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Colby College

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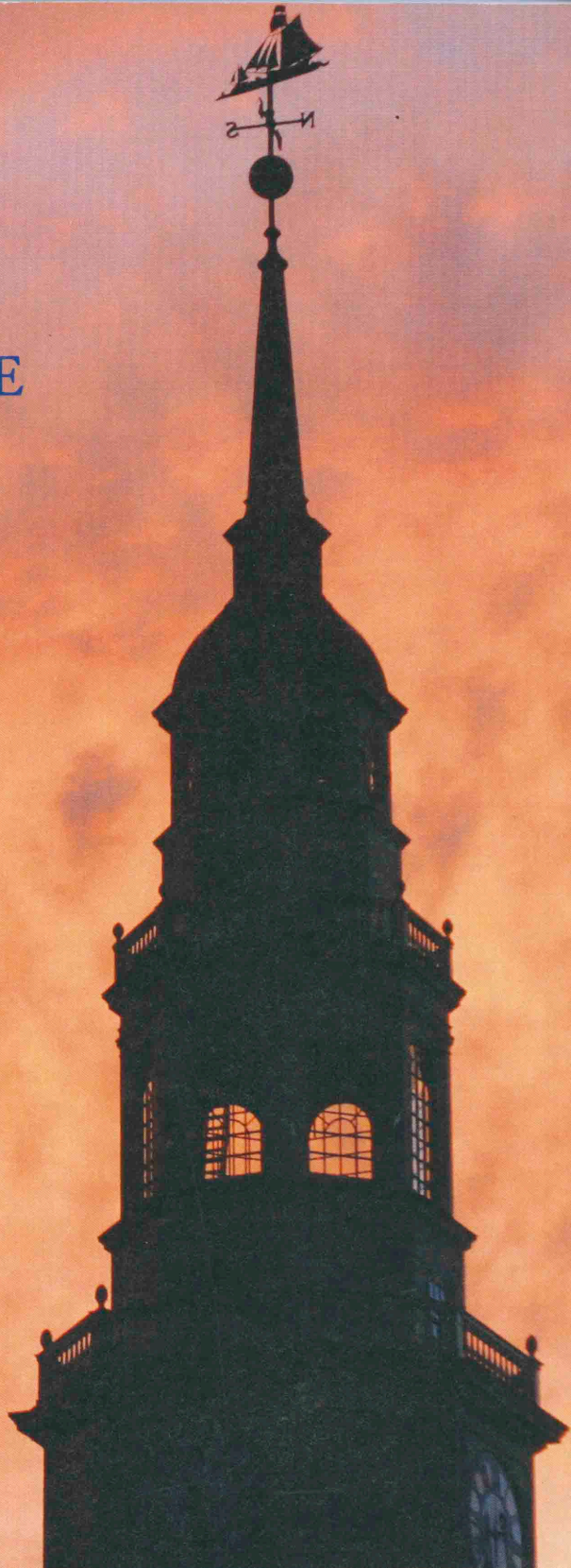
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COLBY  
COLLEGE  
CATALOGUE

2009-2010

Colby



# COLBY COLLEGE CATALOGUE

September 2009-August 2010

Waterville, Maine

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**Online:** [www.colby.edu](http://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 at [www.colby.edu/catalogue/](http://www.colby.edu/catalogue/).



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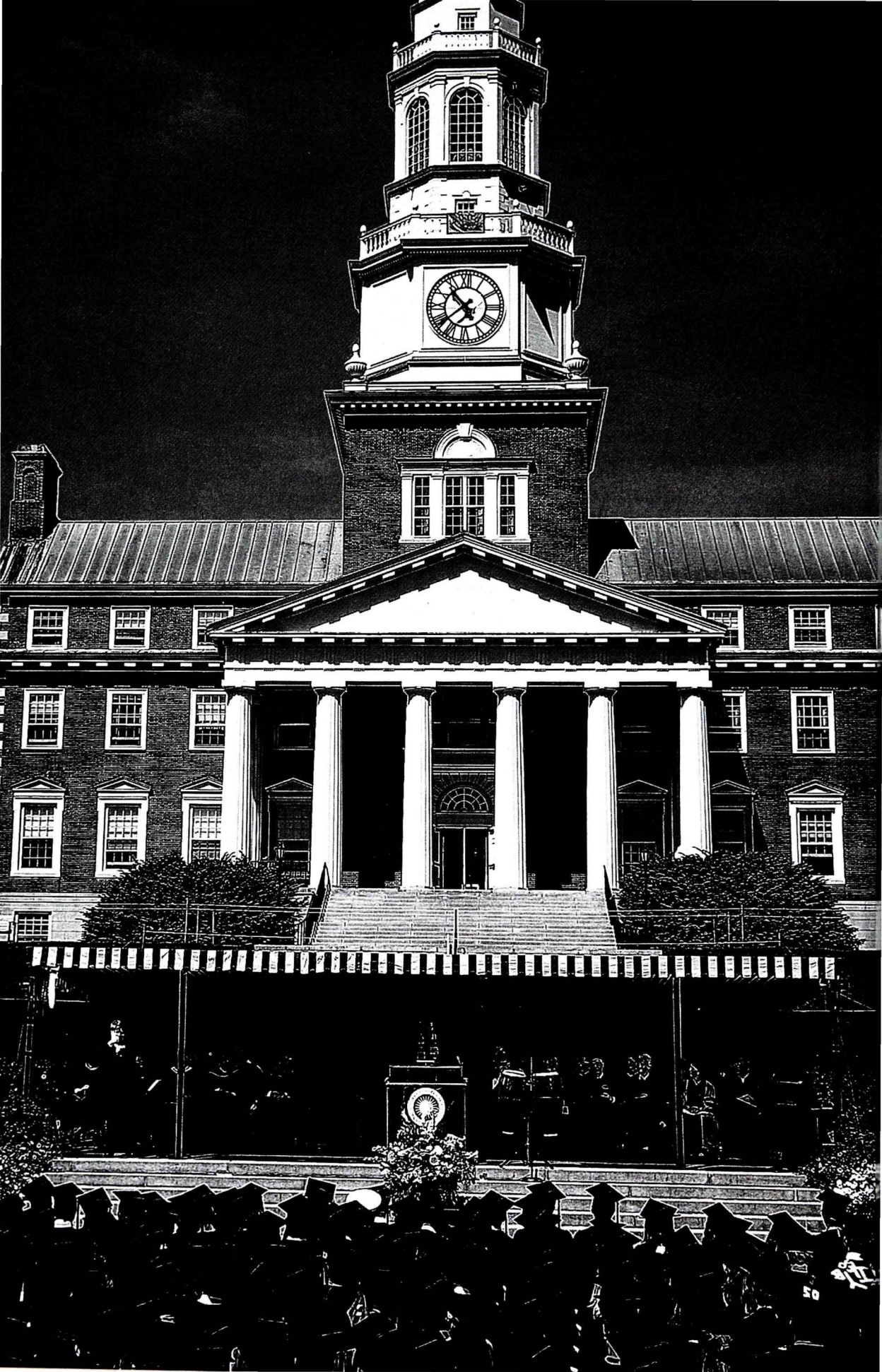
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## THE ESSENCE OF COLBY'S MISSION

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.

(See "The Colby Plan: Mission and Precepts," page 18.)

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## ABOUT COLBY

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

With its rigorous academic program and transformational relationships between students and faculty, the Colby experience is characterized by inspired learning and growth in and out of classes. Colby is international in its outlook, its program, and the impact of its graduates. Its location in Maine provides unique access to institutions and extraordinary opportunities for engagement. Students choose from some 500 courses and among 52 majors, and they have wide flexibility in designing independent study programs, electing special majors, and participating in internships and exchange programs.

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

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

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



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## COLBY 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

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## 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, International Institute of Education, National Association of Independent Colleges and Universities, New England Board of Higher Education, Maine Independent Colleges Association, Council on Undergraduate Research, 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, American Studies Association, National Council for Science and the Environment, New England Consortium on Assessment and Student Learning, and Association for Continuing Medical Education. College member of American Association of University Women, chapter of American Association of University Professors, member of New England Small College Athletic Conference, associate member of the Council of International Schools. Colby chapter of Phi Beta Kappa founded in 1895. Colby College Museum of Art accredited by the American Association of Museums. Health Center accredited by Accreditation Association for Ambulatory Health Care.

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## SUMMARY OF COLBY VALUES

### **Academic Integrity**

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

### **Diversity**

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

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

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

### **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 permit harassment as defined in these policies. Both racial and sexual harassment are illegal under state and federal law. Harassment by one's peers, by any student, or by any employee of the College will not be tolerated. Possible penalties for those found guilty of harassment include probation, suspension, expulsion, termination of employment, and civil or criminal lawsuits. Those in positions of authority in all sectors of the College community must recognize that there is always an element of power in their relationships with persons having less authority. Faculty members must be aware that they can unexpectedly find themselves responsible for the instruction or evaluation of any student at the College. It is, therefore, the responsibility of the person in authority not to abuse that power. Relationships between consenting adults that would otherwise

be acceptable can pose problems when one of the two has any kind of authority over the other. Such relationships should be avoided.

### **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.

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## **COLBY COMMUNICATIONS**

Colby maintains the Web sites [www.colby.edu](http://www.colby.edu) and [www.insidecolby.com](http://www.insidecolby.com), offering a wide range of information about the College.

Admissions materials for prospective students may be obtained from the Office of Admissions and online at [www.colby.edu/admissions](http://www.colby.edu/admissions).

*Colby* magazine is published quarterly. Full text of the magazine and additional material is online at [www.colby.edu/mag](http://www.colby.edu/mag).

*InsideColby*, a magazine for students by students, is published three times each year, with additional student-produced multimedia features online at [www.insidecolby.com](http://www.insidecolby.com).

The Colby College Student Handbook is published annually online at [www.colby.edu/dos](http://www.colby.edu/dos).

A brochure for parents is published and mailed annually, a periodic newsletter is e-mailed to parents of enrolled students, and a Web site for parents is online at [www.colby.edu/parents](http://www.colby.edu/parents).

The Annual Report of the President is available online at [www.colby.edu/president/articles](http://www.colby.edu/president/articles).

The Colby Alumni Network includes a password-protected, searchable directory of alumni and parents at [www.colby.edu/alumni](http://www.colby.edu/alumni). An electronic newsletter, Out of the Blue, is e-mailed to alumni monthly.

Subscriptions to other electronic communications, including news about athletics, the Goldfarb Center, the museum, and Colby in the news, are available at [www.colby.edu/news](http://www.colby.edu/news).

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## 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. All candidates are expected to be within acceptable ranges of academic ability and preparation.

The quality of a candidate's preparation is judged by the academic record, references from school administrators and teachers, and results of tests administered by The College Board or by the American College Testing Program.

To ensure a common educational base, a minimum of 16 academic preparatory units is strongly recommended, including four years of English, at least three of a single foreign language, three of college preparatory mathematics, two of history or social studies, two of laboratory science, and two years of other college preparatory electives.

Colby supports the efforts of secondary school officials and governing bodies to have their schools achieve regional accredited status, in order to provide reliable assurance of the quality of the educational preparation of its applicants for admission.

The average rate of return from first year to sophomore year is 94 percent. The average five-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.

Dec. 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. Notification: by April 1.

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

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

**Application Forms** Application forms, including the Colby supplement to the Common Application, are available online at [www.colby.edu/admissions](http://www.colby.edu/admissions). An application fee is not required for any applicant from Maine, for any student who files the application electronically, or for any student who cannot afford the \$65 application fee.



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

Interviews with alumni can generally 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 spring, 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 accommodations near the campus is available from the Admissions Office and online at [www.colby.edu/visit](http://www.colby.edu/visit). Visitors may request a day host or overnight host through the Colby Host Program. Day hosts are generally available in the fall, and overnight hosts are available for admitted students in the spring. Requests for hosts may be submitted online at [www.colby.edu/visit](http://www.colby.edu/visit). Overnight accommodations are limited to one night.

Colby is located near I-95 exit 127. Waterville may be reached by bus, by air (to Augusta), or by airport shuttle from the Portland Jetport or Bangor International Airport.

**Tests** Colby requires official results of either the College Board SAT Reasoning Test, the American College Test (ACT), or the SAT Subject Tests in three different subject areas of the applicant's choice. A foreign language Subject Test is recommended for students seeking to fulfill the College's language requirement in this manner. All required tests must be taken no later than 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. Information for students taking the College Board tests is available at [www.collegeboard.com/testing](http://www.collegeboard.com/testing). Students taking ACT tests can find information at [www.actstudent.org](http://www.actstudent.org). The Colby College institutional codes are 3280 for the SAT Reasoning and Subject Tests and 1638 for the ACT. Candidates planning to submit only ACT results are encouraged to take the ACT with the optional writing test component.

**Advanced Standing** Colby participates in the Advanced Placement Program of the College Board. Credits will be recorded on the Colby transcript for official AP scores of 4 or 5, and, where appropriate, advanced course placement will be granted. These credits may also be applied to certain academic areas of the College's distribution requirement (see Academic Requirements section), but AP credits may not be counted toward the 128 credits required for graduation.

Colby also recognizes the International Baccalaureate and offers advanced placement and credit based on individual Higher Level examination results, as well as performance on the full IB Diploma program. At the discretion of individual academic departments, advanced placement may be earned for scores of 6 and 7 on Higher Level examinations. A full year of credit toward the 128 credits required for graduation and up to two full semesters toward the residency requirement may be earned for an IB Diploma point total of 36 or better, assuming all examination scores are 5 or better.

Finally, students who receive an A or B (superior level) on A-levels or comparable scores on the Leaving Certificate (Ireland), the Abitur (Germany), or the Baccalaureate (France) may be eligible for credit and advanced placement.

**Early Admission** A small number of students are admitted without completing the senior year of secondary school. This is done only with the recommendation of the secondary school. Considerations of academic and personal maturity are important to the candidate and to the College in earlier-than-usual admission. An on-campus interview is strongly recommended for any early-admission candidate.

**First-Semester Abroad** Each year more Colby juniors study off campus during the spring 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 are available online at [www.colby.edu/admissions](http://www.colby.edu/admissions).

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

Veterans may request advanced-standing consideration for completion of service schools in advance of matriculation. Credit is not granted for military service or College Level 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 12 months is required. For students participating in varsity athletics, the physical examination is required in the past six months. Proof of the following immunizations is also required: tetanus and diphtheria (primary series plus booster within 10 years), polio series plus booster, meningitis vaccine, and two doses of measles, mumps, and rubella vaccines given after the first birthday.

Not required but recommended are the hepatitis B immunization series and a chicken pox vaccine if there is no history of this disease. Students are encouraged to discuss these recommended vaccines with their health-care provider during the summer. Arrangements can be made through the Health Center to receive these non-required vaccines.

Maine state law requires that immunization records be complete, showing the 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](http://www.colby.edu/health.serv). If proof of vaccinations cannot be obtained, vaccines should be administered again by the student's health-care provider before the student travels to Colby. It is expected that physical exams and immunization forms will be completed by July 15.

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

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

Persons wishing to enroll as auditing students must also 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 countries beyond the United States 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 either:

- the College Board SAT Reasoning Test, or
- the American College Test (ACT), or
- three SAT Subject Tests in three different subjects,

if any of these tests is offered in a student's home country. In addition, applicants whose native language is not English and whose secondary school experience has been in a school where the medium of instruction is not English must submit the official results of the SAT Reasoning Test, or the ACT with writing component, or SAT Subject Tests in three different subjects, as well as the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS). Additional information about these examinations may be found at [www.collegeboard.com/testing](http://www.collegeboard.com/testing), [www.actstudent.org](http://www.actstudent.org), [www.ets.org/toefl](http://www.ets.org/toefl), and [www.ielts.org](http://www.ielts.org). To ensure that the results are sent promptly to Colby, please use the Colby College institution code: 3280 for College Board exams or 1638 for the ACT. United States embassies and consular offices can provide pertinent information about these examinations. These offices often have booklets describing the tests and may have practice tests for applicants' use.

Financial aid is available to a limited number of international students. Applicants for financial aid must complete the International Student Financial Aid Application, which is available online, or upon request, from the Colby Admissions Office. Documentation of parents' incomes also is required.

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, IELTS, 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 2009-2010

	<i>Sem. 1</i>	<i>Sem. 2</i>	<i>Total</i>
Comprehensive Fee	\$25,160	\$25,160	\$50,320

### Calendar of Payments 2009-2010

<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.		\$25,160	\$25,160
August 1: Colby Outdoor Orientation Trip fee—new students only.			\$225
January 1: One half of annual basic charges.			\$25,160

### 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 \$1,480 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 \$1,375 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 \$3,005 per semester and will receive 100 meals per semester.

Included in the comprehensive fee is an allocation for the Student Government Association and funding of College health services. There are no fees for staff services in the student health center. All full-time students are required to have health insurance coverage while attending Colby. All students are automatically enrolled in the plan underwritten by Commercial Travelers Mutual Insurance Company and billed the \$600 annual premium.



A student may waive participation in the plan by documenting that he/she has comparable coverage under another insurance policy. Documentation of coverage must be provided annually by fully completing the online health insurance registration form, which can be found at [www.colby.edu/sfs](http://www.colby.edu/sfs). This form must be submitted by Aug. 1, 2009. No refunds will be granted after Sept. 15, 2009.

### **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 programs abroad. All Colby off-campus programs require a \$500 attendance deposit. Semester fees for the 2009-2010 Colby-billed off-campus programs are as follows:

#### **Semester Charges**

Colby in Dijon	\$25,160
Colby in St. Petersburg	\$25,160
Colby in Salamanca	\$25,160
Colby in Washington	\$17,440

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

Information regarding application deadlines and other program details may be obtained from the 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 \$4,260 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 \$525 per semester for one hour of instruction per week (or \$262.50 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 Campus Life will make every effort to identify the individuals responsible and to bill them. In cases in which campus 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, Campus Life, in cooperation with the Physical Plant Department, determines the cost of all unidentified damage and loss of College property and bills the residents of each residence hall on a pro rata basis. Any conflicts regarding assignment of responsibility may be directed to the Judicial Board.

### **Payment of Bills**

Statements for basic charges normally are sent two to four weeks before they are due. Additional statements may be furnished monthly for accounts with outstanding balances due. Students can access their student account statement on the Web at [www.colby.edu/sfs](http://www.colby.edu/sfs) and are encouraged to do so regularly. They may e-mail the statement to anyone with an 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, to participate in baccalaureate or commencement exercises, or to receive a degree or diploma.

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

The College does not accept either credit cards or post-dated checks for payment of student account charges. Electronic payments from a U.S. checking or savings account can be made from [www.colby.edu/sfs](http://www.colby.edu/sfs). A fee of \$15 is charged for any returned check or electronic payment.

### **Late Payment Fees**

A late payment fee of one percent of an unpaid balance of \$1,000 or more will be assessed at the first of each month for as long as such a balance remains unpaid. A balance must be 30 days old to be assessed a fee. Assessment dates for September and February will coincide with the first day of classes rather than with the first day of those months. In order to avoid late payment assessments, please allow ample time for mail delivery to Colby's Pennsylvania 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**

Pro rata refunds of the basic charges will be made for students who withdraw either voluntarily or upon advice from the College physician during the enrollment period. The enrollment period is either the fall or spring semester. (Refunds of basic charges are not granted to full-time students withdrawing during the January Program.) A similar refund policy is in effect for Colby off-campus programs.

The College offers an optional tuition refund insurance designed to reduce the financial loss caused by a medical withdrawal. Brochures are mailed in June to the student's home 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.

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## FINANCIAL AID

In order to ensure equal access and opportunity for students from all economic backgrounds, Colby offers financial aid to admitted students who demonstrate financial eligibility and are enrolled full time. Approximately 1,100 full-time students, or 60 percent of the student body, receive some form of financial assistance, including grants, campus employment, and outside scholarships.

More than \$24 million in grants is awarded annually. The average aid package awarded to 732 grant recipients in 2008-09 was \$32,130. 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 ACG and SMART grants, Federal Supplemental Educational Opportunity Grants (FSEOG), Federal Perkins Loans, and Federal College Work-Study. Federal Stafford Loans also are available. Beginning with the 2008-09 academic year, the portion of calculated need previously met with student loans is now met with grants and campus employment; federal student loans are available to supplement the need-based financial aid package.

Colby requires all first-time aid applicants who are U.S. citizens or permanent residents to submit the Free Application for Federal Student Aid (FAFSA) to the federal processor before February 1. On the basis of the FAFSA, parents' and students' tax returns, the College Scholarship Service Profile form, and other forms that may be required for special circumstances, the College determines eligibility within the context of Colby policy and federal regulations. Students who do not complete a financial aid application prior to admission will not be considered for Colby grant assistance for two award years, unless their family financial circumstances change unexpectedly and unavoidably.

Early-decision applicants 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 financial aid and financing options brochures or may contact the Office of Admissions and Financial Aid.

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

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

As stated more fully in the section on Academic Procedures in this catalogue, the Committee on Academic Standing reviews the records of all students at the end of each semester to determine if each is maintaining satisfactory academic progress. Decisions of this



committee govern eligibility for financial aid in accordance with federal regulations and Colby policy.

Committee decisions of dismissal may be appealed. When students have been readmitted after academic dismissal, federal Title IV assistance (to a maximum of 10 semesters) will be awarded on a cumulative basis according to Colby's published funding priorities for financial aid. All standards are in accordance with federal laws with respect to satisfactory progress. In general, a Colby grant is available only for tuition charged for course work required to obtain a Colby degree, up to eight semesters of full-time enrollment. To ensure maximum aid eligibility, a student must maintain a minimum of 12 credit hours each semester, exclusive of credits taken during January.

