bradburn

Greyson Conant Brooks

Tucker van Rensselaer Burr

Jennifer Ann Corey

Caroline Barney Cotter

Dana Michelle Eisenberg

Russell Allen Gullette

David Lindau Gutman

Spencer Arran Koury

Kirsten Ann Lawson

Melina Cope Markos

Courtney Elizabeth Page

Melissa Beth Poulin

Meghan Montgomery Race

Courtney Elizabeth Rothbard

Kaitlyn Alexandra Taylor

Eleanor Jeffris Thermansen

James Robert Thompson

Steven Andrew Weinberg

Catherine Anne White

Elizabeth Caroline Whittington

Rachele Ann Winkelmann

Biology

Kathryn Sage Barus

Sarah Michelle Becker

David James Civitello

Sarah Ann Hoskinson

Andrew Bryant Johnson

Luke Hutchison L'Heureux

Carolyn Elizabeth Litty

Patrick Hall Lizotte

Matthew Mark Meredith

Jakob Brenden Moe

Emily Marie Mosites

Erin Michelle Parry

Caroline Adele Polgar

Courtney Nichole Zecher

Chemistry

Daniel Kevin Fowler

Bram Jeremy Geller

Zachary Ethan Goldman

Adam Clark Oesterle

Classical Civilization

Hannah Friend Beach

Meredith Cooney Hagner

Classics

Rebecca Fullerton Amendola

Kate Elizabeth Gurfein

Meredith Cooney Hagner

Caitlin Maura Healey

Nicholas Allan Oxenhorn

Comparative Literary Studies (Independent)

Adil D'Sousa

Computer Science

Matthew P. DeLoria

Timothy David Monahan

Nicholas Kinyua Mwai

Patrick Rodjito

Tomas Vorobjov

Cultural Production (Independent)

Lijah Johanna Barasz

East Asian Studies

Benjamin David Godwin

Economics

Anthony Akis Abakisi

Elif Evrim Bozkurt

Amy G. Cronin

Alexandra Jo Funk

Emily Iris Greene

Tobias Austin Grindal

Peter Samuel Scott Ippolito

Robert Conrad Jacobs

Abigail Adams Lowell

George Chakalayil Mani
 Jefferson Cole Miller
 Jessica Hunt Minty
 Christoph Giang Nguyen
 Eric Edward Post
 H. Charles Reed
 Christian Shea Rieben
 David Anthony Salmon
 Michael Adam Skarinka
 Caroline Barclay Theoharides
 Beda Emilia Tjernström
 Mutumwapavi C. Vengesai
 Jonathan Jaime Wong
 Mao Zheng

Economics-Mathematics

Jonathan Leavitt Bodansky
 Nina Aleksandrova Korolyova
 Brian James Tierney
 Tomasz Tadeusz Zajackowski

English

Emily Eaton Allen
 Rebekah Fullerton Amendola
 Lindsay Hunt Barada
 Sara McKay Booth
 Marissa Toi Yat Chin
 Jennifer Ann Corey
 Emilie Lindsley Coulson
 Erica Andrea Dorpalen
 Holly Elizabeth Eydenberg
 Kara Elizabeth Fagan
 Russell Allen Gullette
 Brittany Hudson Hamblin
 Claire D. Jimenez
 Anne Kathryn Lewallen
 Abigail Adams Lowell
 Katherine Anne MacBain
 Melina Cope Markos
 Kara Frances McCabe
 James Owen McLaughlin
 Julie Liotte Miller
 Matthew Alfred Morrison
 Carrie Maria Ngo
 Michael William O'Brien
 Todd Jeffrey Olmstead
 Erin Rebekah Rhoda
 Julia Magen Rosenfeld
 Samuel Bailey Stark
 Brendan Michael Sullivan
 Ann Louise Swank
 Alexander Martin Tallett
 Eleanor Jeffris Thermansen
 Emily Ruth Tull
 Lauren Anne Woodward

Elizabeth Ann Wyckoff
 Susannah Vaughan Young
 Kate Rose Zeigler

Environmental Studies

Sarah Ann Hoskinson
 Sharon Kathryn McMonagle
 Jenna Ruth Morrison

French Studies

Dinah Halliday Bengur
 Kristen Lee Pinkham
 Marie-Jeanne Coutchy Sene
 Adelajda Zorba

Geobiology

Elizabeth Mollo-Christensen

Geology

Adam Atkinson-Lewis
 Katherine Elizabeth Curtis
 Jason George Foster
 Kathryn Marie Lidington
 Lindsay Baird Masters
 Daniel Weston Pace
 Marcy Ward Rolerson
 Christopher John Russoniello
 Samuel Seabury Weeks

German

Montagu Reid Hankin Jr.

German Studies

Katie B. Ryckman

Government

Karen Elizabeth Bennett
 Andrea Jane Berchowitz
 Tara Catherine Bouton
 R. Andrew Fitzpatrick
 Daniel Roven Giuliani
 Kaitlin Shaw Herlihy
 Brian Klonoski
 Courtney Nicole Kubilis
 Daniel Edward Lake
 Donnell Paul O'Callaghan III
 Francis P. Orzechowski
 Brian Vincent Parise
 Caitlin Sumner Peale
 Christian Shea Rieben
 Toinette S. Rivas
 Matthew James Sabin-Matsumoto
 Sarah Jean Schleck
 Eric Martin Seidel
 Jack Edward Sisson

Michael Adam Skarinka
 Robert Brandon Smithwood
 Bethann Lee Swartz
 Alexander Martin Tallett
 Jessica Catherine Varnum
 Johann Julius McCormack von Hoffmann
 Steven Andrew Weinberg

History

Justin McEvoy Ansel
 Jonathan William Ashcroft
 Todd Andrew Basnight
 Alexander Page Monroe Boyd
 Juliana Sylvia Chessin
 Dana Michelle Eisenberg
 Jason George Foster
 Katie Elayne Fuller
 Meghan Eleanor Gallery
 Courtney Nicole Kubilis
 Patrick Hall Lizotte
 Julia Rebecca Patterson Malkin
 Matthew Alfred Morrison
 Katherine Elizabeth Packard
 Drew Martin Rausch
 Kyle Jonathan Ross
 Timothy John Stenovec
 Daren Charles Swisher
 Edward John Wright

Human Development (Independent)

Emily Rachel Brostek
 Lydia Madeline Joseph
 Colleen Marie McGee
 Elizabeth Harriet Palten
 Heather Lynne Ryder
 Emilie Brainard Slack

International Community Development (Independent)

Amy Brown Squires

International Studies

Anuradha Bhatnagar
 Kristin Reid Blodgett
 Lauren Carol Brown
 Cybill Ancajas Gayatin
 Laura Elizabeth Harker
 Nina Aleksandrova Korolyova
 Hilary Holland Langer
 Jefferson Cole Miller
 Christoph Giang Nguyen
 Kristen Lee Pinkham
 Sarah Jean Schleck
 Laura Michelle Snider

Magdalena Maria Stepien
 Jessica Catherine Varnum
 Tomasz Tadeusz Zajackowski

Latin-American Studies

Scott King Armstrong
 Sarah West Ayres
 Hugo Antonio Caraballo, Jr.
 Rebecca Brittany Longworth

Mathematical Science

Anthony Akis Abakisi
 Shu Hong Fung
 Timothy David Monahan
 Nathan Joseph Werlin

Mathematics

Elif Evrim Bozkurt
 Daniel Aaron Sack
 Tomas Vorobjov

Music

Garry James Bertholf
 Barbara Viola Hough
 Sean Bentley Kamp
 Caitlin Jeanne Miller
 Stephen Welling Planas

Philosophy

Hannah Friend Beach
 Emily Rachel Brostek
 Gregory S. Lusk
 Eric Stephen Richmond
 Steen Cameron Sehnert
 Samuel Bailey Stark

Philosophy-Mathematics (Independent)

Alexandra Jo Funk

Physics

Nicholas Littlejohn Beaird
 Jonathan Leavitt Bodansky
 Todd Bavington Dixon
 Shu Hong Fung
 Amit P. Gaiind
 Joshua Ryan Montague
 Daniel Aaron Sack
 Mao Zheng