Students who are admitted to Colby as other-than-first-semester freshmen are eligible for Colby aid for the number of semesters required for graduation as determined by the College at the time of entry. For example, a student who matriculates in the second semester of the freshman year is considered for up to seven semesters of aid.

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## THE COLBY PLAN: MISSION AND PRECEPTS

Colby is committed to the belief that the best preparation for life, and especially for the professions that require specialized study, is a broad acquaintance with human knowledge. The Colby experience is designed to enable each student to find and fulfill his or her own unique potential. It is hoped that students will become critical and imaginative thinkers who are: welcoming of diversity and compassionate toward others; capable of distinguishing fact from opinion; intellectually curious and aesthetically aware; adept at synthesis as well as analysis; broadly educated with depth in some areas; proficient in writing and speaking; familiar with one or more scientific disciplines; knowledgeable about American and other cultures; able to create and enjoy opportunities for lifelong learning; willing to assume leadership roles as students and citizens; prepared to respond flexibly to the changing demands of the world of work; useful to society and happy with themselves.

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

The Colby Plan is a series of 10 educational precepts that reflect the principal elements of a liberal education and serve as a guide for making reflective course choices, for measuring educational growth, and for planning for education beyond college. Students are urged to pursue these objectives not only in their course work but also through educational and cultural events, campus organizations and activities, and service to others. These precepts, which the College believes are at the heart of a liberal arts education, are as follows:

- 1 to develop one's capability for critical thinking, to learn to articulate ideas both orally and in writing, to develop a capacity for independent work, and to exercise the imagination through direct, disciplined involvement in the creative process;
- 2 to become knowledgeable about American culture and the current and historical interrelationships among peoples and nations;
- 3 to become acquainted with other cultures by learning a foreign language and by living and studying in another country or by closely examining a culture other than one's own;
- 4 to learn how people different from oneself have contributed to the richness and diversity of society, how prejudice limits such personal and cultural enrichment, and how each individual can confront intolerance;
- 5 to understand and reflect searchingly upon one's own values and the values of others;
- 6 to become familiar with the art and literature of a wide range of cultures and historical periods;
- 7 to explore in some detail one or more scientific disciplines, including experimental methods, and to examine the interconnections between developments in science and technology and the quality of human life;
- 8 to study the ways in which natural and social phenomena can be portrayed in quantitative terms and to understand the effects and limits of the use of quantitative data in forming policies and making decisions;
- 9 to study one discipline in depth, to gain an understanding of that discipline's methodologies and modes of thought, areas of application, and relationship to other areas of knowledge;
- 10 to explore the relationships between academic work and one's responsibility to contribute to the world beyond the campus.

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## STUDENT AFFAIRS AND CAMPUS LIFE

### **The Colby Experience**

Student life at Colby is centered on the notion that learning extends beyond the classroom into all aspects of the college experience. As shaped by the College's mission and precepts, a Colby education is characterized by academic rigor, a strong community, a friendly campus atmosphere, global reach, and active engagement with diversity of thought and human difference.

### **Student Affairs Mission Statement**

Colby's Division of Student Affairs exists to support and enhance the College's mission to provide students a broad acquaintance with human knowledge designed to enable each student to fulfill his or her own unique potential. The student affairs staff provides instruction, advice, and support to help students become critical thinkers, effective communicators, ethical leaders, engaged citizens, and creators of knowledge with broad exposure to and understanding of human difference and diversity.

### **Colby 360**

In 2007 the College adopted a comprehensive strategic plan to enhance the student experience and more directly link the in-class and out-of-class experiences of students. Colby 360: The Plan for Student Life and 360-Degree Learning at Colby asserts as its guiding principle the idea that a residential college affords students opportunities to learn and develop in all aspects of their college lives. Colby 360 establishes a setting for student life designed to achieve five specific learning outcomes: (1) development of life skills, (2) appreciation of and engagement with diversity and human difference, (3) understanding democracy and civic responsibility, (4) promoting wellness and healthy lifestyle choices, and (5) leadership education for the 21st century. Colby 360 provides opportunities for students to learn and practice important life skills such as self-governance, independence, personal accountability, civic responsibility, and respect for themselves and others. More detailed information about Colby 360 is on the Student Affairs Web site ([www.colby.edu/studentaffairs](http://www.colby.edu/studentaffairs)).

### **Student Affairs Departments and Staff**

The Division of Student Affairs oversees student life and learning outside of the classroom, and it comprises the following programs and departments: offices of the Dean of Students, Campus Life, the Career Center, Diversity and Human Difference, International Students, Chaplains, Counseling Services, Health Services.

Experienced student affairs staff members advise and counsel students on the full range of academic, social, career, and personal matters. Student affairs staff members help students to shape and maintain positive living and learning communities, opportunities for civic engagement and leadership development, and a rich array of social options. Professional members of the staff are on call at all times when the College is in session.

### **Advising Deans**

The Advising Dean program supports and enhances Colby's commitment to first-rate, individual advising of students. Designed to complement Colby's academic advising, the Advising Dean program ensures that all students have a point of contact for advice and counsel throughout their time at the College. The advising deans are knowledgeable about issues and problems that arise for students and are a good source of information about College resources and policies. They offer general advising as well as referrals to other campus offices. The Advising Deans help students and parents manage academic and non-academic situations as they arise, consulting extensively with faculty and staff across the College.

## **Orientation**

Special attention is given to welcoming and orienting new students into the Colby community. From the time of admission until they arrive on campus, new students are invited to make use of the admitted students' Web site to get answers to questions they may have. First-year students come to campus a week prior to the start of fall classes and participate in a comprehensive orientation program designed to introduce them to the academic program as well as all aspects of residential, co-curricular, and social life at Colby. As part of orientation, first-year students are required to participate in COOT (Colby Outdoor Orientation Trips). Upperclass COOT leaders continue to serve as peer mentors for new students throughout the year.

## **The Residential College Experience**

The residential experience at Colby is designed to extend and integrate intellectual inquiry and discourse into the residences and dining halls. Students are expected to live in College housing and are required to subscribe to an on-campus board plan. Individual residence hall sizes accommodate from 30 to 166 students per building. Students from all four class years are housed in each building, with the exception of the Harold and Bibby Alford Residence Complex, which houses only seniors. Students have access to a variety of different housing options within the Colby residential system including but not limited to dialogue housing, substance-free, and quiet living. Each year a small number of students are permitted to live off campus and are generally assigned by a lottery system with first priority given to seniors. More detailed information about residential living at Colby can be found on the Campus Life Web site.

## **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 serving different fare. Students living in the Alford Residence Complex or off campus who do not subscribe to the full meal plan are entitled to a partial rebate on the comprehensive fee (see Fees and Charges section).

## **Cotter Union/Pulver Pavilion**

Cotter Union is located near the center of the campus and serves as the student center and a venue for more formal gatherings including lectures and performances. The Office of Campus Life, the Colby Bookstore, the student mail room, the Blue Light Pub, offices of the Student Programming Board, the Pugh Center, and the Page Commons Room are in Cotter Union. The Pulver Pavilion opened in 2007, featuring a snack bar, coffee shop, and a variety of informal spaces.

## **Student Organizations**

The Office of Campus Life works with approximately 100 student-led clubs and organizations focused on cultural, athletic, musical, political, publication, religious, service, or other themes. Professionals in the department also work with the residential hall staff, Student Government Association, and Student Programming Board, and they organize Colby Outdoor Orientation Trips (COOT). Campus Life also runs an emerging leaders program.

## **Multicultural Affairs and the Pugh Center**

The multicultural affairs program promotes multicultural communication, awareness, and understanding. Throughout the academic year a variety of programs, including lectures, performances, concerts, symposia, and other events are sponsored to invite exploration of different cultures and educate the broader Colby community about multicultural issues.



The Pugh Center, linked to the Cotter Union, is the home to 14 student clubs devoted to issues of race, ethnicity, gender, culture, sexual orientation and identity, and spirituality. It also includes a common space with a stage to offer a wide array of programs presented by Pugh student clubs, the Pugh Community Board and partnering academic departments focused on multicultural awareness and understanding. The Pugh Center program reflects Colby's vision of a diverse and open society: one in which all members are free to be themselves and to explore, affirm, and celebrate who they are; a community in which students, faculty, and staff alike recognize, respect, honor, and learn from both their differences and shared commonalities.

### **Governance**

Students play significant roles in shaping student life through the Student Government Association (SGA), the Student Programming Board (SPB), the Pugh Community Board (PCB), and in the official committee structure. The president and vice president of the SGA serve as student representatives to the Board of Trustees, and students serve on College committees including Academic Affairs, Administrative, Admissions and Financial Aid, Athletic Advisory, College Affairs, Cultural Events, Financial Priorities, Health Care Advisory, Independent Study, Information Technology, Library, Multicultural Affairs, Race and Racism, and the Environmental Advisory Group.

### **Safety and Security**

Colby's Security Department works to provide a safe and secure environment for the Colby community. The department, located in the Roberts Building, is open 24 hours a day, seven days a week. Trained, professional officers patrol campus on foot and in cruisers. A blue-light emergency phone system is in place throughout the campus with more than 50 call boxes. The ColbyCard electronic access system is in use in all residence halls and academic buildings. The Security Department provides ride and escort services upon request. The department operates a free shuttle service to downtown and other Waterville shopping centers. The Colby Jitney operates on a scheduled basis daily from 2 to 7 p.m., and on an on-call basis after 7 p.m. A campus emergency notification system was installed in 2008. Colby's uniform crime reporting statistics are available online at [www.colby.edu/personnel/security](http://www.colby.edu/personnel/security).

### **Colby Health Services**

Colby's Garrison-Foster Health Center, in the Garrison-Foster Building, is the only accredited college health center in Maine. Its mission is to enhance the academic environment at Colby by providing quality health care, health education, and preventive services to students in a caring, cost effective, and convenient manner. The center provides a bridge for the health-care needs of our students as they transition away from home, often for the first time. The health center emphasizes preventive and outpatient care.

The health center is available to all students at no cost for routine visits and services. It is staffed by one physician, one physician's assistant, one nurse practitioner, a physical therapist, a lab technician, and experienced registered nurses and office staff. A registered dietician as well as a board-certified psychiatrist are also available for consultation. Students who need emergency care or more specialized attention are sent to MaineGeneral Medical Center, a major hospital within a mile of Colby that serves all of central Maine.

Colby Emergency Response (CER) is a group of students trained as radio-dispatched Emergency Medical Technicians (EMTs) who respond to health emergencies on campus. This network supplements the care provided by the health center staff to ensure that all accident/illness victims on campus are assisted swiftly and skillfully.

Appointments with the medical practitioners are available weekdays during business hours for students who wish to schedule an appointment or who are referred by a nurse. Students can use the walk-in clinic to see the nurse if they are sick after hours. Students also see the nurse to have injuries evaluated, get allergy shots, or arrange for immunizations for travel abroad. 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 ([www.colby.edu/dos](http://www.colby.edu/dos)) and in the Colby College Catalogue ([www.colby.edu/catalogue](http://www.colby.edu/catalogue)). The handbook covers academic, administrative, and social regulations.

### **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.

### **Career Center**

The Colby Career Center assists students and alumni with career exploration. Members of the Career Center staff teach job search skills and introduce students to a wide range of resources for achieving career goals and for locating specific employment, fellowships, and graduate school opportunities.

The Career Center provides a rich offering of programs, workshops, and resources to help students learn about career planning, including résumé consultations, mock interviews, reference files, job and internship listings, on- and off-campus recruiting events, graduate school admissions test information, and a variety of Web-based resources. Graduates benefit from alumni workshops and seminars that offer them ideas and continued support as their career plans evolve.

Colby Connect is a four-year Career Center program that inspires success through a sequence of practical workshops, information sessions, and related programming. Colby Connect engages students by connecting them to fellowships, internships, job shadowing, Jan Plan and employment opportunities, and graduate studies. Colby Connect integrates alumni, parents, faculty, and recruiters into Career Center programming. Detailed information about the Career Center and its programs is available at [www.colby.edu/careercenter/](http://www.colby.edu/careercenter/).

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## ATHLETICS

The Department of Athletics offers physical education classes and sponsors intramural sports, intercollegiate athletics (varsity and junior varsity programs), informal recreational activities, aerobics programs, and club sports, offering opportunities for all levels of athletes and various levels of competitiveness and intensity.

More than a third of Colby students participate in one or more varsity teams. Colby belongs to Division III of the National Collegiate Athletic Association (NCAA) and the New England Small College Athletic Conference (NESCAC), one of the most competitive Division III conferences in the nation. Colby sponsors 32 intercollegiate sports—16 for women, 15 for men, and one coed team. Varsity teams include baseball, basketball, crew, cross country, field hockey, football, golf, ice hockey, lacrosse, squash, Nordic and alpine skiing (Div. I), soccer, softball, swimming, tennis, indoor and outdoor track and field, and volleyball.

The NESCAC, founded in 1971, includes 11 highly selective liberal arts colleges that are committed to academic excellence and believe that athletic excellence supports their educational mission. Each institution is committed to a comprehensive athletic program available to the entire student body, equitable treatment of all participants in athletic activities, the highest ethical standards in conference relationships, and equitable competition among member institutions.

The Athletics Department offers intramural programs during the fall, winter and spring. Offerings include soccer, field hockey, flag football, volleyball, broomball, basketball, and softball. Special intramural events have included a triathlon, a home-run derby, and a squash tournament.

The department oversees club sports. Clubs are run by students and are offered if there is enough student interest to sustain the club. Recent club sports include men's and women's rugby, the woodsmen's team, badminton, Ultimate 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 in the Harold Alfond Athletic Center include Wadsworth Gymnasium, Alfond Ice Rink, Dunaway Squash Courts, the 5,300-square-foot Boulos Family Fitness Center, a 25-yard by 25-meter indoor swimming pool, an aerobics studio, and the field house, which includes an eighth-mile indoor track, four full-size tennis courts, a 27-foot climbing wall, a batting cage, and jumping pits.

Outdoor facilities include two artificial turf fields: Seaverns Field, a long-grass turf field, which is the primary field for football; and Bill Alfond Field, a "carpet" surface, which is the primary field for field hockey and lacrosse. A 2008 project installed the artificial turf football field and rebuilt the quarter-mile all-weather Alfond Track, and created a stadium feel around Seaverns Field. This entire complex is now called Harold Alfond Stadium. Other outdoor facilities include Coombs Field and Crafts Field for baseball and softball respectively; a game field and two practice fields for soccer; the Alfond-Wales Tennis Courts (10 hard-surface outdoor courts) and the Klein Tennis Pavilion; the 8.5-mile Campbell Cross Country Trails for running and Nordic skiing; a woodsmen's area for traditional lumberjack competition; and other fields for rugby and other sports. Seven miles from campus, the Colby-Hume Center is a 10-acre estate on Messalonskee Lake with a boathouse and docks for the crew teams.

For information about the Department of Athletics, teams, and the department's faculty and coaching staff, visit [www.colby.edu/athletics](http://www.colby.edu/athletics).

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## LIBRARIES

Colby's libraries—Miller Library, the Art and Music Library, and the Science Library—have a rich collection of books, journals, microforms, music scores, sound recordings, videos/DVDs, and manuscripts. Computer labs, wireless networks, laptops, study areas, and a listening center are available for student use in all three facilities.

Miller Library houses the humanities and social science collections, the College archives, and Special Collections. The lowest level in Miller, known as The Street, contains a computer lab and individual and group study space that is open 24 hours a day. The Bixler Art and Music Library features an extensive collection of art and music books, journals, sound recordings, music scores, and a computer lab/listening center. The Science Library houses books, journals, videos, and topographic maps that support programs in the natural sciences, computer science, and mathematics.

In strong support of the curriculum, the libraries provide easy access to more than 900,000 items including more than 300 electronic indexes, 683 currently received print journals, 333,000 electronic books, more than 47,000 electronic journals, many extensive runs of periodicals, and domestic and international daily newspapers. The Colby libraries also are a repository for U.S. and Maine state documents.

As a member of the Colby-Bates-Bowdoin consortium and MaineCat, Colby provides access to a catalog of more than eight million items and daily courier service from libraries in Maine. NExpress, comprising Colby, Bates, Bowdoin, Middlebury, Northeastern, Wellesley, and Williams, provides additional access to research materials. Reference librarians and interlibrary loan staff help identify and obtain additional resources. Twelve professional librarians provide research assistance to students, faculty, and outside researchers. Instruction in the use of the library and its research materials is offered throughout the curriculum, from an introduction in beginning English classes to in-depth subject searching using sophisticated tools in upper-level classes.

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, Wesley 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/](http://www.colby.edu/library/).

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## INFORMATION TECHNOLOGY

Information technology resources, including computers and network resources, are tools used by faculty members and students in all disciplines, and the College is committed to making appropriate computing resources available to support the academic program. The College's official means of communication is electronic.

The College moved to a dual Macintosh and Windows strategy in 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), the Davis Educational Foundation Electronic-Research classroom (Miller 104), the quantitative analysis lab (Diamond 322), and the Geographical Information System (GIS) lab (Diamond 222). Specialized computing facilities dedicated to particular departments are located in biology, chemistry, computer science, geology, mathematics, music, physics, and psychology, as well as in the Language Resource Center. Advanced systems are available in the Schupf Scientific Computing Lab.

About 98 percent of students own a computer, almost all of them notebooks. It is expected that students will be able to use both Windows and Macintosh computers in labs and clusters. A Colby account is set up for each student, providing access to Web resources, electronic mail, central files storage, and storage of personal Web pages linked to the campus Web server. It is expected that students will check their Colby e-mail accounts regularly. A variety of announcement and discussion lists are provided. The MyColby portal system ([my.colby.edu](http://my.colby.edu)) provides a customized set of resources, especially in support of administrative processes. A course management system (Moodle) is available for faculty and student use, and the Confluence wiki is available for collaborative projects of all sorts.

Colby's data communications network, built around a 10-gigabit core and a gigabit Ethernet backbone through the academic, administrative, and residential buildings, is available in all student computer clusters, every faculty office, and all classrooms. All residence halls have wired Ethernet access to the network with a 100 Mb port available for each student and additional ports in many lounges and study areas. Wireless network access (802.11abg) is available throughout residence halls, Cotter Union, Colby libraries, all academic buildings including classrooms (where 802.11n is also available), and public areas of Lunder House (admissions) and the Schair-Swenson-Watson Alumni Center. The College has high-speed Internet access (120 Mbps over multiple fiber optic links).

Colby has a Microsoft Campus Agreement that provides for each student a license to Microsoft Office and a variety of other software, including all upgrades.

Assistance may be obtained from student consultants at Student Computer Services and from the Information Technology Services (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. The ITS Web pages ([www.colby.edu/its](http://www.colby.edu/its)) provide extensive 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 TV provides news, entertainment, multilingual, and special-interest programming on the campus cable TV system, which is available in each suite of rooms in the residence halls, lounges, and many academic areas. Premium entertainment channels are available by subscription.

The Information Technology Committee, made up of faculty, staff, and students, approves IT policies (see [www.colby.edu/its](http://www.colby.edu/its)) and advises ITS and the president. All meetings are open, and interested members of the community are encouraged to participate.

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## ACADEMIC ADVISING AND PLACEMENT

For their first year, students are assigned to faculty advisors through the Office of the Dean of Students. Advisors 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 Subject Test in that language. The results are used to place the student at the appropriate level. Guidelines for placement in foreign language study are included in the course registration packet sent annually to members of the incoming first-year student class.

If a student has not taken the SAT Subject Test and wishes to continue studying a language, he or she will be placed on the basis of a required placement exam given during the orientation period for new students. Students whose SAT Subject Test 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.

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## 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, noncredit internships, faculty-led courses abroad, 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.

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## 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 normally must 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 the Advisory Committee on Off-Campus Study, which includes faculty, staff, and 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), assisting with students' reintegration to Colby, and monitoring the program selection and application processes.



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## OAK INSTITUTE FOR THE STUDY OF INTERNATIONAL HUMAN RIGHTS

The Oak Institute for the Study of International Human Rights, established in 1998, annually brings to campus a prominent human rights practitioner. While in residence the Oak Human Rights Fellow teaches, pursues research, and works with the faculty to organize lectures and other events centered around his or her area of expertise. The 2009 Oak Human Rights Fellow is Hadas Ziv of Israel, who will be in residence for the fall semester. She is executive director of Physicians for Human Rights–Israel (PHR-Israel), based in Tel Aviv. Born in Israel, the daughter of a Jew and a Christian, Ziv has worked with PHR-Israel for 14 years. She is responsible for guiding the mission of the organization and for managing a full-time staff of 17 and more than 1,500 members. She has led her team in campaigns to secure the right to health for many of Israel's most underrepresented groups. PHR-Israel, among many other advocacy campaigns, helps Palestinians under siege in Gaza to gain access to health care, promotes the right to health for migrants living with HIV/AIDS in Israel without health insurance, and is at the forefront of a campaign pressuring the Israeli Health Ministry to provide health care for refugees and migrants seeking asylum in Israel from African conflict zones. For more information see [www.colby.edu/oak](http://www.colby.edu/oak).

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## GOLDFARB CENTER FOR PUBLIC AFFAIRS AND CIVIC ENGAGEMENT

Colby students, faculty, and alumni have a long history of engagement in the local community, on the national stage, and throughout the world. The Goldfarb Center for Public Affairs and Civic Engagement, established at Colby in 2003, serves to organize, focus, and leverage Colby's efforts to foster active citizenship at all levels and has launched important new initiatives for capitalizing on Colby's strengths in these areas.

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

Goldfarb Center programs include:

**Lectures and Conferences** The center brings important and influential speakers to campus to discuss and debate 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.

**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.

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

**Volunteer Programs** Volunteer programs include Colby Cares About Kids, in which more than 375 Colby mentors meet weekly with schoolchildren at 18 sites in central Maine. Additionally, more than 160 students regularly volunteer with local organizations in partnerships between city agencies and the College. The student-run Colby Volunteer Center oversees numerous special projects, including Colby Cares Day, a city-wide day of service, and the Halloween Extravaganza for children from the area.

The Goldfarb Center and many of its affiliated faculty are housed in the Diamond Building, which opened in 2007. For more information see [www.colby.edu/goldfarb](http://www.colby.edu/goldfarb).

## 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 coauthors.

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

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

**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.

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## COLBY COLLEGE MUSEUM OF ART

Founded in 1959 and now comprising four wings, more than 6,000 works, and more than 28,000 square feet of exhibition space, the Colby College Museum of Art has built a significant permanent collection that specializes in American and contemporary art. The museum serves as a teaching resource for Colby and as an active cultural institution for residents of Maine and visitors to the state. Its Web site is at [www.colby.edu/museum](http://www.colby.edu/museum).

In the early 1950s Adeline and Caroline Wing gave important paintings by William Merritt Chase, Winslow Homer, and others. In 1956 Ellerton M. and Edith Jetté donated their American Heritage Collection, consisting of 76 works by American folk artists. The next year the Helen Warren and Willard Howe Cummings Collection of American paintings and watercolors was given.

In 1973 the Jetté Galleries were added to the Bixler Art and Music Center. That year Norma B. Marin and John Marin Jr. gave 25 works of art by John Marin. Through the Marins' continued generosity, the John Marin Collection at the Colby College Museum of Art has become the largest collection of Marin's work in any academic museum in the world.

Though the majority of the museum's works are American, excellent examples of European prints, drawings, and paintings and special collections such as the Bernat Collection of Oriental Ceramics are integral to the museum's holdings. The collection's growth is assured in part by the bequest of Jere Abbott, the first associate director of the Museum of Modern Art, who established a significant acquisition endowment, enabling Colby to purchase major works by artists such as Robert Henri, Paul Manship, Robert Rauschenberg, Agnes Martin, Kara Walker, and Hiroshi Sugimoto.

In 1992 the museum received a gift of 414 works by Alex Katz from the artist, and in 1996 a wing comprising more than 8,000 square feet was constructed to house this collection. The Paul J. Schupf Wing for the Works of Alex Katz was made possible through the generosity of Colby benefactor Paul J. Schupf. Through rotating exhibitions it showcases a diverse collection of the artist's work across media, and it is one of only a handful of museum wings dedicated to the work of a living artist. The museum holds nearly 700 works by Alex Katz.

With a lead gift from Peter and Paula Lunder, important benefactors of the College, a new wing opened in 1999 for the exhibition of Colby's renowned collection of American art. The Lunder Wing was designed by architect Frederick Fisher, one of the world's leading designers of museum spaces, and it comprises 13 galleries and 9,000 square feet of exhibition space.

In recent years site-specific sculptures by Richard Serra and Sol LeWitt have been installed in outdoor spaces adjacent to the museum. In 2004, through a partial gift of the artist and Universal Limited Art Editions (ULAE), the museum became the sole repository of the complete print oeuvre of Terry Winters. In 2006 Paul J. Schupf promised the museum his collection of more than 150 prints and drawings by Richard Serra, making Colby one of the largest repositories of Serra's works on paper. Recent gifts from the Alex Katz Foundation also have had great impact on the contemporary collection, and they include important works by Adolph Gottlieb, Rudy Burckhardt, Chuck Close, Jennifer Bartlett, Elizabeth Murray, and others.

In 2007 Peter and Paula Lunder promised their collection of more than 500 works of art to the museum. This gift constitutes one of the most important art collections ever donated to a liberal arts college. Significant works of 19th- and 20th-century American art, including more than 200 prints by James McNeill Whistler, make up this extraordinary gift.

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## 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](http://www.colby.edu/writers.center). Students with questions may call extension 5290 (207-859-5290).



# ACADEMIC PROGRAM

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## REQUIREMENTS

### Summary of Requirements for Graduation

- **Residence Requirement:** At least 64 credit hours in four full-time semesters, including the last semester\*. (\*Students who entered before the 2009-2010 academic year must spend the entire senior year in residence.)
- **Quantity:** A minimum of 128 credit hours in at least seven\* full-time semesters. (\*Eight full-time semesters are required of students who entered before the 2009-2010 academic year.)
- **Quality:** A minimum 2.00 cumulative grade point average (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 Seminars/Wellness
- **Major:** Satisfy requirements of a major.
- **January Program:** Complete two or three January programs, (two for students in residence six semesters or fewer).

### Graduation Requirements

To qualify for the degree of bachelor of arts, a candidate must meet specific requirements in *residence*, *quantity*, *quality*, *distribution*, *major*, and *January Program*. Only those seniors who have met all graduation requirements are eligible to participate in the commencement exercises. Students who, because of extreme extenuating circumstances, find themselves unable to graduate with their class, may appeal to the Administrative Committee of the College for permission to march with their class and receive an empty diploma cover.

The following statements define the graduation requirements.

#### Residence Requirement

Candidates for the degree must earn in residence at least 64 credit hours. They must be resident students at Colby for at least four semesters, including the last semester\*. (\*Students who entered before the 2009-2010 academic year must spend the entire senior year in residence.) A resident student is defined as a full-time student taking at least 12 credit hours and paying tuition charges at the semester rate.

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

## Quantity Requirement (Credits)

A minimum of 128 credit hours earned in at least seven\* semesters of full-time college-level study. (\*Eight full-time semesters are required of students who entered before the 2009-2010 academic year.) 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 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 a 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 in the Academic Procedures section).

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

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

### Distribution Areas

Students are required to pass one three- or four-credit-hour course in each of Areas I, II, III, IV, and VI, and two courses in Area V. Normally, students will be expected to complete these requirements during their first two years. Course descriptions use the letter designations A, H, L, Q, N, and S to indicate the area requirement met, if any. (See Key to the Courses of Study on page 53.)

- **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 three- or four-credit-hour 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 Seminars/Wellness Program

Students must attend evening lectures offered for all first-year and new transfer students as part of the extended orientation called the First-Year Seminars. A variety of topics that the College has identified as fundamental health concerns for the college years will be covered. The purpose of the program is to encourage and assist in the development of responsibility for one's own lifestyle through programs centered on mental, emotional, social, physical, and spiritual fitness. Meeting this requirement, which is certified by the Health Center, does not earn academic credit hours. In order to register for second-semester classes, students must have completed the Web-based AlcoholEdu. In order to register for second-year classes, first-year students must have attended four lectures and completed AlcoholEdu; midyear entrants must attend three lectures and complete AlcoholEdu. Transfer students have the first two semesters at Colby to attend four lectures, and they must complete AlcoholEdu in the semester they arrive on campus.



## 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 Studies	Geology
American Studies	Geoscience
Anthropology	German Studies
Art	Government
Biology	History
Chemistry	International Studies
Chemistry-Biochemistry	Latin American Studies
Classical Civilization	Mathematics
Classical Civilization-Anthropology	Mathematical Sciences
Classical Civilization-English	Music
Classics	Philosophy
Classics-English	Physics
Computer Science	Psychology
East Asian Studies	Religious Studies
Economics	Russian Language and Culture
Economics-Mathematics	Science, Technology, and Society
English	Sociology
Environmental Studies: Policy	Spanish
Environmental Studies: Science	Theater and Dance
French Studies	Women's, Gender, and Sexuality Studies

**Options** *These specific options are available within majors:*

Art: Art History	Chemistry: Environmental Science
Art: Studio Art	Economics: Financial Markets
Biology: Cell and Molecular Biology/Biochemistry	Economics: International Economics
Biology: Environmental Science	Economics: Public Policy
Biology: Neuroscience	English: Creative Writing
Chemistry: Cell and Molecular Biology/Biochemistry	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	German
Anthropology	Human Development
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 Study Committee.

## January Program Requirement

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

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 described 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 Center Web site, [www.colby.edu/careercenter/](http://www.colby.edu/careercenter/).
- *Noncredit Courses.* These courses fulfill the January Program requirement, but students do not earn course credit that can be applied toward the credit hours required for graduation. These courses may be offered by experts in fields not included in the regular curriculum and will be graded *credit* or *fail*.

Other than the grades indicated above, marks of *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 preregistration may be filed subsequently; however, students failing to register by the third day of the January Program will be considered to have failed the program for that year, with the failure to be noted on official transcripts. A student choosing not to do a January Program in any year must signify this decision during Web registration. Except under unusual circumstances, no more than one January Program may be taken each year. January Program internships must be approved in advance by the internship coordinator in the Career Center. 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 Center Web site, [www.colby.edu/careercenter](http://www.colby.edu/careercenter).

### Requirement for Returning Students

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

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## ACADEMIC HONORS

**Phi Beta Kappa** In American colleges, election to Phi Beta Kappa is considered the highest undergraduate honor. This society, founded in 1776, restricts its chapters to leading colleges and universities and maintains high scholastic standards. The Beta Chapter of Maine was organized at Colby in 1895. Phi Beta Kappa certificates may be awarded to members of the three lower classes for distinction in scholarship.

**Latin Honors** The degree of bachelor of arts with honors is awarded in three grades: *summa cum laude* to those 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; science, technology, and society; sociology; Spanish; theater and dance; and women's, gender, and sexuality studies. Successful completion of an honors program, as determined by the department or program, will enable a student to graduate "With Honors in [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 eight credit hours per semester to a project approved by the Independent Study Committee and pursued under the guidance of a faculty member. Students applying to the Senior Scholars Program will normally be expected to have a grade point average of at least 3.3 in their major. Students submit a midyear report on the project; their final report is judged by three faculty readers. Upon successful completion of the program with a minimum grade of B+, the senior scholar's report is deposited in the College library. Application must be made during the student's junior year. Inquiries should be directed to the committee chair.

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

**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 commencement program and the catalogue.

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## ACADEMIC PROCEDURES

### **Student's Responsibility**

Each student must constantly be aware of progress in meeting requirements for graduation. If there is any question about an individual record, the Registrar's Office should be consulted. Each student must also be aware of deadlines set within each academic year that pertain to academic actions; these are available from the Registrar's Office and on the registrar's Web site 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, [www.colby.edu/registrar](http://www.colby.edu/registrar).

### **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 departments in the natural and social sciences recommend mathematics in the first year. The student and assigned advisor should discuss a prospective program, noting carefully the recommendations and requirements in areas of major study. The initial selection of a major is by no means final; students are encouraged to explore alternative options throughout their sophomore year.

### **Selection of Courses**

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

Deadlines for voluntary changes—adding, dropping, or withdrawing from a course, changing sections within a course, declaring or revoking the satisfactory/unsatisfactory option, augmenting or decreasing credit in courses offered for variable credit—appear in “Critical Dates and Deadlines,” published annually by the registrar and available online at [www.colby.edu/registrar](http://www.colby.edu/registrar).

No student may register for more than 18 credit hours in any semester without permission from the faculty advisor(s) and the dean of students.

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

### **Registration**

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

Prior to registration, each student must complete payment of fees as specified by the treasurer, who is not authorized to defer such payment. New students must also provide the required health certificate prior to the first day of classes (see Health Records in the section titled Admissions).

### **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 from the Registrar’s Office or at [www.colby.edu/registrar](http://www.colby.edu/registrar).

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.

The College also views misrepresentations to faculty within the context of a course as a form of academic dishonesty. Students lying to or otherwise deceiving faculty are subject to dismissal from the course with a mark of F and possible additional disciplinary action.

Student accountability for academic dishonesty extends beyond the end of a semester and even after graduation. If Colby determines following the completion of a course or after the awarding of a Colby degree that academic dishonesty has occurred, the College may change the student's grade in the course, issue a failing grade, and rescind credit for the course and/or revoke the Colby degree.

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

### **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 the grade reporting deadline 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 primarily by the number of full-time semesters completed but also by credit hours earned.

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

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

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

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

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

### **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 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 Admissions 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 those 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 Office of 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 Fees and Charges). 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.



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## DIVISIONS, DEPARTMENTS, AND PROGRAMS

Academic departments and programs are classified in the following divisions:

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

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

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

*Division of Interdisciplinary Studies*, Professor F. Russell Cole, chair, includes the programs in African Studies; African-American Studies; American Studies; 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 topic from the converging perspectives of several disciplines. The Integrated Studies semester brings together students with similar interests and provides them an opportunity to learn about a subject in depth and to make broad connections between disciplines that will help reveal the essential unity of human knowledge and experience. Structured around clusters of courses, the program is primarily for first-year students. The program and the individual courses are described under Integrated Studies in the Courses of Study section of this catalogue.

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## OPPORTUNITIES TO STUDY ABROAD

Colby maintains an Office of Off-Campus Study (see Academic Information section) to facilitate study abroad or study at a few domestic off-campus programs that are integrated into each major and academic program. Applications and requests for program approval are processed by 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 while making plans for study abroad. Sophomores will have access to a handbook detailing procedures and listing approved Colby and non-Colby programs early in the fall semester. Applications for off-campus study during the year 2010-2011 are due by March 15, 2010, regardless of the semester for which the student is applying. Colby students normally study abroad for one semester. A 2.7 GPA is required to study abroad, and students on probation of any kind may not study abroad.

### **Colby-Sponsored Foreign Language Semesters**

Colby offers an opportunity for students to satisfy the College's language requirement and earn a semester's credit by living abroad and studying the language intensively. These programs are available to sophomores and juniors.

*Colby in Salamanca:* This program provides the opportunity for students to learn Spanish at the University of Salamanca, one of the oldest universities in Europe. Students reside with families, attend intensive language courses, and have a full schedule of excursions to enrich their knowledge of Spanish life and culture. The program is under the supervision of a resident Colby director and is offered in the fall and spring semesters. Students must have completed Spanish 125 or at least two years of high school Spanish.

*Colby in Dijon:* This program offers students the opportunity to study French language, history, and art in Dijon, France, at the University of Burgundy. Cultural activities and excursions are included. Students live with French families. To qualify, students normally should have completed French 125 at Colby or have completed two years of high school French. The program is offered in the fall semester.

### **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 University of Salamanca, where students can take courses in any division alongside Spanish students. Students of any major may be accepted provided they have taken at least Spanish 135 and Spanish 231. Participants choose to live with Spanish families or in apartments with Spanish students and agree to speak only Spanish for the duration of the program. The program is offered for the academic year or the fall or spring semester.

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

*Colby in St. Petersburg:* This program, offered either semester, is available to students who have had at least two years of college Russian. It is small (maximum five students) and includes a set program of instruction in Russian language (grammar, phonetics, conversation, and composition), literature, and history (readings in Russian and English). Courses are taught by instructors at the St. Petersburg Classical Gymnasium, where Colby students also teach two classes in English to Russian high school students. Students live with Russian families, and a full cultural program is offered, including excursions.

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

In addition to its own programs, the College approves study at a number of institutions and programs throughout the world that meet Colby's standards for academic rigor. A handbook of opportunities that lists all approved programs is available on the Off-Campus Study Web site and is distributed to all sophomores near the beginning of the fall semester. For programs not administered by Colby, the College requires that students obtain approval for their course of study before the stated deadline; without prior approval, credit cannot be transferred to Colby. Approval forms are available from the Office of Off-Campus Study. For study abroad during the academic year 2010-2011, a preliminary application must be filed with the Off-Campus Study Office by November 15, 2009, and a final application or request for program approval submitted by March 15, 2010, or March 1, 2010 in cases requiring petitions. Students receiving financial aid continue to receive that aid if they attend a Colby-approved program.

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). Students are advised to keep this in mind while selecting courses during their first two years. For study in countries where the language is not taught at Colby, students are required to take courses in the host country's language for the duration of their program.

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

### **Approved Domestic Programs**

Students wishing to participate in approved domestic programs must meet the same deadlines for preliminary and final applications as students who wish to study abroad.

These programs are listed in the Handbook of Off-Campus Study Opportunities, available each fall on the Off-Campus Study Web site ([www.colby.edu/off-campus](http://www.colby.edu/off-campus)). Opportunities include:

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

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

*Engineering Programs:* Colby has a coordinated dual degree engineering program with Dartmouth College, in which both a bachelor of arts and a bachelor of engineering can be earned. Students spend their first two years and their senior year at Colby and their junior year and a fifth year at Dartmouth. The usual Colby graduation requirements must be met in addition to engineering prerequisites, so careful course planning is important. For more information, contact the engineering advisor in the Department of Physics and Astronomy.

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

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



## 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 generally eligible to take the course:

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

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

### Course Number Conventions

Certain course numbers or ranges are reserved for specific uses:

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

### Prerequisites

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

### Curriculum

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

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

The curriculum for each semester, available at the Registrar's Office and online at [www.colby.edu/registrar](http://www.colby.edu/registrar), provides information about the time and place of classes as well as their final examination group numbers. Course enrollment limits and priorities for admission to courses are set by departments; this information is also included in the curriculum from which courses are selected.

Courses listed in the catalogue as well as the curriculum are subject to withdrawal at the discretion of the College administration. Departments reserve the right to limit

enrollment in any course and to establish priorities for courses that might be overenrolled. Faculty members on leave 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 36) 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* (see page 36) are designated by a bold-faced **U** or **I**. Courses designated with a **U** fulfill the requirement dealing with diversity issues within the United States; courses designated with an **I** fulfill the requirement dealing with diversity issues in a context other than the United States.

## Credit Hours

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

With the exception of “topics” courses, seminars in which subject matter varies, applied music, and independent studies, courses may not be repeated for additional credit.

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

## Two-Letter Abbreviation for Departments and Programs

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

# ADMINISTRATIVE SCIENCE

*Chair*, PROFESSOR LEONARD REICH

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

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

## Requirements for the Minor in Administrative Science

Administrative Science 212, 221, 311; Economics 133, 134; and two courses chosen from 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

**[136] Introduction to Corporate Governance** Introductory topics of corporate governance will be discussed from a legal standpoint using cases that address the corporate structure, duties of the board of directors and officers as well as the role of shareholders. Issues discussed in class will be supplemented by relevant movies and coverage of current events. Reading assignments, brief writing assignments, class participation, final exam/paper. *Two credit hours.*

**212fs American Business and Management** A broad perspective on the ethical, financial, managerial, and economic concerns of American business. Emphasis is on international competitiveness, including globalization, energy, and environmental issues. 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. *Four credit hours.* DOWNS

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

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

**322s Corporate Finance II** An examination of (1) the issues firms face in obtaining long-term financing and establishing a dividend policy, (2) the effects of capital structure on the cost of capital and the value of the firm, (3) international corporate finance, and (4) the use of financial derivatives, including options, to manage financial risk. Prerequisite: Administrative Science 311. *Four credit hours.* NELSON

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

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

**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 to the interaction between the business community and legal environment in the context of business ethics and integrity using a systematic analysis, including cases, class participation/discussion, debates, and mock trial. *Four credit hours.* S DELL'OLIO

**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

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## AFRICAN STUDIES

*Director,* PROFESSOR JAMES WEBB

PROGRAM FACULTY AND ADVISORY COMMITTEE: *Professors Catherine Besteman (Anthropology), Michael Burke (English), Jill Gordon (Philosophy), and James Webb (History); Associate Professor Anindyo Roy (English); Instructor Mouhamedoul Niang (French and Italian)*

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, may 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 or 297A;
- (2) Two courses such as the following or from approved study-abroad courses: English 348, French 238, 370, 372, History 364, Music 118, Philosophy 360;
- (3) One course in African-American studies from the following: American Studies 276, Anthropology 231, English 343, History 247, Religious Studies 256, 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.*

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## AFRICAN-AMERICAN STUDIES

*Director*, PROFESSOR CHERYL TOWNSEND GILKES

PROGRAM FACULTY AND ADVISORY COMMITTEE: *Professors Catherine Besteman (Anthropology), Cedric Gael Bryant (English), Cheryl Townsend Gilkes (African-American Studies and Sociology), Jill Gordon (Philosophy), Paul Machlin (Music), Phyllis Mannocchi (English), James Webb (History), and Robert Weisbrot (History); Associate Professors Jeffrey Anderson (Anthropology) and Margaret McFadden (American Studies); Assistant Professor Chandra Bhimull (African-American Studies and Anthropology)*

The African-American Studies Program is an interdisciplinary program of courses organized to provide an overview and introduction to the experiences of peoples of African descent in the United States and to connect those experiences to the literatures, histories, and cultures of Africa and of Latin America and the Caribbean. Courses in the program expose students to classical and contemporary literature, to issues of public policy, to critical debates in history and social science, and to main currents of historical analysis and contemporary cultural expression. Students may elect a major or a minor in African-American studies built upon courses in American studies, anthropology, art, history, literature, economics, government, music, philosophy, religious studies, and sociology. The program exposes students to the history, literature, and cultures of African Americans and people of African descent throughout the Americas and requires exploration of African history 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 Studies**

Twelve courses selected from courses specifically focused on African Americans and on peoples and cultures of Africa and the Caribbean. Seven required courses: American Studies 276, English 343 or its equivalent (e.g., English 426), History 247; at least one course focused specifically on Africa (e.g., Anthropology 237); at least one course focused specifically on the Caribbean or African-derived cultures in Latin America or the African diaspora (e.g., Anthropology 231); at least one course focused on music or other aspects of expressive culture (e.g., Music 232); and American Studies 282. Four electives from among the relevant courses in the social sciences, humanities, and relevant interdisciplinary studies programs (e.g., American Studies, Women's, Gender, and Sexuality Studies, English/Creative Writing, African Studies, Latin American Studies); at least one of the courses should be taken at the 300 or 400 level. Courses not specifically listed may be counted toward the major with permission of the director if substantial relevance can be established during a particular semester or in an off-campus program. At least one seminar at the 400 level with a member of the African-American Studies Program faculty where a substantial final paper or equivalent project explores in depth and engages significant debates about an aspect or aspects of African-American life and culture in the United States or the African diaspora. Such courses could include, when the subject material is appropriate and with the permission of the program director, American Studies 493, English 413, 426, and 493, Music 493, and Sociology 493. Course substitutions and exchanges may be made in consultation with the advisor.