Popular Culture (Independent)

Chelsea Elizabeth Downs

Pre-Architecture (Independent)

James Robert Thompson

Psychology

Gabrielle Sierra Adams
 Kaitlin Annette Adams
 Ronny Vinasco Bachrach
 Katharine Evarts Chamberlin
 Melissa Anne Crawford
 Lauren Anne Erickson
 Katharine Leigh Gilroy
 Cassie Marie Green
 Kathryn Olivia Rooney
 Kristen Townsend Russell
 Steen Cameron Sehnert
 Rachel Arryn Walton

Religious Studies

Tu-Quyen Nguyen
 Kristoff William Paulson
 Robert Sands Redwood
 Jessica Catherine Wansart

Russian Language and Culture

Jessica Ka Yee Chan
 Andrew Todd Lohsen

Science, Technology, Society

Madeline Beth Horwitz
 Jakob Brenden Moe

*Science, Technology, Communications
(Independent)*

George Anthony Williams

Sociology

Margaret Anne Duggan
 Tafadzwa Lucia Gwitimah
 Laura Elizabeth Harker
 Lisa Erin Hochman
 Elizabeth Nancy LaMantia
 Sarah Payton Lim
 Mary Cristina Ostberg
 Anneliese Elizabeth Radke
 Jessica Lauren Stathis
 Amanda Karlen Stein

Spanish

Scott King Armstrong
 Adam Atkinson-Lewis
 Hugo Antonio Caraballo Jr.
 Kirsten Ann Lawson
 Rebecca Brittany Longworth
 Robert Sands Redwood
 Jessica Andrews Seymour
 Magdalena Maria Stepien

Theater and Dance

David Thomas Cheng
 Meris Amanda Esterly
 Jane Jaein Lee
 Julie Liotte Miller

Women's, Gender, and Sexuality Studies

Madeline Beth Horwitz
 Jessica Andrews Seymour
 Elizabeth Ann Wyckoff

Phi Beta Kappa

Rebeccah Fullerton Amendola
 Adam Atkinson-Lewis
 Lijah Johanna Barasz *
 Todd Andrew Basnight
 Hannah Friend Beach
 Sarah Michelle Becker
 Sara McKay Booth
 Emily Rachel Brostek
 Katharine Evarts Chamberlin
 Jessica Ka Yee Chan
 Juliana Sylvia Chessin
 Emilie Lindsley Coulson
 Adil D'Sousa
 Erica Andrea Dorpalen
 Margaret Anne Duggan
 Kara Elizabeth Fagan
 Sarah Mercer Fallon
 Daniel Kevin Fowler
 Katie Elayne Fuller
 Shu Hong Fung
 Alexandra Jo Funk
 Cybill Ancajas Gayatin
 Bram Jeremy Geller
 Benjamin David Godwin
 Meredith Cooney Hagner
 Sarah Ann Hoskinson
 Andrew Bryant Johnson
 Emily Sara Judem
 Nina Aleksandrova Korolyova
 Kathryn Marie Lidington
 Rebecca Brittany Longworth
 George Chakalayil Mani
 James Owen McLaughlin
 Matthew Mark Meredith *
 Jakob Brenden Moe
 Elizabeth Mollo-Christensen
 Jenna Ruth Morrison
 Matthew Alfred Morrison
 Michael William O'Brien
 Adam Clark Oesterle
 Francis P. Orzechowski
 Mary Cristina Ostberg
 Katherine Elizabeth Packard

Erin Michelle Parry *
 Erin Rebekah Rhoda
 Daniel Aaron Sack
 Sarah Jean Schleck
 Robert Brandon Smithwood
 Ann Louise Swank
 Kaitlyn Alexandra Taylor
 Caroline Barclay Theoharides
 Brian James Tierney
 Beda Emilia Tjernström
 Jessica Catherine Varnum
 Jessica Catherine Wansart
 Elizabeth Ann Wyckoff
 Kate Rose Zeigler
 Mao Zheng