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

Seven courses including African-American Studies 276; English 343; History 247; one course selected from Music 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 231, English 346, 413 (when appropriate), Philosophy 213, Religious Studies 256, or Sociology 252, 355, 357, 358, 359. Course substitutions and exchanges may be made in consultation with the advisor.

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

### **Courses that apply to the African-American studies major and minor**

<i>American Studies</i>	276 African-American Culture in the United States
	282 American Popular Culture
	493 Seminar in American Studies
<i>Anthropology</i>	211 Indigenous Peoples and Cultures of North America
	213 Human Rights and Indigenous Peoples
	231 Caribbean Cultures
	237 Ethnographies of Africa
	341 Culture, Mobility, Identity: Encounters in the African Diaspora
	354 Native American Religion and Empowerment

<i>English</i>	343 African-American Literature
	346 Culture and Literature of the American South
	413 Authors Courses (when appropriate)
	426 African-American Women Writers
	493 Seminar: Toni Morrison
<i>History</i>	247 African-American History, from Slavery to Freedom
	261 African History
<i>Music</i>	114 Jazz Improvisation
	118 African Music
	232 Jazz History
	238 Burnt Biscuits and Green Onions: From Rhythm and Blues to Soul
<i>Philosophy</i>	213 Philosophical Inquiries into Race
	360 African Philosophies, 1945 to Present
<i>Religious Studies</i>	256 The African-American Religious Experience
<i>Sociology</i>	214 African-American Elites and Middle Classes
	252 Race, Ethnicity, and Society
	355 African-American Women and Social Change
	357 Civil Rights, Black Power, and Social Change
	358 The Sociology of W.E.B. Du Bois
	359 Slavery and Slave Communities in the United States

*Note: Additional courses may be available from time to time as temporary offerings and may be counted toward the major with permission of the program director, for example AR 297 History of African-American Art, EN 397 Modern African Fiction, EN 398B Narratives of Contact and Captivity, HI 398 History of Southern Africa, SO 397 The Sociology of Alice Walker.*

## Course Offerings

**231f Caribbean Cultures** Listed as Anthropology 231. *Four credit hours.* **I** BHIMULL

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

**258s Anthropology, History, Memory** Listed as Anthropology 258. *Four credit hours.* BHIMULL

**276s African-American Culture in the United States** Listed as American Studies 276. *Four credit hours.* **S, U** GILKES

**341s Culture, Mobility, Identity: Encounters in the African Diaspora** Listed as Anthropology 341. *Four credit hours.* **S, I** BHIMULL

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

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

**359s Slavery and Slave Communities in the United States** A multidisciplinary exploration of the experience of enslaved African Americans and the impact of that experience on culture and social institutions in the United States. Using the insights of sociology and anthropology, attention is paid to slave communities and the strategies enslaved women and men developed for physical and psychic survival as well as for resistance. Slavery is examined as a social institution and cultural force and as a site for the construction and reproduction of “race” and durable inequalities in the United States. Attention to the varieties of cultural inheritance generated during slavery, especially music, folklore, and religious expression and their persistent impacts on American popular culture and African-American consciousness. Prerequisite: American Studies 276 or Anthropology 112 or Sociology 131. *Four credit hours.* **S, U** GILKES

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

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## AMERICAN STUDIES

DIRECTOR, ASSOCIATE PROFESSOR KATHERINE STUBBS

ADVISORY COMMITTEE: *Professors Richard Ammons (College Relations and American Studies), Cedric Gael Bryant (English), Debra Campbell (Religious Studies), Anthony Corrado (Government), James Fleming (Science, Technology, and Society), Cheryl Townsend Gilkes (African-American Studies and Sociology), Elizabeth Leonard (History), Paul Macblin (Music), Sandy Maisel (Government), Phyllis Mannocchi (English), and Robert Weisbrot (History); Associate Professors Jeffrey Anderson (Anthropology), Alec Campbell (Sociology), Margaret McFadden (American Studies), Laura Saltz (American Studies and Art), and Katherine Stubbs (English); Assistant Professors Lisa Arellano (American Studies and Women's, Gender, and Sexuality Studies) and Sarah Keller (English); Mellon Postdoctoral Fellow Julie Caro (American Studies and Art); 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. After establishing a foundation in U. S. history and literature, students design their own courses of study, drawing on the program's great strengths in visual culture studies, popular culture studies, gender and sexuality studies, and American ethnic studies.

The program's three required core courses introduce students to increasingly sophisticated and challenging approaches to the critical analysis of American cultures, and they foster the development of strong research, writing, and public speaking skills. As they advance through the program, students also begin to consider questions of transnationalism and of the relationship of the United States, and of diverse American cultures, to the rest of the world.

### Requirements for the Major in American Studies

The American studies major requires 11 courses—four in American studies (American Studies 171, 393, 493, and one elective), two in American history (History 131 or 231, and 132 or 232), three in American literature and visual culture (one pre-1900, one post-1900), and any other American literature course, or a literature in translation course,



or a course in visual culture), and two electives above the 200 level, approved by the American studies advisor, selected from a list of appropriate courses. Of the required courses, History 131/231 and 132/232 and American Studies 271 should be taken before the end of the second year.

Of the required courses, History 131/231 and 132/232 and American Studies 171 should be taken before the end of the second year.

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

### Senior Projects

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

### Honors Program

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

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

**Courses from other departments that may be applied to the American studies major.** (Not all courses are offered every year; check curriculum for availability.)

<i>Administrative Science</i>	212 American Business and Management 333 Marketing in America 354 Business Law
<i>Anthropology</i>	211 Indigenous Peoples and Cultures of North America 213 Human Rights and Indigenous Peoples 313 Researching Cultural Diversity 354 Native American Religion and Empowerment
<i>Art</i>	285 History of Photography 353 Contemporary Art, 1914 to the Present 493 Seminar (when appropriate)
<i>Education</i>	215 Children and Adolescents in Schools and Society 217 Boys to Men 231 Teaching for Social Justice 235 Multiculturalism and the Political Project 332 Women, Girls, and the Culture of Education
<i>English</i>	241 Introduction to Film Studies 255 Studies in American Literary History, Puritans to the Civil War 256 Studies in American Literary History, Civil War to the Present 327 Wharton and James in Film and Literature 333 Modern American Drama

- 336 Early American Women Writers  
 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  
 360 The Car in American Literature and Popular Culture  
 364 Buddhism in American Poetry  
 413 Authors Courses (when appropriate)  
 426 African-American Women Writers  
 457 American Gothic Literature  
 493 Seminar in American Literature
- Government*
- 210 Interest-Group Politics  
 211 The American Presidency  
 214 Parties and the Electoral Process  
 273 American Political Thought  
 313 Federalism in American Constitutional Law  
 314 Civil Liberties in American Constitutional Law  
 316 Presidential Electoral Politics  
 318 Money and Politics  
 320 The Rights Revolution and Its Discontents  
 331 Business and American Foreign Policy  
 335 United States-Latin American Relations  
 371 Foundations of American Constitutionalism  
 413 Seminar: Policy Advocacy  
 414 Seminar: Ethics in Politics  
 432 Seminar: United States Foreign Policy
- History*
- 131 Survey of 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  
 235 The American Family, 1600 to the Present  
 238 American Political History, 1600 to the Present  
 239 The Era of the Civil War  
 247 African-American History, from Slavery to Freedom  
 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  
 434 Research Seminar: American Moral Philosophy  
 435 Research Seminar: The American Civil War  
 447 Research Seminar: The Cold War
- Music*
- 232 Jazz History  
 236 American Musical Theater in the 20th Century  
 238 Burnt Biscuits and Green Onions: From Rhythm and Blues to Soul

<i>Philosophy</i>	213 Philosophical Inquiries into Race
	352 American Philosophy
	392 Philosophy Seminar (when appropriate)
<i>Psychology</i>	253 Social Psychology
	258 Cultural Psychology
	352 Sex and Gender Seminar
<i>Religious Studies</i>	217 Religion in the United States
	256 The African-American Religious Experience
	257 Women in American Religion
	332 Contemporary North American Spirituality
	334 Religion and World War II
<i>Science, Technology, and Society</i>	245 Science, Race, and Gender
	271 History of Science in America
<i>Sociology</i>	231 Contemporary Social Problems
	233 Crime and Justice in American Society
	252 Race, Ethnicity, and Society
	255 Urban Sociology
	259 Activism and Social Movements
	274 Social Inequality and Power
	276 Sociology of Gender
	337 Childhood In Society
	352 American Critics of American Society
	355 African-American Women and Social Change
	357 Civil Rights, Black Power, and Social Change
	358 The Sociology of W.E.B. Du Bois
	377 Sociology of Sexualities
	493 Senior Seminar in Sociology (when appropriate)
<i>Spanish</i>	264 U.S. Latina/o Literatures
	267 Transcultural Journeys: U.S. Latina/o Literature of Resilience
	276 U.S. Latina/Chicana Women Writers
	493B The Latina Body
<i>Women's, Gender, and Sexuality Studies</i>	201 Introduction to Women's, Gender, and Sexuality Studies
	217 Boys to Men
	232 Queer Identities and Politics
	311 Topics in Feminist Theory

## Course Offerings

**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. January 2010 topic: “The Sixties” (1958-1978). Enrollment limited; upperclass students seeking admission should contact Mr. Eisen at shadow@prexar.com. *Three credit hours.* EISEN

**[136] American Film from the Bomb to 'Nam** Focuses on films from the explosive period between 1945 and 1970, considering them as a lens on the broader American culture. Looks at representations of gender, sexuality, and race, and asks how film

genres helped negotiate the Cold War desire for consensus and usher in the turbulent 60s. Emphasizes skills of visual analysis. Part of Integrated Studies 136, "America in the Postwar World: 1945-1970." Prerequisite: Concurrent enrollment in History 136 and Music 136. *Four credit hours.* L, U

**137f American Cinema During the Great Depression** The era of the Great Depression corresponds to one of the most exciting and controversial periods in American cinema, characterized by the advent of sound film, the consolidation of the studio system, the rise of genre films, and films bawdy or violent enough to inspire powerful censorship laws. We will study these developments in film and their relationship to the broader American culture during the Depression, working together to develop skills (1) of visual analysis and (2) in writing clear, persuasive arguments about the films and their contexts. Part of the three-course Integrated Studies 137, "Left in the Dust: America's Great Depression." Prerequisite: Concurrent enrollment in Art 137 and History 137. *Four credit hours.* L SALTZ

**171fs Introduction to American Studies** An introduction to methods and themes in American studies, the interdisciplinary examination of past and present United States culture. A wide selection of cultural texts from all periods of American history explore the dynamic and contested nature of American identity. Literary, religious, and philosophical texts, historical documents, material objects, works of art and music, and varied forms of popular culture are studied, with a focus on what it means, and has meant, to be an American. Open to first-year students. Formerly listed as American Studies 271. *Four credit hours.* U MCFADDEN, SALTZ

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

**275f Gender and Popular Culture** In the 21st century, popular culture is a key site for the dissemination of ideas about gender roles, gender relations, and sexuality. Students will use recent feminist approaches to the study of popular culture to analyze how contemporary films, music, advertising, toys, television, magazines, and popular fiction help to construct us as gendered individuals. Also listed as Women's, Gender, and Sexuality Studies 275. *Four credit hours.* U MCFADDEN

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

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

**285s History of Photography** Listed as Art 285. *Four credit hours.* A SALTZ



**297f American Art: From Colonial to Contemporary** An examination of American painting, sculpture, photography, and architecture produced from the Colonial period through the end of the 20th century. In addition to well-known artists, the diverse and often overlooked contributions of women, Native Americans, African Americans, and folk artists are considered. Weekly visits to the Colby College Museum of Art will offer students the opportunity to extend their knowledge of American art through the direct study of art objects. *Four credit hours.* CARO

**297Jj Introduction to Television Studies: *The L Word*** An introduction to recent critical approaches to the study of television in the United States, with an emphasis on feminist methodologies and questions. The economic, technological, historical, cultural, and aesthetic dimensions of this enormously influential medium will be explored. After extensive research on relevant social and cultural contexts, students will apply one or more methodological approaches to produce their own critical readings of the Showtime series *The L Word* (2004-09), the first program to represent a lesbian community in depth. Extensive out-of-class viewing required. *Three credit hours.* MCFADDEN

**298s African-American Art** A survey that introduces the major artists, ideas, and movements in African-American art from the Colonial period to the present. Drawing from theories of African-American identity and racial representation in visual art, we will use case studies of key artists and movements to address larger contextual themes in American and African-American art, culture, and society. *Four credit hours.* CARO

**[332] Thinking September 11th** How can we make sense of September 11, 2001? How have artists, writers, musicians, architects, filmmakers, philosophers, historians, theologians, political theorists, and politicians around the world conceptualized and analyzed these events? How has the fallout of 9/11 reshaped the culture and politics of the United States and its relationship to the rest of the world? Topics include experiences of victims and survivors; memorializing of "ground zero"; the "war on terror"; the Patriot Act and civil rights; Guantanamo, Abu Ghraib, and the re-definition of torture; the history of the United States in the Middle East; the role of the media in shaping our perspectives. Formerly offered as American Studies 398. *Four credit hours.*

**334f Film and Society** Examines films of the 1940s, the classics of American cinema. Begins with the basics of film form and film analysis. 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 World War II and the Cold War. Focuses on the ways genres construct oppositions of male/female, white/nonwhite, and American/alien. *Four credit hours.* U SALTZ

**[335] American Independents: Their Art and Production** The conception, content, and production of independent films. On-campus examination of classic independents from the past will be followed by attendance at the Sundance Film Festival in Park City, Utah, in January, where attendance at selected film showings will be supplemented by class meetings. Upon return to campus students will report on and synthesize their observations and experiences. Cost in 2008, including transportation and accommodations, but not food or film tickets: \$2,000. Prerequisite: Permission of the instructor. *Three credit hours.* A

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

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

**375s Seminar: 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

**376s Queer Popular Cultures** An interdisciplinary exploration of the vibrant queer cultures created by and for LGBT people in the United States since the Stonewall Riots (1969). Students will learn to analyze a wide range of cultural productions, including works of art, theatrical productions, popular musics, films, television programs, and comics, and to situate them in their historical, cultural, and political contexts. Extensive critical interpretation and writing and participation in a substantial group project to increase queer visibility are required. Prerequisite: A 200-level or higher course in Women's, Gender, and Sexuality Studies. *Four credit hours.* U MCFADDEN

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

**393f Proseminar: American Masculinities** Required of all majors, preferably during the junior year. Fall 2009: American Masculinities. 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 (topical emphases on athletics, violence, sexuality, and labor). Emphasizes advanced interpretive skills (adaptation, visual literacy, theories of narrative) and oral presentation (discussion participation and oral presentation required). Formerly offered as American Studies 373. Prerequisite: Junior standing as American Studies major or Women's, Gender, and Sexuality Studies major or minor. *Four credit hours.* U ARELLANO

**[457] American Gothic Literature** Listed as English 457. *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

**493s Seminar: Spike Lee's United States** An in-depth, interdisciplinary exploration of recent American culture through the lens of the African-American filmmaker Spike Lee. Working in multiple genres, Lee has offered compelling and controversial interpretations of the significance of race in shaping all aspects of American life. Students will situate a range of Lee's films in their historical and cultural contexts and will use the tools of film analysis to understand his aesthetic and representational innovations. Each student will research and write a major paper analyzing one of Lee's films and will present that work at the Colby Undergraduate Research Symposium. Prerequisite: Senior standing as an American Studies or African-American Studies major. *Four credit hours.* MCFADDEN

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## 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

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

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

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

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

**398s The Good, the Bad, and the Mad: Early Imperial Rome** Listed as Classics 398. *Four credit hours.* 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

## ANTHROPOLOGY

*Chair, PROFESSOR MARY BETH MILLS*

*Professors Catherine Besteman and Mary Beth Mills; Associate Professor Jeffrey Anderson; Assistant Professors Chandra Bhimull and Winifred Tate; Visiting Assistant Professor Thomas Abowd; Faculty Fellow Daniel Mains*

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

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

Eleven courses, including: Anthropology 112, 313, 333, and one advanced seminar taken in the second semester of the senior year and chosen from courses at the 400 level; one culture area course normally selected from Anthropology 211, 231, 235, 237, 239, 261, 264; one topics course normally selected from Anthropology 213, 236, 256, 258, 273; five elective courses, including at least two at the 300 level or equivalent. In addition to Anthropology 112, a maximum of one other anthropology course taught at the 100 level may be counted toward the major. A maximum of one course selected from the list of electives (preceding anthropology course descriptions below) cross-listed with or offered by other departments may be counted toward the major.

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

### **Honors in Anthropology**

Seniors majoring in anthropology may apply for the honors program during the first two weeks of the fall semester. In addition to securing a faculty sponsor and department approval, the student must have a 3.25 overall grade point average and a 3.6 grade point average in the major. The program involves independent research conducted in Anthropology 483, 484. Honors normally will be taken for six to eight credits over two semesters, and the final product will be a thesis of 50 to 70 pages of superior quality.

### **Requirements for the Minor in Anthropology**

Six courses, including Anthropology 112; one culture area course normally selected from Anthropology 211, 231, 235, 237, 239, 264; one topical course normally selected from Anthropology 213, 256, or 273; and three additional courses in anthropology, two of which must be at the 300 or 400 level. In addition to Anthropology 112, a maximum of one other anthropology course taught at the 100 level may be counted toward the minor.

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

Attention is called to the major in classical civilization-anthropology (requirements are listed in the "Classics" section of the catalogue).



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

**Courses from other departments, of which one course may be elected toward the anthropology major or minor:**

<i>American Studies</i>	276 African-American Culture in the United States
	282 American Popular Culture
<i>English</i>	348 Postcolonial Literatures
<i>History</i>	473 Research Seminar: Roots of Political and Ethnic Conflict in Modern Latin America
<i>Philosophy</i>	213 Philosophical Inquiries into Race
	314 Karl Marx and Marxist Philosophical Thought
<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 FACULTY

**[113] 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

**[119] The Anthropology of Utopias** Examines classic utopic and dystopic literature, philosophy, anthropology, art, and film from Plato to the present. Utopian literature involves anthropological reflection about the range of possibilities for human community and related anthropological themes of human social and cultural variability, conflict, and cooperation. Critically explores different utopian and dystopian discourses as vehicles for thinking about a world in crisis and its possible futures, as well as the effects these have on contemporary debates about politics and governance, citizenship, new technologies, media, family, and more. Formerly offered as Anthropology 219. *Three credit hours.* S

**[141] The Changing Faces of Religion in New China** During the Communist period, religion and spirituality were criticized and suppressed. More open policies were instituted after the death of Mao. Soon there was an explosion of spiritual practices

and practitioners, traditional and nontraditional forms of religion throughout China. An exploration of the new spaces of worship and practice that have opened up within China's new market economy, the reasons that various peoples are drawn to them, and the problems and challenges they may pose for the Chinese state. Prerequisite: Concurrent enrollment in East Asian Studies 141. *Four credit hours.* **S, I**

**175f Ordering the Cosmos** "Cosmos" is a Greek word meaning "order" or "arrangement." An exploration of how the ancient Greeks understood and made sense of their world in the "cosmos" of their making. Considering a range of domains from the theological to the social and ethnographic, how various systems of thought worked to produce order in their world, and how these systems complement or contradict one another. Topics include cosmology, religious practices, views of civic order and justice, and the Greeks' own interest in cultural difference. Part of the three-course Integrated Studies 175, "Ancient Worlds." Prerequisite: Concurrent enrollment in Philosophy 175 and Science, Technology, and Society 175. *Four credit hours.* **L BARRETT**

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

**[179] Olympic Visions: Images of the Ancient World in Modern 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 to us about their past. What it means to be a Greek in the modern world, perhaps altering our understanding of their past. Concurrent enrollment in Philosophy 179 encouraged but not required. *Four credit hours.* **S**

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

**212j Human Rights and Social Struggles in Global Perspective** Listed as International Studies 211. *Three credit hours.* **RAZSA**

**[213] Human Rights and Indigenous Peoples** Throughout its history, anthropology has been committed to and active in maintaining the rights of indigenous peoples against the negative global forces of nation-state power, racist ideologies, assimilative missionization, and industrial resource appropriation. An overview of the contemporary state of indigenous peoples 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**

**231f Caribbean Cultures** 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 or American Studies 276. *Four credit hours.* I BHIMULL

**235f Ethnographies of Latin America: Violence and Democracy in the Andes** An introduction to anthropological research on Latin America. Particular focus on the Andes and issues shaping Latin American participation in political life, including political, criminal, or structural violence; war; indigenous and other social movements; state strengthening and institutional evolution; transitions to democracy from military dictatorships; and social memory. Prerequisite: Anthropology 112. *Four credit hours.* TATE

**236s Illegal Drugs, Law, and the State** Drawing on legal and political anthropology, we will examine the cultures of control that target the commerce and consumption of illegal drugs. We will consider the evolution of these policies and their impact in a variety of historical moments and social worlds. Case studies will include the Opium Wars, Prohibition, medical practice and recreational use of marijuana and ecstasy, and alternative forms of political power facilitated by the drug trade. Prerequisite: Anthropology 112. *Four credit hours.* TATE

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

**[238] Religions of Africa and the African Diaspora** Examines African religions in Africa and their movement to and history in the New World. Ethnographies and history are used to try to come to terms with the legacy of slavery and its effects on religions of this African diaspora. Cuban Santeria, Haitian Vodou, Candomble in Brazil, and Rastafarianism in Jamaica are some of the religions discussed. Criticisms and analyses of current ideas concerning syncretism, transculturation, creolization, etc. will be debated. Emphasis on continuity and change in the attempt to resist, respond to, organize, and articulate African identities in the New World. Prerequisite: American Studies 276 or Anthropology 112. *Four credit hours.* S, I

**[239] 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

**[256] Land, Food, Culture, and Power** An examination of cultural and political aspects of land and other resource use in contexts of culture contact and/or social

change, drawing from a variety of ethnographic examples in different parts of the world. A focus on varied subsistence and resource management systems explores how local forms of livelihood have been incorporated into and challenged by national and global economic relations and structures through processes of colonization and the growth of transnational capitalism. Prerequisite: Anthropology 112. *Four credit hours.* U

**258s Anthropology, History, Memory** Anthropologists have depicted cultural systems as timeless, paying limited attention to how historical experiences produce, and how they are shaped by, everyday beliefs and actions. Examines the significance of history for anthropological understanding and vice versa. Investigates how different cultures construct the past and how the past shapes everyday lives, our own and others. Explores sites such as myths, monuments, bodies, and archives. Questions what is the past? How is it present? How do societies remember? How do they forget? Topics include technology, time, travel, commemoration, war. Formerly offered as Anthropology 298B. Prerequisite: Anthropology 112 or a 100-level history course. *Four credit hours.* BHIMULL

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

**[264] China in Transition: An Anthropological Account** Listed as East Asian Studies 254. *Four credit hours.* S, I

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

**297Af Globalizing Africa** An exploration of the relationship between economic and cultural processes associated with globalization and sub-Saharan Africa. Examines case studies such as the marketing of soap in colonial southern Africa, conflicts over the extraction of oil in Nigeria, and undocumented West African migrants living in New York City. Explores similarities and differences between colonialism and contemporary globalization, especially issues of exploitation and the extraction of resources from Africa. Examines notions of modernity and identity through consumption, including the movement of Indian movies, second-hand clothes, and other international commodities into Africa. Prerequisite: Anthropology 112. *Four credit hours.* MAINS

**297Bf Culture, Power, and International Development** Development is a complicated term that refers to growth and change but is applied to people, cities, nations, and cultures in very different ways. An examination of development as a set of discourses and practices that have been directed towards the third world, presumably with the intent of improving the quality of life and alleviating poverty. Anthropology has had an ambivalent relationship with development; we examine its critiques of development as well as its application within, and facilitation of, specific development interventions. Prerequisite: Anthropology 112 and one other anthropology course. *Four credit hours.* MAINS

**297Cf Urban Anthropology: Global Cities** An anthropological exploration into the complexity and diversity of cities in a (post) modern world, reading a range of illuminating scholarly accounts (primarily anthropological material as well as literature from other social sciences and the humanities). From the importance of urban centers in colonial empires to the rise of urban rebellions in contemporary times, investigates the magnitude and meaning of these spatial and social forms. Will equip students with



the skills to understand urban centers as sites of power and resistance and to participate constructively in shaping our collective futures in a way that is sensitive to cultural difference. Prerequisite: Anthropology 112. *Four credit hours.* ABOWD

**298s Middle East Anthropology** Explores the complex ways in which the region has come to be understood and, critically, how it has changed over the last 200 years. How might the region be seen as a product of scholarly and political imaginations? Major themes addressed include: Western stereotypes of the region, Islam and 'Islamic fundamentalism', nationalism, the impact of European colonialism and (neo) colonialism on the region, the multiple experiences of women and shifting gender relations, the Palestine-Israel conflict, and the effects of war. Concludes with a look at the lively realms of popular culture in the Middle East. Prerequisite: Anthropology 112. *Four credit hours.* ABOWD

**313fs Researching Cultural Diversity** Anthropologists are renowned for their research with exotic peoples in 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 a 200-level anthropology course and sophomore standing. *Four credit hours.* MILLS, TATE

**333fs 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 either 113 or a 200-level anthropology course and junior or higher standing. *Four credit hours.* BHIMULL, MILLS

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

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

**341s Culture, Mobility, Identity: Encounters in the African Diaspora** From the forced migration of the enslaved to the current refugee crisis, diasporan movements have influenced the world profoundly. Explores the formation and transformation of diasporas in Europe and the Americas with special attention to how black people made and experienced the Atlantic world. Close attention to the constructions of race and identity, popular cultural expressions, and the complex relationship between Africa and its descendants. Course materials include ethnography, history, fiction, film, and music. Prerequisite: American Studies 276 or Anthropology 112. *Four credit hours.* S, I BHIMULL



**348f Postcolonial Literatures** Listed as English 348. *Four credit hours.* L, I ROY

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

**[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

**[355] Development, Globalization, and Poverty** An examination of the emergence and uses of concepts such as development, growth, and globalization. Through the study of transformations in work, community, and health, focuses on the impact that processes associated with globalization have on the lives of poor people and on their responses to these transformations. Prerequisite: Sophomore or higher standing and Anthropology 112. *Four credit hours.* S, I

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

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

**397f Internationalism: From Socialism to the World Social Forum** Listed as International Studies 397. *Four credit hours.* RAZSA

**397Bf Race** The complexities of race, racial formation, and racial politics in the United States. How race is socially constructed and politically contested. The historical rise of modern concepts of race and the development of the field of anthropology. Ethnographies of race and ethnicity and a host of theories and debates that pertain to these ideas. Race as it is influenced and molded by gender, class, sexuality, and nationalism. Specific questions relating to poverty, wealth, status, and the shifting global relations that comprise the contemporary racial order(s) in the United States. Prerequisite: Anthropology 112. *Four credit hours.* ABOWD

**398As Global Youth Cultures** A global perspective on the complex relationship between youth, popular culture, power, and the construction of identity. Urban youth culture has increasingly become a site for power struggles in relation to class, gender, and race. We explore the potential for everyday consumer practices to subvert or reproduce relations of power and for social theories concerning youth and power to be applied

in diverse economic and cultural settings. Case studies address education and class in England, initiation and consumption of Western culture in Tanzania, fashion among Congolese migrants in Paris, popular culture among middle-class youth in Kathmandu, and youth identities and hip-hop in Brazil. Prerequisite: Anthropology 112 and one other anthropology course. *Four credit hours.* MAINS

**437s Media, Culture, and the Political Imagination** Listed as International Studies 437. *Four credit hours.* RAZSA

**451f Ethnicity, Nationalism, and the State in Europe** Listed as International Studies 451. *Four credit hours.* RAZSA

**[452] 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

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

**498s Modernities, Citizenships, and Mobilities** Present-day global mobilities involve an astonishing array of movements: dramatic flows of people, goods, and ideas. Participation in these global flows both enables claims to new (and newly imaginable) identities and challenges familiar norms and social structures. Around the world local communities and their members encounter new models of valued citizenship, desires for modernity, and aspirations for cosmopolitan belonging. Case studies drawn from ethnographies, films, and related materials explore the diverse ways in which contemporary modernities, citizenships, and mobilities constitute dynamic fields of social meaning as well as critical arenas of cultural, political, and social struggle. Prerequisite: Anthropology 112 and one other anthropology course. *Four credit hours.* MILLS

## ART

*Chair, ASSOCIATE PROFESSOR BEVIN ENGMAN*

*Professors Sharon Corwin, Michael Marlais, Harriett Matthews, Véronique Plesch, and David Simon; Associate Professors Bevin Engman, Scott Reed, Laura Saltz, and Ankeney Weitz; Assistant Professors Gary Green and Garry Mitchell; Visiting Assistant Professor Joseph Feely; Adjunct Instructors Bonnie Bishop, Margaret Libby, Abbott Meader, Nancy Meader, Nina Roth-Wells, and Barbara Sullivan; Faculty Fellow Julie Caro*

The Art Department includes practicing artists and art historians. With special studios for drawing, foundations, painting, 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 (of three or more credits), which may be art history or studio courses in any proportion, making a total of nine courses.

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

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

Attention is called to the interdisciplinary major in American studies.

### **Requirements for the Concentration in Studio Art**

For students who are fulfilling the major in art, the studio concentration is offered to provide a broadly founded studio sequence that will assist in the development of skills and strengthen portfolios for any anticipated graduate studio work. 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 are strongly encouraged to complete Art 131 during their first year. In addition, every effort should be made to complete the drawing requirement as early as possible, allowing advanced studio work to build upon that experience.

### **Requirements for the Concentration in Art History**

For students who are fulfilling the major in art, the art history concentration is offered to prepare the student for graduate work in the field. In addition to the standard

requirements for the major, art history concentrators must take each of the survey courses (Art 111, 112, 173) and two additional art history courses, making sure to have at least one in each of the four distribution areas listed under requirements for the major. Art history concentrators are required to take an art history seminar at the 300 level or above, for a total of 12 courses.

### Requirements for the Minor in Art

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

### Course Offerings

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

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

**113j Photography: A Historical Introduction** Unlike traditional introductory photo courses, this one will proceed through the application of a variety of processes that trace the medium's history. From the making of cameraless photographs using the cyanotype process popular in the mid-19th century to the creation and use of pinhole cameras, opportunities to explore the excitement and alchemy of some of photography's simplest methods and materials. No camera is needed. Nongraded. Cost for materials: \$95. *Two credit hours.* GREEN

**114j Pottery** An introduction to forming clay by pinching, making slabs and coils, and wheel throwing; decorating and glazing; and firing in an electric kiln. Historical and theoretical issues will be discussed. Nongraded. Cost for materials: \$60. *Two credit hours.* N. MEADER

**[115] Advanced Photography** Exploration of more-advanced technical controls available to the black-and-white photographer: the Zone System, applied photographic chemistry, parametric testing, etc. Students unfamiliar with terms need not be intimidated. Daily shooting assignments, group and individual critiques, discussions of aesthetic questions designed to expand students' photographic vision. Class meetings, additional assignments, and darkroom work. Required: working knowledge of basic black-and-white development and printing techniques and an adjustable 35mm or larger-format camera with manual shutter-speed and aperture settings and either a built-in or hand-held light meter. Nongraded. Estimated cost of materials and membership in Colby Photography Club for darkroom access: \$125. Prerequisite: Permission of the instructor. *Two credit hours.*

**117j Introduction to Art Conservation and Preservation** Designed to explore the issues and practices of the conservation and restoration of works of art. Theoretical discussions will be balanced by practical examples. The role of conservators, the systems employed by them, and the relationship between art and science will be explored. Students will be responsible for case studies, many of which will involve examination of original works of art in the Colby College Museum of Art. No prerequisite, but interest in art history or studio art is advantageous. *Two credit hours.* ROTH-WELLS



**118j Introduction to Figure Painting** An introduction to painting the figure and its environment. Classes will cover information on preparing supports, setting up palettes, and working from the model. Topics include basic drawing skills, working in black and white, traditional figure painting practices, and *alla prima* techniques. Out-of-class work is essential. Estimated cost for materials: \$150. *Two credit hours.* LIBBY

**119j Fresco Painting** A hands-on exploration of the age-old medium of true buon fresco as a means of understanding and appreciating fresco painting within an art historical context. Students learn how to prepare substrates and arriccio and intonaco layers of plaster, how to grind pigments, and how to design and execute portable fresco panels. Estimated cost of special-ordered materials: \$75. *Two credit hours.* B. SULLIVAN

**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 urged to complete Art 131 in their first year at Colby. *Four credit hours.* A ENGMAN, MITCHELL, REED

**137f Documentary Photography and the Great Depression** Explores the nature of documentary photography and its strong presence during America's Great Depression. Examines the mission of the Farm Security Administration under Roy Stryker and the resulting work by his most notable hires: Walker Evans, Dorothea Lange, Ben Shahn, Arthur Rothstein, and Russell Lee. Explores work of their peers outside the administration as well as predecessors: Lewis Hine and Jacob Riis. Through readings, writing assignments, and image viewing, students examine significant issues involved in these artists' work and how that work helped define contemporary notions about the photograph as document. Part of the three-course Integrated Studies 137, "Left in the Dust: America's Great Depression." Prerequisite: Concurrent enrollment in American Studies 137 and History 137. *Four credit hours.* A GREEN

**159j Introduction to Book Arts** The history and 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 \$70 covers cost of necessary materials, which must be special-ordered. (Formerly Creativity and Communication.) *Two credit hours.* BISHOP

**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** Following instruction in museum education methods and the history of the collection of the Colby College Museum of Art, students offer public tours of the museum. Emphasis on practicing public speaking skills and exploring pedagogical strategies for discussing works of art. For a second credit, students conduct independent research on works in the permanent collection, culminating in a gallery



lecture and a short paper. Nongraded. Prerequisite: Art 112 and permission of the instructor. *One or two credit hours.* LESSING

**[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. A public lecture on one artwork is required for the second credit. Nongraded. Prerequisite: Art 112 and permission of the instructor. *One or two credit hours.*

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

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

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

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

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

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

**251s Five Centuries of French Art: From Saint Louis to the Sun King** French art from the 13th through the 17th centuries. Painting, sculpture, and architecture, as well as such other pictorial media as manuscript illumination, prints, tapestry, and enamel will be studied, and links with political, literary, and intellectual movements will be explored. Possible reading in French for French studies majors. *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

**262fs 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

**275f The Arts of Korea** A historical introduction to the major art forms of Korea, from their beginnings in the Neolithic to the modern period. *Four credit hours.* A WEITZ

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

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

**285s 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: Word Play and Visual Imagery in China** A museum workshop experience in which students organize and install an exhibition on a specified topic in Asian art. Topic for 2010: Word Play and Visual Imagery in China. The vocabulary of Chinese decorative art consists largely of auspicious imagery, including many varieties of flowers and animals. Understanding the meaning of these images depends on a special kind of reading, in which the sound of the symbol's name rhymes with the sound for another word or phrase. These visual puns will be the topic of the exhibition created by students in this course. No previous Chinese language experience necessary. Prerequisite: East Asian Studies 151 or 152 or Art 173. *Three credit hours.* WEITZ

**297f American Art: Colonial to Contemporary** Listed as American Studies 297. *Four credit hours.* CARO

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

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

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

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

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

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

**334f Film and Society** Listed as American Studies 334. *Four credit hours.* U SALTZ

**[336] Women in Art** A seminar investigation of issues regarding women as subjects in, and as producers of, art in 19th- and 20th-century Europe and America. *Four credit hours.*

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

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

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

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

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

**361f Sculpture V** Further exploration of sculptural techniques and concepts. Out-of-class work is essential. Prerequisite: Art 262. *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 Seminar: Race and Visual Culture** Listed as American Studies 375. *Four credit hours.* U SALTZ

**[394] Seminar on Architecture** An 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.*

**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.* ENGMAN

**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.* ENGMAN

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

**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

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

**[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.*

**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

**493As 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 will present research results in both traditional written form and in digital format. *Four credit hours.* MARLAIS

**497f Seminar: Sex in Art** A research seminar intended to investigate the different ways in which sexuality is represented throughout the history of art. Prerequisite: Art 111 or 112. *Four credit hours.* PLESCH



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## ASTRONOMY

*In the Department of Physics and Astronomy.*

*Professor Murray Campbell; Visiting Assistant Professor Yoshihiro Sato*

### Course Offerings

**151f Stars, Stellar Systems, and Cosmology** An introductory survey of modern astronomy, covering the solar system, stars and stellar evolution, galaxies, and cosmology, for students of both science and non-science backgrounds. The physical processes at work in the universe and the methods we use to learn about the universe will be emphasized. The use of mathematics at the level of first-year algebra is required. *Three credit hours.* N SATO

**[213] Astronomy Since 1609** Listed as Science, Technology, and Society 213. *Four credit hours.* N

**231f 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 iVision and IDL (Mac) and IRAF (UNIX). Open to students interested in science who have a working knowledge of calculus. Weekly labs alternate between afternoon and night. Five required telescope labs held on clear nights selected by the instructor, so students must be available Monday through Thursday evenings. Lecture and laboratory. *Four credit hours.* N CAMPBELL

**491f, 492s Independent Study** *One to four credit hours.* FACULTY

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## 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

**362s 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 this course and 367 or 368. Lecture only. Formerly offered as Biochemistry 298 and 262. Prerequisite: Chemistry 241 and Biology 163. Concurrent enrollment in Chemistry 242. *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 362 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 362 and 368. Lecture and optional laboratory. Prerequisite: Biochemistry 367. Biochemistry 367 laboratory prerequisite to Biochemistry 368 laboratory. *Four or five credit hours.* GREENWOOD, MILLARD

**378s Molecular Biology** An examination of how organisms maintain and express genetic information. Emphasis on well-characterized model systems in plants and animals. Topics include nuclear and organellar genomes, regulation of gene expression by developmental and environmental stimuli, and production of transgenic organisms. Lecture and laboratory. Prerequisite: Junior or senior standing, Biology 279 with lab, and Chemistry 141 and 142, or 145. *Four credit hours.* JOHNSON

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## BIOLOGY

*Chair*, ASSOCIATE PROFESSOR RUSSELL JOHNSON

*Associate Chair*, ASSOCIATE PROFESSOR JUDY STONE

*Professors F. Russell Cole, Frank Fekete, David Firmage, Paul Greenwood, and W. Herbert Wilson Jr.; Associate Professors Catherine Bevier, Lynn Hannum, Russell Johnson, Judy Stone, and Andrea Tilden; Assistant Professors Syed Tariq Ahmad, Joshua Kavalier, Raymond Phillips; Faculty Fellows Elizabeth Addis and Joseph Seggio; Senior Teaching Associates Timothy Christensen, Scott Guay, and Lindsey Colby; Teaching Associate Tina Beachy; Teaching Assistant Sarah Gibbs; Research Scientists Bets Brown and Russell Danner; 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, a four capillary DNA sequencer, a microscopy suite, a flow cytometer, several laboratory microcomputer clusters, a well-equipped GIS laboratory, a radioisotope laboratory, a cell culture facility, two greenhouses, herbarium, numerous environmental chambers, and animal and aquarium rooms. Colby is a member of the Idea Network of Biomedical Research Excellence (INBRE), supported by the National Institutes of Health. Department graduates enroll in all fields of biology and in medical schools, dental schools, and veterinary colleges. Others are employed as research assistants, as teachers, and by private firms and government agencies.

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, or they have attended medical school or graduate school in a variety of disciplines.

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

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 eight biology courses must be taken for the major (at least seven with a laboratory component and at least two at the 300 level or above). An independent study may be counted as one of the eight courses. A maximum of four credit hours of independent study and two credit hours of seminar may be counted toward the major. No more than eight credit hours in a semester or 12 credit hours in total from off-campus 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, 275, 279, 315, 367). Courses marked with \* can be used to fill only one group requirement. Seniors must enroll in Biology 401 or 402. In addition, Chemistry 141, 142; Mathematics 121 or 161 or equivalent; and one of the following courses: Computer Science 151, Mathematics 122, 162, 212, 253.

### **Requirements for the Concentration in 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, 275, 279, 315, 367). Courses marked with \* can be

used to fill only one group requirement. Seniors must enroll in Biology 401 or 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, 266, 319, Geology 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 or 402. In addition, Chemistry 141, 142, 241, 242; Mathematics 121 or 161 or equivalent; and one of the following courses: Computer Science 151, Mathematics 122, 162, 212, 253; and one course with laboratory chosen from Biology 225, 232, 238, 252, 274, 315, 379, Chemistry 331, or Physics 145 (142). 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 or 402. In addition, Psychology 111; two psychology courses from the following: 232, 233, 235, 254, 272, 372, 374; one psychology elective course; Chemistry 141, 142; Mathematics 121 or 161 or equivalent and one of the following courses: Computer Science 151, Mathematics 122, 162, 212, 253. In addition, each concentrator must complete an independent study project equivalent to two (or preferably three) credit hours. This requirement can be satisfied through independent study, January program, or a summer research project.