**elected in junior year*

Julius Seelye Bixler Scholars

Lijah Johanna Barasz
 Shu Hong Fung
 Bram Jeremy Geller
 George Chakalayil Mani
 Matthew Mark Meredith
 Erin Michelle Parry

Charles A. Dana Scholars

Emily Rachel Brostek
 Emily Sara Judem
 Mary Cristina Ostberg
 Caroline Barclay Theoharides
 Jessica Catherine Varnum

Ralph J. Bunche Scholars

Gabrielle Sierra Adams
 Hugo Antonio Caraballo Jr.
 Kasi Leigh Carson
 Jennifer Acosta Coliflores
 Michelle See Kim
 Melissa Anne McNulty

Senior Scholars

Lijah Johanna Barasz
*"You Know How I Know You're
 Gay?: Masculinity and
 Homophobia in
 Mainstream Comedy"*
 Beda Emilia Tjernström
*"Be the Change You Wish to See:
 Climate Change as a Global,
 Public and Long-Lived
 Environmental Good"*

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, 264
- Accreditation and Memberships, III, 3
- ACT Tests, 7
- Adding Courses, 36
- Administration, 303
- Administrative Science, 50
- Administrative Science Minor, 50
- 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 Drumming Ensemble, 201
- African Studies, 51
- African Studies Minor, 52
- African-American Studies, 52
- African-American Studies Minor, 53
- Alcoholic Beverages, Regulations, 264
- Alumni Council Executive Committee, 274
- Alumni Relations, II, 2
- American Studies, 54
- Ancient History, 61
- Annual Basic Charges, 10
- Anthropology, 62
- Anthropology Minor, 63
- Application Schedule, 6
- Applied Music Associates, 298
- Applied Music Fee, 11
- Area Requirements, 29, 49
- Art, 68
 - Art: Studio Art Concentration, 69
 - Art: Art History Concentration, 69
 - Art Minor, 69
- Associates, Assistants (Teaching), 299
- Associates in Applied Music, 298
- Astronomy, 74
- Athletics, II, 265
- Attendance, 37
- Attendance Deposits, 10
- Auditing Courses, 4, 41
- Basic Charges, 10
- Behavior, 263
- Bills, 12
- Biochemistry, 75
- Biology, 76
 - Concentration in
 - Environmental Science, 76
 - Concentration in Cell and Molecular
 - Biology/Biochemistry, 76
 - Concentration in
 - Neuroscience, 76
- Bixler Scholars, 34, 315
- Board of Trustees, 267
- Bookstore, II
- Bunche Scholars, 323
- Business Administration (See Administrative Science), 50
- Business Matters, II
- Calendar, College, 320, 321
- Calendar of Payments, 10
- Campus Visits, II, 7
- Career Services, II, 24
- Charges (See Fees), 10
- Chemistry, 84
 - Chemistry-ACS Major, 84
 - Chemistry-Biochemistry Major, 85
 - Chemistry: Cell and Molecular
 - Biology/Biochemistry Concentration, 85
 - Chemistry: Environmental Sciences
 - Concentration, 85
 - Chemistry Minor, 85
- Chinese, 88
- Chinese Minor, 88
- Chorale, Colby, 201
- Class Standing, 40