#### **Honors Program in Biology**

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

## Course Offerings

**115j 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. *Three credit hours.* N BROWN

**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 ADDIS

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

**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 STONE

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

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

**214f Plant Physiology** The essential mechanisms of plant function. Topics include plant-water relations, mineral nutrition, photosynthesis, respiration, nitrogen fixation,



and stress physiology. The importance of these physiological processes to plants in agricultural and natural ecosystems will be considered. Lecture and laboratory. Prerequisite: Biology 164. *Four credit hours.* JOHNSON

**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.* HANNUM

**[232] 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.*

**235s Horticulture** Basic principles in the areas of plant structure and function will be considered and related to plant cultivation. Practical application of these principles discussed in areas such as lighting, propagation, pruning, and floriculture. Offered in alternate years. Fourth credit hour for laboratory. Prerequisite: Biology 131 or 164. *Three or four credit hours.* FIRMAGE

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

**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

**[245] 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. *Four credit hours.* N, I

**[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** A survey of the major groups of marine invertebrates emphasizing external anatomy, classification, reproduction, ecological roles, conservation biology and applied aspects. Offered in alternate years. 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. Lecture and laboratory. Prerequisite: Biology 164. *Four credit hours.*

**257j Winter Ecology** An introduction to the ecological and physiological adaptations of plants and animals to the winter environment in central Maine, with an extensive field component. Some overnight trips will be taken. Prerequisite: Biology 164 and permission of the instructor. *Three credit hours.* WILSON

**[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. Estimated cost in 2009: \$2,200. Financial aid available to eligible students. Prerequisite: Biology 164 and permission of the instructor. *Three credit hours.*

**266s The Environment and Human Health** Listed as Environmental Studies 266. *Four credit hours.* N CARLSON

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

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

**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.* AHMAD

**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.* SEGGIO

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

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

**297f Biological Clocks** An introduction to and examination of various biological oscillations that occur in nature, focusing mainly on circadian rhythms. Behavioral, genetic, and neuroanatomical aspects of biological clocks will be investigated using *Drosophila* and mammals as models to discuss circadian rhythms. Prerequisite: Biology 164. *Three credit hours.* N SEGGIO

**[312] 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.*

**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 and junior standing. *Four credit hours.* GREENWOOD

**319s Conservation Biology** Listed as Environmental Studies 319. *Four credit hours.* COLE

**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: Biology 164 and a 200-level biology course. *Three credit hours.* STONE

**325f Advanced Immunology** Advanced study of the immune system through reading and discussion of primary literature, focusing on several main topics per semester. Emphasis on the human immune system and human health, with comparisons across a range of species. Optional fourth credit for laboratory. Prerequisite: Biology 225. *Three or four credit hours.* HANNUM

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

**[342] Past Terrestrial Ecosystems** Listed as Geology 342. *Three credit hours.*

**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. Co-evolutionary interactions between plants and animals. Relevance of ecological theory to the solution of environmental problems. Lecture and laboratory. Prerequisite: Biology 271 and sophomore or higher standing. *Four credit hours.* COLE, FIRMAGE

**[354] Marine Ecology** A study of the interactions that determine the distribution and abundance of marine organisms. Emphasis will be on North Atlantic communities. One weekend field trip to the coast for all students. Prerequisite: Junior standing, Biology 164 and 271. *Three credit hours.*

**[357] Physiological Ecology** An examination of the physiological and behavioral adaptations of organisms to environmental conditions and consideration of how such adaptations affect the interactions of organisms. Examples drawn from terrestrial, marine, and freshwater plants and animals. Prerequisite: Biology 271. *Three credit hours.*

**358j Ecological Field Study** Listed as Environmental Studies 358. Prerequisite: Permission of the instructors. *Three credit hours.* COLE, FIRMAGE

**362s Medical Biochemistry** Listed as Biochemistry 362. *Four credit hours.* RICE

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

**368s Biochemistry of the Cell II** Listed as Biochemistry 368. *Four or five credit hours.* GREENWOOD

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

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

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

**379f Advanced Genetics and Genomics** Advanced genetics with an emphasis on genomics and bioinformatic approaches to addressing biological questions. Topics will include comparative genomics, uses of proteomics, computational biology, and advances in biotechnology related to genomic study, such as large-scale sequencing, microarrays, and gene expression profiling. The relationships between genome research and biomedicine will be discussed. Online genomics tools and databases will be used for computational analyses. Lecture and laboratory. Prerequisite: Biology 279 with lab. *Four credit hours.* KAVALER

**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

**397f Comparative Vertebrate Endocrinology** An introduction to the endocrine systems of vertebrates. Topics will include the various types of hormones, receptors,



and hormonal regulation. Focus will then shift to the endocrine control of homeostasis, metabolism, and reproduction. Emphasis will be placed on mechanisms that are evolutionary conserved across taxa. Lecture only. Prerequisite: Biology 275 or 373. *Three credit hours.* ADDIS

**401f, 402s Biology Seminar** Participation in selected department seminars during the fall or spring semester. Seminars will focus on student-led discussions of readings from the primary literature and will also include playing host to several outside speakers. Required of all senior biology majors. Prerequisite: Senior standing. *One credit hour.* FACULTY

**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

**[452] Behavioral and Physiological Ecology** Advanced study of the behavior and physiology of animals in ecological and evolutionary contexts. Topics include how individuals adjust to environmental changes and how particular behavior patterns contribute to an animal's chances of survival and its reproductive success. Extensive review of primary literature. Lecture and laboratory. Prerequisite: Biology 271, 275, 373, or 375. *Four credit hours.*

**[474] Neuroscience** Research-based course incorporating advanced microsurgery, cell culture, and electrophysiology techniques. Includes lecture and laboratory. Prerequisite: Biology 274 and permission of the instructor. *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** Individual projects in areas where the student has demonstrated the interest and competence necessary for independent work. Prerequisite: Permission of a faculty sponsor. *One to four credit hours.* FACULTY

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

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## CHEMISTRY

*Chair*, PROFESSOR WHITNEY KING

*Associate Chair*, PROFESSOR THOMAS SHATTUCK

*Professors Whitney King, Julie Millard, and Thomas Shattuck; Associate Professors Rebecca Conry, Jeffrey Katz, and Dasan Thamattoor; Assistant Professor Kevin Rice; Senior Teaching Associate Brenda Fekete; Teaching Associate Lisa Miller; Teaching Assistant Edmund Klinkerch*

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

The department offers several programs: (1) the chemistry major, (2) the chemistry-biochemistry major, (3) the chemistry major with a concentration in cell and molecular biology/biochemistry, (4) the chemistry-environmental sciences concentration, and (5) the chemistry minor. Additionally, each type of chemistry major can earn accreditation by the American Chemical Society (ACS) with additional courses selected in consultation with the advisor and with approval of the chair. More information about ACS certification can be found on the Chemistry Department Web pages. It should be noted that chemistry majors who intend to apply for admission to medical, dental, or veterinary schools must take a biology course with laboratory. For maximum flexibility, students are encouraged to take Chemistry 141 and 142 (or Chemistry 145) in their first year.

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

### **Requirements for the Major in Chemistry**

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

### **Requirements for the Major in Chemistry-Biochemistry**

Chemistry 141 and 142 (or 145), 241, 242, 341, 367 (with laboratory), 368 (with laboratory), 493 and 494; Mathematics 121, 122 or 161, 162; Physics 141 (or 143) and 145; Biology 163; one course from Biology 225, 232 (with laboratory), 238, 274 (with laboratory), 279 (with laboratory); and one course from Chemistry 331, 342, 378, 411, 444. Biology courses above the 100 level and/or biochemistry courses used to fulfill a biology major cannot count toward the major in chemistry-biochemistry.

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

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

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

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

**Additional Requirements for All Majors in the Chemistry Department**

Each major must complete a chemistry-related independent study project equivalent to two (or preferably three) credit hours. This requirement may be satisfied through independent study, internship, or summer research, and it forms the basis of the seminar presentations in Chemistry 493 and 494. An off-campus research experience must have prior approval of the chair of the Chemistry Department to satisfy this requirement.

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

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

**Honors Project in Chemistry**

Majors in chemistry are encouraged to elect an honors research project with approval of a faculty sponsor in the department. Honors research normally entails eight to 10 credits across the senior year. Successful completion of the work of the honors research project, and of the major, will enable the student to graduate "With Honors in Chemistry." Attention is also called to the Senior Scholars Program.

**Requirements for the Minor in Chemistry**

Chemistry 141 and 142 (or 145), 241, and at least 10 credit hours in three courses selected from the following: Chemistry 217, 242, 255, 331, 332, 341, 342, 362, 367, 368, 378, 411, 431, 432, 434, 444. Courses selected to fulfill the minor must include at least four courses in addition to courses taken to satisfy requirements for any major or other minor. Specifically, Chemistry/Biology 362, 367, 368, and 378 cannot be used to fulfill the requirements for both a major and the chemistry minor. Students are strongly advised to consult with a member of the chemistry faculty to select a logical grouping of courses for the minor.

**Course Offerings**

**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, 141, or 145 may not receive credit for Chemistry 112. Lecture and laboratory. *Three or four credit hours.* N MILLARD

**[118] Chemistry of Life** Basic chemical principles applied to the study of living organisms, including such topics as nutrition, disease, drugs, biotechnology, and exercise. Intended as a course for non-science majors. Students with prior credit for Chemistry 112, 141, or 145 may not receive credit for Chemistry 118. Lecture and required laboratory; satisfies the laboratory science distribution requirement. *Three credit hours.* N

**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. Students with prior credit for Chemistry 145 may not receive credit for Chemistry 141. Lecture, discussion, and laboratory. *Four credit hours.* N KATZ, RICE

**142s General Chemistry** Fundamental principles, with examples selected from: inorganic chemistry; stoichiometry; atomic theory; chemical bonding; thermochemistry; gases, liquids, and solids; solutions; chemical equilibria; electrochemistry; chemistry of certain important elements; radioactivity. Students with prior credit for Chemistry 145 may not receive credit for Chemistry 142. Lecture, discussion, and laboratory. Prerequisite: Chemistry 141. *Four credit hours.* N CONRY

**143f, 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. Prerequisite: Permission of the instructor. *One credit hour.* KING

**145f Honors General Chemistry** Introductory chemistry for students with strong pre-college chemistry preparation. An accelerated course covering similar topics as Chemistry 141 and 142 with an additional focus on modern bonding theory. Students with prior credit for Chemistry 141 or 142 may not receive credit for Chemistry 145. Lecture and laboratory. *Four credit hours.* N RICE

**151j K-8 Chemistry Outreach Activities** Development of hands-on activities to fulfill physical science goals required by Maine Learning Results. Students will create instructional science experiments for chosen age levels and will implement activities for schoolchildren in area classrooms and on campus. Lecture only. Prerequisite: Chemistry 112 with laboratory or 118 with laboratory or 141. *Three credit hours.* N MILLER

**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. *Four credit hours.* KATZ, THAMATTOOR

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



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

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

**341f, 342s Physical Chemistry** The laws and theories of chemical reactivity and the physical properties of matter. Emphasis is placed on chemical equilibrium, molecular bonding, and the rates of chemical reactions. Major topics in 341: thermodynamics, solutions, and reaction kinetics. In 342: quantum mechanics, spectroscopy, and statistical mechanics. Lecture and laboratory. Prerequisite: Chemistry 142 or 145, Physics 142 or 145. Chemistry 342 may be taken before 341 with permission of the instructor. *Five credit hours.* SHATTUCK

**362s Medical Biochemistry** Listed as Biochemistry 362. *Four credit hours.* RICE

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

**368s Biochemistry of the Cell II** Listed as Biochemistry 368. *Four or five credit hours.* MILLARD

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

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

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

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

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

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

**444s Advanced Topics in Biochemistry** A detailed look at current trends in experimental research at the interface of chemistry and biology. Thorough review of modern experimental strategies, critical analyses of recent literature, and development of proposals to address important problems will be of primary focus. Topics will include proteomics, chemical biology, bioinformatics, and advanced enzymology. Lecture only. Prerequisite: Biochemistry 367 and 368 (the latter may be taken concurrently.) *Four credit hours.* RICE

**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. *One to four credit hours.* FACULTY

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

**493f, 494s Senior Seminar** Discussion of topics of current interest in all areas of chemistry. Presentations by invited speakers from other colleges, universities, and industry. Seniors give a presentation on their research each semester. Prerequisite: Junior or senior standing as a chemistry major. *One credit hour.* THAMATTOOR

## CHINESE

*In the Department of East Asian Studies.*

*Chair,* ASSOCIATE PROFESSOR ANKENEY WEITZ

*Associate Professors* Kimberly Besio and Hong Zhang; *Faculty Fellow* Ping He; *Teaching Assistant* Hung-ying Liu

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.* HE

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

**135f Chinese Conversation I** Practice using basic sentence patterns in conversational situations. Emphasis on oral/aural practice of patterns and phrases related to such daily situations as going to the post office, talking on the telephone, shopping, ordering in a restaurant, etc. Supplemental vocabulary/phrase lists are supplied. Prerequisite: Chinese 126. *One credit hour.* LIU

**235fs Chinese Conversation II** 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.* LIU

**321f Third-Year Chinese I** Advanced Chinese language, concentrating on reading, writing, and speaking. Prerequisite: Chinese 128. *Four credit hours.* HE

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

**[431] Business Chinese** Advanced Chinese language with a focus on vocabulary and sentence patterns that will facilitate research and discussion of, as well as participation in, China's vibrant business scene. Students will be immersed in a Chinese language environment and should be prepared to discuss issues related to business in China in Chinese. Formerly offered as Chinese 497. Prerequisite: Chinese 321. *Four credit hours.*

**[432] Chinese Newspaper Reading** Provides students with the background necessary to read Chinese newspapers. Students will learn about newspaper genre, content, and vocabulary, as well as how to skim Chinese news and decode headlines. Formerly offered as CN498. Prerequisite: Chinese 321. *Four credit hours.*

**[450] 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.*

**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

**497f Classical Chinese Language, Literature, and Culture** An introduction to the sentence structures and vocabulary of classical Chinese (*wenyanwen*). Conducted in modern Chinese. Readings will consist of selections from classic philosophical, historical, and literary texts as well as supplemental texts in modern Chinese. We will employ all four modalities of modern Chinese (speaking, listening, reading, and writing) to explore the cultural, historical, literary, and linguistic contexts of these classical texts. Prerequisite: Chinese 321. *Four credit hours.* BESIO

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## CLASSICS

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

*Chair, PROFESSOR JOSEPH ROISMAN*

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

The Department of Classics encourages the study of the civilizations of Greece and Rome. The study of classics and classical civilization is an interdisciplinary endeavor based on courses in languages, literature, history, archaeology, philosophy, political science, religion, and art. Classics and classical civilization hold an important place at the heart of a liberal education by examining humanistic values of the ancient world and their impact on the premodern and modern ages. Students find the study of the classics beneficial in developing methodological and analytical thinking and most advantageous in pursuing careers in higher education, law, management, medicine, government, art, teaching, and other fields. We are committed to enhancing our students’ abilities to speak persuasively, write convincingly, and think analytically.

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

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

### Requirements for the Major in Classics

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

The major consists of at least 10 courses, at least six courses in language including three



courses numbered 200 or higher in Greek and/or Latin, and four additional courses selected from at least two of the following categories:

- (a) Additional courses in either language.
- (b) Two courses in ancient history.
- (c) Two courses elected from courses that require no knowledge of Greek or Latin offered by the Classics and other departments: Classics 133, 138, 145, 151, 234, 236, 242, 244; Art 311; Philosophy 231; or equivalent courses selected in consultation with the major advisor.

### **Requirements for the Major in Classical Civilization**

(No knowledge of Latin or Greek is required.)

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

- (a) Three courses selected from the following: Classics 133, 138, 231, 236, 242, 244.
- (b) Ancient History 154, 158.
- (c) One course at the 300-level offered by the Classics Department.
- (d) Four additional courses selected from the following: Classics 133, 138, 145, 151, 231, 234, 242, 244; Ancient History 356, 398; Greek 111, 112, 131; Latin 111, 112, 131; Art 311; Philosophy 231; or equivalent courses selected in consultation with the major advisor.

### **Requirements for the Major in Classics-English**

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

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

### **Requirements for the Major in Classical Civilization-Anthropology**

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

In anthropology: Anthropology 112, 113, 313, 333, and three elective seminars selected in consultation with the anthropology advisor, at least two of which should be at the 300 or 400 level.

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

### **Requirements for the Minor in Classics**

The minor (concentrating in Greek, Latin, or combination of both) consists of seven 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); two courses selected from the following categories:

- (a) Additional course numbered 200 or higher in either language.
  - (b) One course in ancient history.
  - (c) One course numbered 200 or higher in the other ancient language.
  - (d) Two courses 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

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

(No knowledge of Latin or Greek is required.)

(a) One of the following: Classics 133, 138, 236, or 244.

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

(c) Ancient History 154 or 158.

(d) One 300-level course offered by the Classics Department.

(e) Three additional courses selected from the following: Greek 111, 112, 131; Latin 111, 112, 131; Classics 133, 138, 145, 151, 231, 234, 236, 242, 244; Ancient History 154, 158; Art 311; Philosophy 231; or equivalent courses selected in consultation with the advisor of the minor.

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

## Course Offerings

**[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**

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

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

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

**[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**

**231f 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 H. ROISMAN

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

**[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] Aeschylus: Beginnings of Greek Tragedy** Examines the origins of Greek drama and discusses Aeschylus as traditionalist, innovator, and father of Western dramatic theater. Reading the seven extant tragedies of Aeschylus with special emphasis on moral and political dilemmas as portrayed in the *Oresteia* as well as *Prometheus Bound*. *Three credit hours.* L

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

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

**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

**398s The Good, the Bad, and the Mad: Early Imperial Rome** Explores the political and social history of Rome under the Julio-Claudians, from Augustus to Nero. These emperors ranged from the good to the bad to the stark, raving mad. Focuses on the relationships among emperor, the Roman elite, and people, the provinces, and other related topics. *Four credit hours.* 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*; ASSOCIATE PROFESSOR BRUCE MAXWELL

*Professor Dale Skrien; Associate Professor Bruce Maxwell; Assistant Professor Stephanie Taylor*

Computer Science studies the design of computational processes, computing systems, and virtual objects. It has impacts on and interacts with a wide variety of disciplines. Our goal is to provide Colby students with a strong background while also teaching them how to integrate their knowledge with other disciplines in order to produce new and innovative discoveries. The major prepares students for graduate school or careers in a wide variety of fields. The minor provides the ability to effectively apply computational thinking to other disciplines. Students interested in computer science are encouraged to enroll in Computer Science 151 in their first year.

### Requirements for the Major in Computer Science

Computer Science 151, 231, 232, 251, 333, and 375 or 378; four more electives numbered 300 or above, including at least one fall-spring sequence; and one of the following mathematics courses: 212, 231, 253, or 274.

### Requirements for the Honors Program in Computer Science

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

### Requirements for the Minor in Computer Science

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

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

## Course Offerings

**151fs Computational Thinking** An introduction to computational thinking: how we can describe and solve problems using a computer. Using the Python language, students will learn how to write algorithms, manipulate information, and design programs to make computers useful tools. Designed both for majors and for students who want to learn how to apply the power of computing to their area of interest. A weekly laboratory session provides an opportunity for supervised hands-on learning. No previous computer experience required. *Four credit hours.* **Q** SKRIEN, TAYLOR



**198s Computer Music** Understanding music requires knowledge of the processes that allow sounds to be organized into meaningful collections (pieces). An exploration of how musical processes can be expressed in quantifiable terms while still retaining the non-quantifiable “magic” that affects us in such powerful ways. Topics include fundamentals of computer music (MIDI, digital signal processing, etc.), the means by which larger “top-down” musical abstractions can be created and manipulated with the help of computers, and describing processes as algorithms and computer programs. Labs will focus on designing programs in the Python language to manipulate music and sound and integrate with digital music composition software. *Four credit hours.* Q HALLSTROM, MAXWELL

**231f Data Structures and Algorithms** An introduction to the primary data structures and algorithms of computer science. Data structures to be covered include stacks, queues, lists, trees, graphs, heaps, and hash tables. Algorithms include searching and sorting and insertion, deletion, and traversal for common data structures. Students will learn and use Java for programming assignments. Prerequisite: A grade of C- or higher in Computer Science 151. *Four credit hours.* EASTWOOD

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

**251s Data Analysis and Visualization** The analysis and visualization of scientific data. Topics will include data management, basic statistical analysis, data mining techniques, and the fundamental concepts of machine learning. Students will also learn how to visualize data using 2-D and 3-D graphics, focusing on techniques that highlight patterns and relationships. Course projects will use data from active research projects at Colby. Prerequisite: Computer Science 231. *Four credit hours.* MAXWELL

**[269] Computer Game Design** Design of 2-D computer games using a commercial game engine for non-majors. Topics include game design, artistic concepts, image manipulation, game scripting, and basic artificial intelligence concepts. Students will work in groups that mix Computer Science majors and non-majors to design a 2-D game to be distributed at the end of the term. Prerequisite: Permission of the instructor. *Three credit hours.*

**[270] Advanced Computer Graphics** Advanced topics in computer graphics for non-majors. Spring 2009 focus was video game design. Students first analyze current games and the process of game design. After building an initial design, students learn to build a game, and game content, using a 3D game engine. Mid-semester covers creating interesting computer players, including AI and robotics techniques for intelligent agent design. The final section covers advanced graphics techniques and the internals of a video game engine. Prerequisite: Permission of the instructor. *Four credit hours.*

**297f Web Programming** A practical introduction to the art and science of building dynamic (interactive) Web sites. Topics include the Internet, HTML, CSS style sheets, XML, event-driven programming, client-side programming, and server-side programming. Web 2.0 features will also be discussed through the use of AJAX (Asynchronous Javascript and XML) to access databases on the server. This will be a lab-based course in which students will develop their own web sites. Prerequisite: Computer Science 151 or some previous programming experience and permission of the instructor. *Four credit hours.* SKRIEN

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

**[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.*

**341f Systems Biology I** An introduction to systems biology—the process of biological discovery through the development and analysis of mathematical models. Topics include developing and using computational methods to process data, to build models, and to simulate models. Students will be given weekly exercises to reinforce concepts discussed in class, the textbook, and journal articles. Prerequisite: Computer Science 151, and Mathematics 121 or equivalent, and one of the following: Biology 163 or 164; Mathematics 212, 253 or a 300-level course; or any 300-level Computer Science course. *Four credit hours.* TAYLOR

**[351] Computer Graphics** An introduction to computer graphics covering 2-D graphic primitives, clipping graphic objects to boundaries, linear transformations, creating and representing 3-D objects, converting 3-D models into 2-D images, and rendering complex 3-D scenes made of thousands of polygons. Students will generate images and develop portfolios of their own work. 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.*

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

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

**363f Robotics** The study of building and programming physical machines with intentionality that can sense their environment and manipulate and change it. Topics include navigation, robot kinematics, sensing, mapping, localization, visual sensing, planning, and human-robot interaction. Students will program robots to execute tasks ranging from basic navigation to social interaction with people in natural human spaces. Prerequisite: Computer Science 251 and 333. Computer Science 333 may be taken concurrently. *Four credit hours.* MAXWELL

**365s Computer Vision** Focuses on automatic visual object recognition and real-time human-computer visual interfaces, culminating in a final project that permits sophisticated visual interaction with a desktop computer or robot. Covers numerous algorithms and analysis techniques of computer vision relevant to these tasks, including 2D binary, grayscale, and color image analysis, image and data filtering, segmentation, texture analysis, 3D stereo, 3D model representation and generation, and pattern classification techniques. Prerequisite: Computer Science 251. *Four credit hours.*  
INSTRUCTOR

**[369] Computer Game Design** Design of 2-D computer games using a commercial game engine, for computer science majors. Topics include game design, artistic concepts, image manipulation, game scripting, and basic artificial intelligence concepts. Students will work in groups that mix computer science majors and non-majors to design a 2-D game to be distributed at the end of the term. Prerequisite: Computer Science 231. *Three credit hours.*

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

**378s 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: Computer Science 231 and either Mathematics 274 or 275. *Four credit hours.* SKRIEN

**441s Systems Biology II** The application of principles learned in Systems Biology I to a particular biological system. Students will read journal articles, design numerical experiments, and analyze results as part of a semester-long project, culminating in a comprehensive report and presentation. Prerequisite: Computer Science 151 and 341. *Four credit hours.* TAYLOR

**[451] Advanced Computer Graphics** Advanced topics in computer graphics for computer science majors. Spring 2009 focus was video game design. Students first analyze current games and the process of game design. After building an initial design, students learn to build a game, and game content, using a 3D game engine. Mid-semester covers creating interesting computer players, including AI and robotics techniques for intelligent agent design. The final section covers advanced graphics techniques and the internals of a video game engine. Prerequisite: Computer Science 351. *Four credit hours.*

**[481,482] Minor Capstone** Independent project and capstone experience for minors. Taken in tandem with a course in the student's major to develop a computing project in consultation with his or her computer science advisor that relates to or extends a topic from the related course. *Three or four credit hours.*

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

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

## CREATIVE WRITING

### *In the Department of English.*

*Director, PROFESSOR DEBRA SPARK*

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

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

The minor is designed to enhance existing major programs, to add structure and a sense of purpose to those students already committed to creative writing, and to encourage the consideration of serious graduate programs in writing.