- Classical Civilization, 90
- Classical Civilization-Anthropology Major, 90
- Classical Civilization-English Major, 90
- Classical Civilization Minor, 90
- Classics, 89
- Classics-English Major, 90
- Classics Minor, 91
- Colby College History, 2
- Colby College Museum of Art, 26
- Colby Experience, 261
- Colby Host Program (Admissions), 7
- Colby-Hume Center, 187
- Colby in Dijon Fee, 11
- Colby in Dijon Program, 44, 45
- Colby in Salamanca Fee, 11
- Colby in Salamanca Program, 44, 45
- Colby in St. Petersburg Fee, 11
- Colby in St. Petersburg Program, 45
- Colby in Washington Fee, 11
- Colby in Washington Program, 46
- Colby Name, 265
- Colby Plan, 16
- Colby Values, 4
- Colby's Presidents, 3
- College Board Tests, 7, 29
- College Committees, 302
- Collegium Musicum, 202
- Commencement 2006, 309
- Committees:
 - College, 302
 - Faculty, 302
 - Other, 302
- Overseers Visiting Committees, 273
- Comprehensive Fee, 10
- Computer Resources (See Information Technology Services), 19
- Computer Science, 93
- Computer Science Minor, 93
- Conduct (See Behavior), 263
- Conflict of Exams, 38
- COOT, 261
- Corporation, College, 267
- Counseling Services, 263
- Courses:
 - Adding, 36
 - Auditing, 41
 - Changes of, 36
 - Dropping, 36
 - Key to Courses of Study, 48
 - Selection of, 35
 - Withdrawal from, 36
- Courses of Study, 50
- Creative Writing, 96
- Creative Writing Concentration, 115
- Creative Writing Minor, 96
- Credit Requirements, 28
- Credits:
 - By Examination, 7, 40
 - Transferred, 40, 41
- Credit Hours, 49
- Critical Dates, 49
- Damage to or Loss of College Property,
 - Liability for, 11
- Dana Scholars, 34, 323
- Dance (See Theater and Dance), 248
- Dartmouth Engineering Program, 46
- Dean's List, 34
- Degree Conferred, 2
- Degree Requirements, 28
- Degrees and Honors, 34
- Degrees Awarded, 2005:
 - Bachelor of Arts, 309
 - Honorary, 314
 - Honors, 315
- Deposits, 10
- Dialogue Housing, 262
- Dijon, Colby in, 44, 45
- Dining Services, 262
- Directors, Colby Programs Abroad, 287
- Dishonesty, 4, 37
- Dismissal, 39
- Distinction in the Major, 34, 318
- Distribution Requirements, 29, 49
- Domestic Exchange, 46
- Domestic Programs, 46
- Drama (See Theater and Dance), 248
- Dropping Courses, 36
- Drugs, Regulations, 264
- Early Admission, 8
- Early Decision, 6
- East Asian Studies, 97
- East Asian Studies Minor, 98
- Economics, 101
- Economics: Financial Markets, 102
- Economics: International Economics, 102
- Economics: Public Policy, 102
- Economics-Mathematics Major, 102
- Economics Minor, 103
- Education, 108
- Education, Environmental Education
 - Minor, 109
- Education, Human Development Minor, 108

- Education Minor, 109
 Education, Professional Certification
 Minor, 109
 Emeriti, Faculty, 275
 Emeriti, Trustees, 269
 Employment, Student, 14
 Engineering Program, Dartmouth, 46
 English, 114
 English as a Foreign Language, 9
 English: Concentration in Creative
 Writing, 115
 Enrollment by States and Countries, 308
 Environmental Science, 128
 Biology/Environmental Science, 128
 Chemistry/Environmental Science, 85,
 112
 Environmental Studies/Science, 128
 Environmental Studies, 129
 Concentration in Policy, 129
 Concentration in Science, 130
 Environmental Studies Minor, 133
 Exams, 38, 330, 331
 Exchange Program Credits, 44
 Exchange Programs, 44, 45, 46
 Excused Absences, 42
 Exemption by Examination, 40

 Faculty, 275
 Faculty Advisor, 20
 Faculty Associates and Assistants, 299
 Faculty, Emeriti, 275
 Faculty Fellows and Interns, 300
 Faculty Representatives to Board
 of Trustees, 269
 Faculty Sabbaticals, 297
 Family Educational Rights and Privacy
 Act, 265
 Farnham Writers' Center, 24
 Fees and Charges, 10
 Fellows and Interns, 300
 Finances (See Student Fees), 10
 Financial Aid, 14
 Financial Aid, Study Abroad, 11, 14, 45
 Financial Services Office, 14
 Fines, 12
 First-Year Orientation, 261
 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, 139
 French Studies Major, 139

 General Regulations, 263
 Geology, 143
 Geology Minor, 144
 Geoscience, 144
 German, 147
 German Language and Literature
 Major, 148
 German Studies Major, 149
 Glee Club (See Chorale), 201
 Goldfarb Center for Public Affairs and
 Civic Engagement, 22
 Governance, 263
 Government, 151
 Grades (See Marks), 38
 Graduate Schools, Preparation for, 24, 25
 Graduation Requirements, 28
 Grants and Loans, II, 14
 Greek, 159

 Health and Counseling Services, II, 263
 Health Records for Admission, 8
 Health Policy, 264
 Hebrew, 161
 History, 161
 History, Ancient, 61
 History of Colby College, 2
 Holidays, 37, 330, 331
 Honorary Degree, 314
 Honors Awarded, 34, 315
 Hour Exams and Quizzes, 38
 Housing, 261
 Human Development Major, 175
 Human Development Minor, 109

 Incomplete Work, 38
 Independent Majors, 32
 Independent Study, 32
 Indigenous Peoples of the Americas
 Minor, 175
 Information Technology Services, 19
 Inquiries, II
 Integrated Studies, 43, 176
 Interdisciplinary Studies, 43
 International Baccalaureate, 7
 International Students, 9, 29
 International Studies, 177
 Internships, 21, 24, 33, 185
 Interviews for Admission, 6
 Italian, 185
 Italian Studies Minor, 185

- January Program, 11, 21, 32, 187
- January Program Fee, 11
- Japanese, 188
- Japanese Minor, 188
- Jazz Band, 202
- Jewish Studies, 189
- Jewish Studies Minor, 189
- Jobs, Student (See Employment) 14
- Judicial Board, 263
- Junior Year Abroad, 44

- Language Placement, 9, 29
- Language Requirement, 29
- Late Payment Fee, 12
- Late Registration, 36
- Latin, 190
- Latin American Studies, 191
- Leave of Absence, 42
- Libraries, 18
- Liquor, Regulations, 264
- 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, Options within, 31
- Marks, 38
- Marshals, 299
- Mathematical Sciences Major, 194
- Mathematics, 193
- Mathematics Minor, 194
- Mathematics Placement, 20
- Media Services, 19
- Medical Care, II, 264
- Minors, 32
- Miscellaneous Charges, 11
- Mission, 1, 16
- Multicultural and International Affairs, 262
- Museum of Art, 26
- Music, 11, 198
- Music Lessons, 199
- Music Minor, 199

- Named Faculty Chairs, 278
- Neuroscience, 205
- Ninth Semester Program (Education), 109
- Non-discrimination Policy, III, 4
- Non-harassment, 4

- Non-matriculated Students, 8, 41
- Oak Institute, 23
- Off-Campus Study, 21, 44
- Off-Campus Study Charges, 11
- Officers of the College, 267
- Orchestra, 202
- Orientation, 261
- Other Colby Publications, 5
- Overseers of the College, 271
- Overseers Visiting Committees, 273

- Parent Loan Programs, 14
- Payment of Bills and Fees, 12
- Payment Plans, 12
- Performing Arts (see Theater and Dance), 248
- Phi Beta Kappa, 34, 322
- Philosophy, 205
- Philosophy Minor, 206
- Physics, 212
- Physics Minor, 214
- Placement in Foreign Languages, 20
- Placement in Mathematics, 20
- Point Scale in the Major, 29
- Points, Quality, 29
- Points, Quantity, 29
- Political Science (see Government), 151
- Presidents of Colby College, 3
- Probation, 39
- Professional Certification (Education), 109
- Professional Preparation, 25
- Psychology, 217
- Psychology, Neuroscience Option, 217
- Public Affairs, II
- Publications, 5
- Pugh Center, 262

- Quality Requirements, 29
- Quantity Requirements, 28
- Quizzes, 38

- Readmission, II, 42
- Records, Student, II, 265
- Refunds, 13
- Registration, 36
- Regulations, General, 263
- Religious Holidays, 37
- Religious Studies, 222
- Religious Studies Minor, 223
- Repeated Courses, 41
- Requirements for Graduation (See Academic Requirements), 28

- Research (Student), 23
- Research Associates and Assistants, 299
- Residence Halls, 261
- Residence Halls: Damage, Fines, 11
- Residence Requirements, 28
- Residential and Social Life, 5, 261
- Returning Students, Requirement for, 33
- Room and Board Rebate, 10
- Room Reservations, 10, 261
- ROTC, 46
- Russian, 228
- Russian Language and Culture Major, 228
- Russian Language and Literature
 - Minor, 228