#### **Requirements for the Minor in Creative Writing**

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

The four *writing workshops* should include a sequence of two workshops in fiction (English 278 and 378), poetry (English 279 and 379), or (when available) creative nonfiction (English 380 and 382); two additional creative writing courses at the 200 level or above. Students may count Beginning Playwriting (Theater and Dance 141) as one of their creative writing courses.

The three *literature courses* should include classes with the “L” designation at the 300 or 400 level, preferably taken in the English Department. Minors are heartily encouraged, but not required, to study modern or contemporary literature in their home genre. Thus a student of prose might enroll in Modern American Fiction (English 345) or The American Short Story (353); students of poetry should consider enrolling in Modern American Poetry (English 347) or Contemporary American Poetry (351).

Other courses of interest to prose writers might include the Modern American Novel, Victorian Literature, or African-American Literature. Poets might elect Geoffrey Chaucer, The British Romantic Period: Green Romanticism, or 17th-Century Poetry.

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

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

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



## EAST ASIAN STUDIES

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

*Chair, ASSOCIATE PROFESSOR ANKENEY WEITZ*

*Professors Tamae Prindle (Japanese) and Nikky Singh (Religious Studies); Associate Professors Kimberly Besio (Chinese), Steven Nuss (Music), Ankeney Weitz (East Asian Studies and Art), and Hong Zhang (Chinese); Assistant Professors Hideko Abe (Japanese), James Behuniak Jr. (Philosophy), Philip Brown (Economics), and Walter Hatch (Government); Instructor Elizabeth LaCouture (East Asian Studies and History); Teaching Assistants Ayaka Tanaka (Japanese) and Hung-ying Liu (Chinese)*

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 128, 321, and 322 or Chinese 128, 321 and one 400-level Chinese course) and one literature course in the country of the language concentration; and an additional six courses chosen from those approved for the East Asian studies major. These six courses must conform to the following distribution: one 200-level art, religion, music, or history course; one 200-level government, anthropology, economics, or sociology course; one 300-level course; one 400-level senior project or seminar; and two additional electives. Of these six courses a minimum of three must focus on the country of the language concentration; a minimum of two must focus on either the East Asian region as a whole or on an East Asian country different from that of the language concentration. Fourth-year language courses or one East Asian language course outside the language concentration may substitute for one or both of the elective courses. Students who start taking a Chinese or Japanese course from an upper level are expected to take at least four language courses probably including courses chosen from our 400-level language offerings and independent study 491 and 492. **For the Class of 2013 and after:** East Asian studies majors are required to spend at least one semester of study in the country of their language concentration. Under extraordinary circumstances students may petition to substitute an equivalent immersion experience in the country of the language concentration for a semester of study.

The point scale for retention of the major applies to all courses offered toward the major. No requirement for the major may be taken satisfactory/unsatisfactory. To achieve distinction in the East Asian studies major, the student will have to achieve a 3.5 grade point average in the courses listed for the major and will have to take two additional language courses beyond those required for the major. These courses may be a continuation of the language of concentration at the 400 level, or they may be introductory courses in a second Asian language.

### Honors in East Asian Studies

An honors program is available for senior majors who have earned a 3.5 major average. Normally, application to the program must be submitted prior to the senior year. Some aspect of the culture of East Asia must be studied as the honors project in East Asian Studies 483 and 484.

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

### Requirements for the Minor in East Asian Studies

The East Asian studies minor consists of eight courses: one introductory comparative course (East Asian Studies 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 2009-2010 and Approved for the Major in East Asian Studies

<i>Art</i>	173 Survey of Asian Art 273 The Arts of China 275 The Arts of Korea 293 Asian Museum Workshop: Word Play and Visual Imagery in China
<i>Chinese</i>	All courses offered
<i>East Asian Studies</i>	All courses offered
<i>Economics</i>	294 Economic Policy and Performance in East Asia
<i>Government</i>	256 Conflict in East Asia 355 Winners and Losers in Chinese Politics
<i>History</i>	297 History of Modern China 398 Women and Gender in East Asia
<i>Japanese</i>	All courses offered
<i>Philosophy</i>	265 Chinese Philosophy
<i>Religious Studies</i>	212 Religions of China, Japan, and Tibet

### Course Offerings

**[141] Consuming China: From Migrant Workers to Venture Capitalists** China's economic reforms have helped give birth to a nation of new consumers, from migrant workers to affluent capitalists. The creation of a new middle class and its rising expectations, and the advent of the individual as consumer rather than mere worker, have led to new lifestyles, new leisure activities, and a proliferation of commodities and consumption. An examination of the tensions between the traditional values of discipline, collectivity, and hard work and the new flux of consumerism, its fads, and its trends in China today. Part of the two-course Integrated Studies 141, "China: The Pursuit of Happiness." Prerequisite: Concurrent enrollment in Anthropology 141. *Four credit hours.* **S**

**151f Introduction to East Asia from Ancient Times to the 17th Century** A survey of East Asia from ancient times to the 17th century, comparing cultural and social transformations in the history of China, Japan, and Korea. Topics include the religious and philosophical foundations of Confucianism, Daoism, and Buddhism; cosmopolitanism and the evolution of aristocratic cultures; and economic, cultural, and social change in the early-modern period. *Four credit hours.* **H, I** LACOUTURE

**152s Introduction to East Asia from the 18th Century to Modern Times** A survey of East Asia from the 18th century to the present in its global, regional, and local contexts, beginning with the empires of Qing China, Tokugawa Japan, and Choson Korea, examining the transformations that led to the rise of the modern nation-states of East Asia. Topics include cross-cultural encounters, the rise of imperialism and colonialism, the transformation of empires into nation-states, and the evolution of gender, ethnic, and status identities. *Four credit hours.* **H, I** LACOUTURE

**173f Survey of Asian Art** Listed as Art 173. *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 premodern 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 not innately hierarchical. A variety of literary works are examined, including historical and philosophical prose, poetry, drama, and fiction on friendship and famous friends. Issues explored include the search for a soul mate, the primacy of male friendships over romantic and domestic ties, and changing constructions of masculinity. All works in English translation; knowledge of Chinese not required. *Four credit hours.* L

**251s Gender Politics in Chinese Drama and Film** Survey of Chinese drama and film with focus on representations of gender and sexuality. From its first flowering in the 13th century, Chinese drama has been an arena for negotiations about cultural expectations regarding gender and sexuality; this tradition continued in the "model operas" of the Cultural Revolution and in films such as *Farewell My Concubine*, *King of Masks*, and *Woman demon human*. Paired reading of major works from various genres and viewing of modern and contemporary films with reading of secondary scholarship for historical and cultural context. All readings in English; knowledge of Chinese language not required. *Four credit hours.* L, I BESIO

**252j Hell on Earth? Chinese Writers on Modern Chinese Society** Are we living in a hell on earth? This question has plagued modern and contemporary Chinese writers. An examination of how Chinese writers have used literature to address political and social crises their country has faced during the last 80 years. Topics 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 Chinese society. Readings 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

[254] **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

[256] **Heian and Medieval Japan** Listed as History 256. *Four credit hours.* H, I

**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. *Three credit hours.* **L, I**

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

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

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

**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

**332f Masterpieces: Modern Japanese Novels** An appreciation and examination of masterpiece novels by 10 luminous Japanese writers, including two Nobel 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** PRINDLE

**[353] 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**

**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 PATRICE FRANKO

*Professors Debra Barbezat, Michael Donihue, David Findlay, Patrice Franko, James Meehan, and Randy Nelson; Associate Professors Andrew Hanssen and Jason Long; Assistant Professors Philip Brown, Samara Gunter, Guillermo Vuletin, Andreas Waldkirch, and Fei Yu; Visiting Assistant Professor Ronald Norton; Visiting Instructor Simge Tarhan*

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. 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 338 or 373; two additional elective economics courses, at least one of which must be at the 300 level; 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\*\*, 393; one economics senior seminar; five additional economics courses, at least two of which must be at the 300 level, chosen from Economics 214, 215, 271, 292, 294, 297, 333, 335, 373, and 378; 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\*\*, and 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. A faculty sponsor must approve the topic and the proposed enrollment in Economics 345 for credit to be granted. Students can opt out of the Economics 345 requirement by taking one additional economics course numbered at the 200 level or higher.

Students who wish to do graduate work in economics are urged to elect Economics 336 and 393 and additional courses in mathematics, especially Mathematics 253, 311, 338, 381, and 382.

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

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

Students wishing to further their research in economics may register for Economics 345 during the fall of their senior year. At the end of the semester, students who are interested in pursuing honors research and who have the Economics Department's approval then complete a second semester of research, enrolling in Economics 484. Those completing 484 with at least an A-, and who have maintained a major average of at least 3.5, 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

**[115] Chinese Economy Book Seminar** Preparation for and a prerequisite to Economics 215 in January. Reinforces fundamental economic concepts introduced in introductory microeconomics and exposes students to challenges and opportunities faced by entrepreneurs in China. We will read a variety of books on the Chinese economy and visit one factory in Maine. Prerequisite: Economics 133 and permission of the instructor. *One credit hour.*

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

**134fs Principles of Macroeconomics** Principles of macroeconomics and their applications: national product and income accounting, monetary and fiscal policy, inflation, international finance, unemployment, and growth. Prerequisite: Economics 133. *Four credit hours.* S LONG, TARHAN, VULETIN

**214s 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: Economic Organization from Mao to Now** U.S. firms increasingly see the Chinese market as important, 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. Examines the economic, political, and social issues associated with China's rapid growth. Offered on site in China, fees to be announced. Prerequisite: Economics 133 and permission of the instructor. Priority to students who have taken Economics 292, or East Asian Studies 254, 257, or 353, or Government 338 or 355. *Three credit hours.* S, I

**[219] A Statistical Abstract for Central Maine** Basic methods of data analysis and database construction. Students will participate in the design and creation of a Statistical Abstract for the Greater Waterville Area, an online resource for policymakers 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.*

**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 and 134, and Mathematics 121, 161, or equivalent. *Four credit hours.* HANSSEN, YU

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

**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 credit hours.* YU

**[252] 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

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

**256s Economics of Crime** An examination of economic models of criminal behavior and law enforcement. Emphasis on incentives that affect decisions to engage in crime and how market forces and government policies alter those incentives. Students will analyze crime and anti-crime programs using graphical models and by writing analyses of policy goals, policy evaluation techniques, and policy effectiveness. Topics considered include organized vs. disorganized crime, violent and property crime, white collar crime, markets for illegal goods and services, and aspects of law enforcement and the criminal justice system. Prerequisite: Economics 133 and 134. *Four credit hours.* GUNTER

**271s International Economic Integration** An examination of the history, current state, and future of international economic integration. Topics include the theory of regional and multilateral integration, European integration over the last half century, an evaluation of North American and Western Hemispheric free trade agreements, an analysis of the General Agreement on Tariffs and Trade, and the World Trade Organization. Prerequisite: Economics 133 and 134. *Four credit hours.* WALDKIRCH

**273f Economics of Globalization** An examination of key dilemmas in the global economy. After an overview of stylized characteristics of economies by region and by type (e.g. natural resource based, agricultural, industrialized, emerging markets, chronically poor), we analyze the way these differences play out in trade, finance, and development arenas. Specific topics include the Doha development round, the emergence of sovereign wealth funds, the global food crisis, the changing role of multinationals (including emerging market giants), and the role of corporate social responsibility in addressing poverty. Formerly offered as Economics 297. Prerequisite: Economics 133 and 134. *Four credit hours.* FRANKO

**[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, integration into the global economy under Jiang, and contemporary economic policy. Topics include ownership and incentives, the rural-urban divide, and China's emergence as a global trade power. Prerequisite: Economics 133 or 134. *Four credit hours.* I



**294s Economic Policy and Performance in East Asia** The causes and consequences of rapid economic growth in East Asia's market economies. Focus on the Japanese development model, the political economy of rapid economic growth in South Korea and Thailand, and 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 BROWN

**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.* HANSSEN

**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.* HANSSEN

**[332] 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.*

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

**335s Economic Development** An introduction to economic models used to understand problems faced by developing countries. Topics covered, using both theoretical and empirical frameworks, include economic growth, poverty and inequality, demographic transition, household behavior, and the economic and policy implications of incomplete markets. Prerequisite: Economics 223 and 224. *Four credit hours.* BROWN

**336f Mathematical Economics** Advanced economic theory. Designed to provide students the fundamental mathematical tools necessary to prepare for graduate work in economics or business administration. Topics include the development of portions of consumer, producer, and macro (fiscal and monetary) theory. Includes comparative static analysis, single and multiple agent unconstrained and constrained optimization problems, and dynamic analysis. Also listed as Mathematics 336. Prerequisite: Economics 224, Mathematics 253, and either Mathematics 122 or 162. *Four credit hours.* VULETIN

**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

**341s Natural Resource Economics** An examination of the supply, demand, and allocation of the Earth's natural resources. Topics include renewable resources, non-renewable resources, water, pollution, and other contemporary problems. The first half is devoted to learning the principles, reasoning, and techniques required to analyze and solve a wide range of natural resource allocation problems. The second half consists of case studies of contemporary renewable and nonrenewable natural resource problems. Prerequisite: Economics 223. *Four credit hours.* YU

**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. 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. *Four credit hours.* GUNTER

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

**373f Open-Economy Macroeconomics** Develops basic concepts, analytical framework, and relevant policy issues in an open-economy setting: price level and income determination, the choice of exchange rate regime and its impacts on macroeconomic stability, constraints on the formulation and implementation of monetary and fiscal policy. Emphasizes some particular topics on monetary and international capital markets including cyclicity of fiscal and monetary policies, central bank and independence, exchange rate regimes, capital flows, and dollarization. Prerequisite: Economics 224 and Mathematics 231. *Four credit hours.* VULETIN

**378s International Trade** An introduction to international trade theory and policy. Topics include the determinants of international trade patterns, the gains from trade, distributional effects, increasing returns and scale economies, outsourcing, commercial policy, the political economy of trade policy, trade and labor, and environmental standards. Prerequisite: Economics 223. *Four credit hours.* WALDKIRCH

**379f 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

**393f 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.* BROWN

**398Bs Political Economy** An introduction to the basics of political economics. Topics include rational choice theory applied to voting behavior and electoral competition, constitutional design, economic implications of political institutions, rent seeking, and corruption. Empirical literature as well as formal modeling of political behavior will be covered. Prerequisite: Economics 223 and 224. *Four credit hours.* TARHAN

**[435] 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

**471f Seminar: Multinational Corporations** How economists think about and evaluate multinational corporations, what MNCs are, what markets they operate in, and how they affect both host and home countries. Focus on the United States, 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

**472s Economics of Information and Uncertainty: The Film Industry** Though basic economic models treat information as a “free” good, information is costly to produce, rarely complete, and often asymmetric, creating problems that firms must resolve, largely through contracts and organizational forms. Reviews models of incomplete and asymmetric information and applies them to the motion picture industry, a business rife with information problems. Topics include profit-sharing and revenue-sharing contracts; the vertical linking of production, distribution, and exhibition; the financing of films; factors affecting film performance; coordination and competition in release dates; and the changing tastes of audiences. Prerequisite: Economics 223, 224 and Mathematics 231. *Four credit hours.* HANSEN

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

**[474] Seminar: Economic Demography** Applications of microeconomic theory to demographic behavior in developing countries. Topics include fertility, mortality, population policy, migration, health, aging, human capital, time allocation, and family structure. Emphasis on analyzing research and preparing empirical analyses of household surveys using the Stata statistical package. Prerequisite: Economics 393 and senior standing as an economics major. *Four credit hours.*

**475s Economics of Professional Sports, Particularly Baseball** An examination of the organizational structure of professional baseball. Topics 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, including restrictions on the labor market (player draft, the reserve rule, and free-agency), their effect on players' salaries and competitive balance, and racial discrimination in sports. Although baseball is the major focus, some differences in other sports will be explored, and students may do their major research paper on an economic aspect of any sport. Prerequisite: Senior standing as an economics major. *Four credit hours.* MEEHAN

**477s Currency, Banking, and Debt Crises** The plethora of currency, banking, and debt crises around the world (especially in emerging markets) has fueled many theories and empirical analyses. An examination of first-generation (fundamentals-based), second-generation (self-fulfilling), and third-generation (contagion) crises, as well as sovereign debt crises and debt sustainability. Prerequisite: Economics 224 and senior standing as an economics major. *Four credit hours.* VULETIN

**478f Seminar: Redistribution Policies: Taxes and Government Spending** Many domestic spending programs have a goal of improving the well-being of low-income citizens. What challenges does the government face when designing these programs? How do they alter people's behavior? Tax revenue funds these programs: how do governments design their tax programs and how do redistributive taxes affect behavior? Topics covered will include welfare, education, Social Security, unemployment insurance, the earned income tax credit, and personal income taxation. Emphasis on analyzing existing research and developing new research ideas using differences-in-differences methodology. Formerly offered as Economics 498. Prerequisite: Economics 223 and senior standing. *Four credit hours.* GUNTER

**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.*

**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

**[499] Teaching Assistant** *One or two credit hours.*



## EDUCATION

*Director, ASSOCIATE PROFESSOR ADAM HOWARD*

*Professors Lyn Mikel Brown (Education) and Mark Tappan (Education); Associate Professor Adam Howard (Education); Assistant Professor Karen Kusiak (Education); Faculty Fellow Darla Linville (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 critically the intended and unintended oppressions resulting from specific educational and institutional practices by (1) considering the values and politics that pervade educational institutions, as well as the more pragmatic issues of teaching and organizing schools; (2) asking critical questions about how taken-for-granted assumptions and conventions about theory and practice came to be, and who in society benefits from such assumptions; (3) attending to differences in gender, race, social class, sexual orientation, and ability that result in political, social, economic, and educational marginalization and inequality, particularly for children and youth; and (4) examining the connections among different forms of privilege, particularly as these relate to and influence the development of children and youth. Students also are encouraged to move beyond critique to create and implement educational and institutional practices that promote greater social justice and equity in schools and society.

To these ends the program enables students to study the ways children and adolescents learn and develop; the dynamics of the teaching-learning process; and the psychological, philosophical, historical, social, and cultural dimensions of education. Students in the program also participate in a variety of civic engagement, internship, practicum, and social action experiences to gain practical experience in the fields of education and human development.

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 10 Maine Initial Teaching Standards. Fees are required for both of the Praxis exams and for the background check. Furthermore, the Maine Department of Education (DOE) charges an application fee. Students may consider applying directly to another state in lieu of completing Maine's requirements. Students who wish to apply directly to another state without first obtaining Maine licensure must contact the department of education in the other state and should also consult with Colby Education Program faculty.

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

Students interested in professional certification should apply to the program in the spring of their junior year. Candidates must have at least a 3.00 average in their major subject area and have completed the appropriate prerequisites for the student teaching sequence. A **ninth semester program** is also available to qualified students. Students in the program return to Colby after graduation to complete the Senior Student Teaching sequence by working full time in a local school. There is no charge for this program, but students are responsible for finding their own housing off campus. Students interested in the ninth semester program should apply to the program in the spring of their senior year.

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

Finally, students also may pursue an **independent major in 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, 316, and 493; Environmental Studies 118; one practicum or internship; and two electives in environmental studies, to be approved by the program chair .

**Requirements for the Minor in Human Development**

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

**Requirements for the Minor in Professional Certification**

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

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

The Higher Education Act Reauthorization of 1998 requires that the pass rate of Professional Certification students on the state-mandated teacher exams be reported each year. Pass rates for classes that have fewer than 10 students are not reported, and thus the annual pass rates for Colby College are not available. However, the four-year aggregate score is reported, and Colby's pass rate for the period of 2003-2008 is 100 percent.