- Sabbaticals, 297
- Salamanca, Colby in, 44, 45
- Safety and Security, II, 263
- Satisfactory/Unsatisfactory, 37
- Scholastic Aptitude Test, 7
- Science, Technology, and Society, 231
- Science, Technology, and Society
 - Minor, 232
- Secondary School Teacher Certificate, 109
- Selection of Courses, 35
- Semester Exams, 38
- Semester Program Charges
 - (Off Campus), 11
- Senior Scholars, 23, 34, 323
- Sexual Assault, 5
- Sociology, 236
- Spanish, 243
- 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, 261
- Student Affairs, II, 261
- Student Employment, 14
- Student Exchange, 21, 44
- Student Fees, 10
- Student Government, 262
- Student Handbook, 263
- Student Life, 261
- Student Records, 265
- Student Representatives to
 - Board of Trustees, 269
- Student Services, 261
- Student Support Program, 261
- Student Teaching, 109

- Student's Responsibility in Meeting
 - Requirements, 28, 35
- Studio Art Concentration, 71
- Study Abroad Opportunities, 44
- Summary of Values, 4
- Summer Programs, II
- Summer School Credits, 41
- Sustainability, 4
- Symphony Orchestra, 202

- Teacher Certification, 110
- Teaching Associates and Assistants, 299
- Tests, 7, 38
- Theater and Dance, 248
- Theater and Dance Minor, 248
- Transcripts, II, 42
- Transfer Student Requirements, 8, 28, 40
- Transferred Credits, 40, 41
- Trustees Emeriti of the College, 269
- Tuition Fee, 10, 13
- Tuition Payment Plans, 12

- Vacations, 330, 331
- Veterans, 8

- Warnings, 38
- Washington Semester Programs, 46
- Wellness Program, 30
- Wind Ensemble, 202
- Withdrawal from College, 42
- Withdrawal from Course, 36
- Women's, Gender, and Sexuality
 - Studies, 252
- Women's, Gender, and Sexuality Studies
 - Minor, 253
- Writers' Center, 24

COLLEGE CALENDAR 2006-2007

First Semester

Tuesday, August 29

Tuesday, August 29,

through Tuesday, September 5

Monday, September 4

Wednesday, September 6

Friday, October 6, through Sunday, October 8

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;

upperclasses return

First classes

Family Homecoming Weekend

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

First classes

Spring recess (dorms closed)

Last classes of second semester

Last day for scheduled events

Semester examinations

Baccalaureate

Commencement

Summer 2007

Thursday, June 7, through Sunday, June 10

Reunion Weekend

COLLEGE CALENDAR 2007-2008

First Semester

Tuesday, August 28

Tuesday, August 28,

through Tuesday, September 4

Monday, September 3

Wednesday, September 5

Friday, October 12, through Sunday, October 14

Monday and Tuesday, October 22 and 23

Wednesday, November 21, through Sunday, November 25

Friday, December 7

Saturday, December 8

Wednesday, December 12, through Monday, December 17

Tuesday, December 18

January Term

Monday, January 7, through Tuesday, January 31

Second Semester

Wednesday, February 6

Saturday, March 22, through Sunday, March 30

Friday, May 9

Saturday, May 10

Wednesday, May 14, through Monday, May 19

Saturday, May 24

Sunday, May 25

Summer 2008

Thursday, June 5, through Sunday, June 8

Class of 2011 arrives for COOT

COOT and orientation

Dorms open;

upperclasses return

First classes

Family Homecoming Weekend

Fall break (no classes)

Thanksgiving recess

Last classes of first semester

Last day for scheduled events

Semester examinations

Dorms close for

winter recess

January Program

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/.



This catalogue is printed on 100-percent postconsumer waste paper manufactured using biogas and a chlorine-free process.

Admissions Office
Colby College
Waterville, Maine 04901

Nonprofit Organization
U.S. Postage Paid/Permit 39
Waterville, Maine