**Course Offerings**

**[121] 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

**197f Metacognition and Academic Success** A consideration of factors that contribute to academic and social success in college, highlighting the interrelationship between academic and social contexts. Focuses specifically on metacognition, including attention, memory, mindfulness, reasoning, decision making, and problem solving. Also explores personal strategies and resources that maximize academic success. Prerequisite: Permission of the instructor. *One or two credit hours.* ATKINS

**197Jj Creating Media for Social Justice** Explores the process for creating educationally effective media with an emphasis on socially charged curricular areas such as conflict resolution and cultural tolerance. Focuses primarily on digital media that target kids from preschool to teens. Combines extensive screening of programs from around the world with lecture and discussion and independent video/web/graphic/written work. Concludes with a media presentation of the student group's own creative series that addresses an issue for today's American kid. *Three credit hours.* PIERCE

**213s Schools and Society** The complex relationships between schools and society will be examined by reviewing a variety of theoretical perspectives and empirical studies. Topics include social mobility and stratification; social reproduction; the dynamics of race, class, and gender in education; various forms of capital; teaching as a profession; and school choice. Particular attention will be given to the ways that small interactions within educational settings have much larger implications within society. *Four credit hours.* U HOWARD

**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** LINVILLE

**[217] Boys to Men** Listed as Women's, Gender, and Sexuality Studies 217. *Four credit hours.* **S, U**

**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. *Four credit hours.* **S, U** LINVILLE

**235f Multiculturalism and the Political Project** Introduction to the critical tradition in education, particularly to the work of critical theorists and postmodern multiculturalists. This work questions Western, patriarchal, capitalistic structures of modern society and its institutions, and through an emphasis on postcolonial, neo-Marxist, feminist, and social theory it attempts to uncover how 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. 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** HOWARD

**[242] History and Philosophy of Progressive Education** A survey of the historical and philosophical foundations of progressive education. Focuses on the principles of progressive education that have offered an alternative to conventional assumptions about teaching, learning, and schooling for nearly a century. These progressive principles are examined against the backdrop of standardization and mechanization that, more than ever, dominate schools in the United States. Formerly offered as Education 298. *Four credit hours.*

**[257] 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. Prerequisite: Sophomore or higher standing. *Four credit hours.* **S**

**298Bs Gender and Sexuality in Education** Addressing primarily 20th-century contestations over gender and sexuality in U.S. schools. The inclusion of girls in secondary education; gender-specific classes and tracks; hygiene and sex education classes; legislation for equal access for girls and lesbian, gay, bisexual, trans students; exclusion of lesbian and gay teachers and teachers who gender transition. Use of educational frameworks (including multiculturalism, critical pedagogy, and anti-oppressive education) to evaluate school approaches to gender disparities in educational outcomes and verbal and physical harassment of students. Covers historical constructs of gender and sexuality in education, issues faced by administrators and teachers when addressing gender and sexuality disparities in schools, benefits and consequences of various responses. *Four credit hours.* LINVILLE



**316s Education, the Environment, and Social Justice** Environmental education programs in U.S. public schools can be understood as projects aimed at two distinct goals: to raise public awareness of local, national, and global environmental realities, and to inspire young people to become caring and compassionate citizens who are reflective, committed, and responsible caretakers of the Earth and of each other. Issues of power, privilege, and oppression in mainstream environmental education are juxtaposed with concerns and issues raised by the environmental justice movement. Students will examine educational institutions and schooling in the context of environmental justice. Prerequisite: A 200-level education course or Environmental Studies 118 and sophomore standing. *Four credit hours.* U HOWARD

**[322] Social Class and Schooling** The significance of class as a critical dimension of inequality in the United States. Various theoretical, empirical, and pedagogical perspectives on social class and schooling provide a basis for analyzing class stratification in education. Unraveling the cultural dynamics of class distinctions to understand the social, economic, and cultural landscapes within which young people come to understand the meaning of their schooling in a shifting global economy. *Four credit hours.* U

**[332] Women, Girls, and the Culture of Education** Designed to provide a deep 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

**337s Childhood in Society** Listed as Sociology 337. *Four credit hours.* ARENDELL

**351fs Practicum in Education** Serving as assistant teachers in elementary, middle, or high schools, tutoring with small groups, and preparing and presenting lessons to the whole class. Placements can be in the greater Waterville area or elsewhere. Students placed locally meet twice each week with faculty supervisor. Nongraded. Prerequisite: Permission of the instructor. *One to three credit hours.* HOWARD

**355j Social Justice Practicum** Students serve as assistant teachers in elementary, middle, or high schools serving under-resourced communities (including schools that are affiliated with Teach for America, KIPP, and similar programs). Students tutor, work with small groups, and prepare and present lessons to the whole class. Nongraded. Prerequisite: Permission of the instructor. *Three credit hours.* HOWARD

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

**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

**437fj 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

**493f 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 HOWARD

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## ENGLISH

*Chair,* PROFESSOR PETER HARRIS

*Associate Chair,* PROFESSOR MICHAEL BURKE

*Professors Jennifer Boylan, Michael Burke, Cedric Gael Bryant, Peter Harris, Phyllis Mannocchi, Laurie Osborne, Ira Sadoff, Debra Spark, and David Suchoff; Associate Professors Natalie Harris, Elisa Narin van Court, Anindyo Roy, Elizabeth Sagaser, and Katherine Stubbs; Assistant Professors Adrian Blevins, Sarah Keller, and Tilar Mazzeo; Adjunct Assistant Professor David Mills; Visiting Assistant Professors James Barrett, Colin Carman, Paula Harrington, Anupama Jain, and Elisabeth Stokes; Visiting Instructor Carolyn Megan*

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 fiction, poetry, and creative nonfiction 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 (English 380 and 382); two additional creative writing courses at the 200 level or above. Students may count Beginning Playwriting (Theater and Dance 141) as one of their creative writing courses.

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

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.*

HARRINGTON, WEBB

**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.* HARRINGTON

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

**[126] 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 and Biology 131 (lab section C). *Four credit hours.* L

**141s Beginning Playwriting** Listed as Theater and Dance 141. *Four credit hours.* A CONNER

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

**172fs The English Seminar** The initial gateway to the study of literature 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. *Three or four credit hours.* FACULTY

**187f Cinema, Identity, and Exile** Two influential ways to study cinema—through directors and through the idea of national cinemas—are complicated when an important director abandons his home country and embarks on a career in exile. By focusing on films made by cinema personnel in exile in the period surrounding the Holocaust, examines the impact of exile in our notions of cinematic identity. Also traces some of the recurring ideas and images in films by exile directors, whether directly confronting historical moments or engaging in modes, like film noir, that submerge issues related to their moment. Part of the three-course Integrated Studies 187, "Identity After Auschwitz." Prerequisite: Concurrent enrollment in German 187 and Religious Studies 187. *Four credit hours.* A KELLER

**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: Permission of the instructor. *Two credit hours.* WEBB

**224f Performance History I** Listed as Theater and Dance 224. *Four credit hours.* L COULTER

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

**[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

**241f Introduction to Film Studies** The history, terminology, and major theoretical issues involved in studying film as a genre. Involves film analysis as well as writing assignments on both film and theory. While emphasis is put on questions of film form and style, also considers the notion of the cinema as an institution that comprises an industrial system of production, distribution, and exhibition; social and aesthetic norms and codes; as well as particular modes of reception. *Four credit hours.* A KELLER

**255f Studies in American Literary History: Puritans to the Civil War** Introduces English majors to key movements in American literature and works written by American writers of different cultural backgrounds. Attends to themes that run throughout American literature prior to 1865 and considers how and why they are adapted and transformed. Explores the role of literature in shaping conceptions of the American self and how it has been used as a form of social protest. Traces the development of the American literary tradition, with particular attention to relationships between generic traditions, contexts surrounding the birth of certain genres, and how genre relates to a work's cultural and historical context. *Four credit hours.* L STUBBS

**256s Studies in American Literary History: Civil War to the Present** American literature from the Civil War to the present. Examines literary works in all genres in their relationship to the times they both reflect and shaped and explores their significance for readers in later and different worlds. *Four credit hours.* L KELLER

**265s Studies in British Literary History: 1500 to 1900** As we study literature from the 16th through early 19th centuries, students will not only gain skill and confidence in reading poems but will also gain a sense of literary history: a complex, open-ended sense, guided by the following questions. In what ways do the poets of one cultural moment respond to the poetry of preceding cultural moments? How is poetry shaped by the political, economic, religious, and social dynamics of its time? What are the uses and limits of dividing literary history into standard time periods or movements (Renaissance, Restoration, 18th-Century, Romantic, Victorian, etc.) We'll also explore a variety of secondary sources. *Four credit hours.* L SAGASER

**[266] Studies in British Literary History: 1600 to 1900** A survey of British literature from early modernity through the Industrial Revolution. Focuses in depth on writers whose influential works resonate with the historical shockwaves caused by the rise of the middling classes with their 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: Aphra Behn; John Wilmot, Earl of Rochester; Daniel Defoe; Jonathan Swift; Mary Shelley; Thomas de Quincey; Elizabeth Gaskell; and Charles Dickens. Concludes with Peter Carey's recent postcolonial retelling of *Great Expectations*, *Jack Maggs*. *Four credit hours.* L, I

**[267] Contact Zone** Listed as Music 267. *Three credit hours.* A, 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 JAIN, MAZZEO, OSBORNE, SUCHOFF

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

**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 Bromyard; critical skills honed with readings in the historical/cultural/critical traditions of Lee Patterson, Carolyn Dinshaw, Seth Lerer, Paul Strohm, Miri Reuben, and David Aers. *Four credit hours.* **L** NARIN VAN COURT

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

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

**[317] Early 18th-Century British Literature** A survey of early- to mid-18th-century British literature. *Four credit hours.* **L**

**[318] 18th-Century British Literature II** Selected works by writers of the second half of the 18th century. *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.* **L, I** ROY

**[320] 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**

**321s British Romantic Poetry** An intensive study of the major verse forms of the British Romantic period. Emphasis on poetry of Wordsworth, Coleridge, and Keats. Will include attention to formal elements of poetry, to constructed and historical nature of aesthetic judgment, to theories of the lyric and poetic voice, and to the role of interpretation in morality. Students will be asked to memorize significant amounts of poetry, to write occasional imitation exercises, and to engage in sustained discussion and reading of some of the central poetic texts of the British literary tradition. *Four credit hours.* L MAZZEO

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

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

**325f Modern British Fiction** A historically informed critical study of six late 19th- and 20th-century British novelists—Hardy, Joyce, Conrad, Forster, Woolf, and 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 traces questions about literary representation, style, and language within the political and aesthetic contexts defined by the aesthetic movement called modernism. *Four credit hours.* L ROY

**327s 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

**[333] 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

**[335] American Independents: Their Art and Production** Listed as American Studies 335. *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, an exploration of

many of the themes central to women's lives and an investigation of the literary genres traditionally associated with women's writing, exploring the insights of feminist historians, and assessing the recent critical reclamations of "female" genres such as domestic fiction and the sentimental. Prerequisite: English 172. *Four credit hours.* L, U

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

**[345] Modern American Fiction** Major works of American fiction since 1920—by Faulkner, Hemingway, Fitzgerald, Bellow, O'Connor, Alice Walker, and others—will be analyzed, emphasizing the pattern of experience of the protagonist in conflict with the modern world. *Four credit hours.* L

**346f Culture and Literature of the American South** In a cold, New England dormitory, a northern student asks his southern roommate to "tell about the South." The effort to do so engenders not just one narrative about what it means to grow up amid the palpable shadows of the Civil War and institutional slavery, but a whole tradition of imaginative fiction demarcated by elusive terms like "regionalism," "grotesque," "realism," and "modernism." Because so many of our writers are Southerners by birth, experience, and disposition, the South, as myth and reality, has become a trope for what is essentially and problematically "American"—and what isn't—in our literature and cultural history. *Four credit hours.* L BRYANT

**347s Modern American Poetry** An examination of the Modernist movement in American poetry: the aesthetics, manifestos, and historicity of high and low Modernism. Analysis of work by various figures from the period, including Pound, Stein, Eliot, Moore, Stevens, Williams, H.D., and Hughes. Prerequisite: English 172 or 271. *Three credit hours.* L KELLER

**348f Postcolonial Literatures** An introduction to the emergent postcolonial literatures in Africa, the Caribbean, and the Indian subcontinent, specifically addressing ways in which: postcolonial literature challenges, modifies, or radically alters the inherited legacy of colonialism by adopting and working on the master metropolitan language, English; 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 ROY



**[349] Modern Jewish Writing: From the Diaspora to the Modern Israeli Novel** How did the ancient, ritual language of a European minority, no longer a spoken tongue, arise to become one of the most vibrant and creative literatures of the postmodern world? In English translation, an introduction to the literature of modern Israel, Zionist programs and their conflicts, and the roots of the modern Hebrew novel in the diaspora, Yiddish-speaking world of Sholom Aleichem and the shtetl. *Four credit hours.* L, I

**351s 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 P. HARRIS

**353f The American Short Story** A historical, cultural, and analytic look at the American short story from its origins to the current day, including the slave narratives of Bibb and Douglass and works by Hawthorne, Melville, Gilman, Hemingway, Fitzgerald, Langston Hughes, O'Connor, Updike, Cheever, Baldwin, O'Brien, Robert Olen Butler, Raymond Carver, Grace Paley, John Barth, and Donald Barthelme. Prerequisite: English 172 and 271. *Four credit hours.* L SADOFF

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

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

**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, SPARK

**379s 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

**380f Creative Nonfiction** Creative nonfiction includes renderings of personal experience, presentations of opinion and passion, profiles of people, and evocations of time and place. Based upon “fact,” it uses elements of fiction. A writing workshop with weekly assignments designed to help students find their best material and their strongest

voices. Also, reading and discussion of the work of published essayists. Formerly listed as English 277. Prerequisite: English 115 (or exemption). *Four credit hours.* A N. HARRIS

**382s Environmental Writing: Writing on Place** Practice in the forms of nonfiction that seek to evoke and represent place, and experiences of it. A writing workshop that begins with sample readings, followed by assignments, then consideration of student work. Counts as a creative writing “fourth requirement.” *Four credit hours.* A BURKE

**[385] Genre Workshop** A selected genre of literature. Works in progress examined and performed in a workshop setting. Prerequisite: English 115. *Four credit hours.*

**386j Special Topics: Prose Poem, Flash Fiction, Lyric Essay** This part-imitation, part-workshop course explores the potential for a greater and stranger range of expression by working at the border of the three major literary genres. Techniques from theoretically opposing approaches—narrative, lyric, associative, persuasive, linear, fragmentary, spherical, etc.—will be commingled in an effort to renovate traditional definitions and constraints. Open to students working in all genres. *Three credit hours.* A BLEVINS

**397f Poetry of the Postwar: American and British** Literary movements from 1945 to 1975. World War II and the devastating threat of world destruction produced volcanic shifts in poetry as well as culture. The ensuing fatalism and cynicism, ennui and alienation of the Forties and Fifties gradually gave way to the psychology of self; the Vietnam War then brought the return of the irrational and the Surreal. From America we will study the Beats, Confessional poets, poems of social protest, and the Neo-Surrealists; in English poetry we’ll examine “The Movement” and so-called Martian poets. Prerequisite: English 172 and 271. *Four credit hours.* SADOFF

**397Bf Contemporary American Detective Fiction** Close reading of literary detective novels with diverse protagonists whose stories are revealing in terms of important issues of gender, race, sexuality, class, and other relevant identity categories. In addition to formal analysis and relevant literary theory, we will examine uses of evidence and claims of truth. Authors may include Barbara Hambly, Tony Hillerman, Laurie R. King, Dennis Lehane, Walter Mosley, S. J. Rozan, and Sujata Massey. *Four credit hours.* JAIN

**398s Literature of World War I and the Rise of Modernism** Described by Henry James as “this abyss of blood and darkness,” World War I killed more than eight million people, including an entire generation of young British men. From the experience of this war, with its unimaginable suffering and destruction, the modern literary imagination was born. Beginning with Paul Fussell’s *The Great War and Modern Memory* and essays on Modernism, we will study British and American literature written during the war, postwar, and up to the present—from *All Quiet on the Western Front*, *A Farewell to Arms*, and *A Testament of Youth* to contemporary works by Sebastian Faulks, Pat Barker, and Ian McEwan, including poetry, short stories, memoirs, and letters. *Four credit hours.* MANNOCCHI

**398Bs Asian-American Writing** Reading famous writers of the United States who represent many parts of Asia, including China, India, Japan, and the Philippines. In addition, viewing films that provide historical and social context. Themes include American literary history, aesthetic and stylistic devices in literature, intergenerational relationships, responses to assimilation pressures, gender and class differences among Asian Americans, pan-ethnic solidarity, the significance of “color” to Asian-American experiences, political representation, and popular culture. *Four credit hours.* JAIN

**[410] The Arthurian Tradition** A comprehensive investigation of the Arthurian tradition from its origins in Celtic legendary materials to its development and perfection in Chretien 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 Chretien de Troyes to *The Mists of Avalon*. *Four credit hours.* L

**411f Shakespearean Excess** Too much drink, too much violence, too much sex. Shakespeare's representations of excess, examined in the contexts of social practices, humoral psychology, and structures of political discipline in the Early Modern period. Significant writing and research involved. Fulfills the pre-1800 requirement. *Four credit hours.* L OSBORNE

**412s Shakespeare in Popular Culture** Explorations of Shakespeare's works as Early Modern popular culture and as represented and enacted in popular culture since then, including film, genre fiction, contemporary drama, comic books, etc. Extensive writing and research involved. Fulfills the pre-1800 requirement. *Four credit hours.* L OSBORNE

**413Af Author Course: Toni Morrison** An intensive exploration of Toni Morrison's life, fiction, and nonfiction—eight novels, collected essays/lectures, and short fiction—and their aesthetic and political location within the national discussion about race, class, and gender, canonicity, and literary production. As a writer, teacher, and critic, Morrison has positioned her work at the crossroads of current cultural criticism, insisting that we, her readers, look unflinchingly at issues that, in the African-American vernacular, “worry” all of her writing—brutality, wholeness, love, community, cultural and political marginalization, and history. Like so many of her characters who struggle to find a voice to speak the unspeakable, this course is predicated upon dialogue and critical inquiry. *Four credit hours.* L BRYANT

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

**413Cf Author Course: John Donne** Daring, brilliant, unconventional, wildly passionate, resilient, intuitive, and serendipitous, John Donne was both rebel and reformer during the tumultuous last decades of England's 16th century and first decades of the 17th. As we study his life and times, we'll delve into Donne's intense, sensual, playful, and earnest love poetry, his secular philosophical poems, his powerful holy sonnets, his letters, and a few of his sermons—sermons of compelling rhythm, bold paradox, astonishing metaphor. *Four credit hours.* L SAGASER

**413Dj Author Course: Dante and Medieval Culture** Focuses on the first book of the *Divina Commedia*, the *Inferno*, and the medieval culture that it reflects. Through a canto-by-canto analysis, we will explore the philosophical, religious, artistic, and historical influences on the *Inferno* as well as Dante's place in medieval literary history and in Florentine politics. Our text will be a bilingual edition so that students will have both the Italian original and the English translation before them. Students of Italian are encouraged to enroll. *Four credit hours.* L MANNOCCHI

**413Es Author Course: Nation and Dialect in Thomas Hardy's Novels** Reading the idea of nation and language in Hardy's early to late novels, with an emphasis on the difference between dialect and working-class language and high English as elements of his incipient modernism. With dialect seen as earthy but too low and unlettered, and high language lacking concreteness but the key to social mobility, Hardy's novels and their tragedies create a comedy that plays on both positions and thinks through the hidden differences and multiplicity of individual identity and the "English" idea. Class will read language theory and Victorian philology. Novels include *The Mayor of Castorbridge*, *Jude the Obscure*, *Tess of the D'Urbervilles*, and others. *Four credit hours.* L SUCHOFF

**[417] Literary Criticism: Derrida, Levinas, and Alterity** Jacques Derrida, Emmanuel Levinas, and Alterity. Readings in deconstructive theory and its relation to ethics and the question of the "other." With Levinas and biblical texts as background, a reading of Derrida's late texts on the gift, hospitality, the question of the nation, and his rethinking of the idea of tradition in a transnational context, examining sources for postmodern thought in religious texts and philosophy. Prerequisite: EN271 or a philosophy course. *Four credit hours.* L

**418s Cross-Dressing in Literature and Film** An exploration of gender performance on stage and screen, ranging widely, from Early Modern texts that use cross-dressing to 19th-century novels to 20th-century plays (*M. Butterfly*) to films including *Tootsie*, *Victor/Victoria*, *The Crying Game*. We will explore the way cross-dressing and disguise function within culture and literature to challenge or even to reinforce gender boundaries. Extensive writing and viewing required. Fulfills the pre-1800 requirement. *Four credit hours.* L OSBORNE

**423s Jews in Literature: Medieval to Modern** Focuses on the representation of Jews and Judaism in a wide range of literature from medieval to modern, informed by and contextualized with historical, cultural, theological, and critical readings. Particular attention to the variety and instability of representation, and the interpretive possibilities available in the literary works. Also concerned with stereotypes, anti-types, anti-Semitism, race and religion, representations of the outsider, gender and Jews, assimilation politics, and intellectualizing Jewish identity. Dissent, thoughtful debate, and informed argumentation are strongly endorsed. *Four credit hours.* L NARIN VAN COURT

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

**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. Prerequisite: English 172 and junior or senior standing. *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

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

**478s Advanced Studies in Prose** An advanced “group independent” workshop, providing a capstone experience to creative writing concentrators and minors working in fiction, drama, or creative nonfiction. Students will focus on a semester-long prose project, which may include the short story, the novella, memoir, creative nonfiction, playwriting, or a screenplay. Prerequisite: English 377 or 378, and permission of the instructor. *Two to four credit hours.* BOYLAN

**[479] Advanced Studies in Poetry** An advanced “group independent” workshop, providing a capstone experience to creative writing concentrators and minors working in poetry. Prerequisite: Permission of the instructor. *Two to four credit hours.*

**[480] Teaching Poetry in the Schools** A service learning class in which Colby students teach the writing of poetry at community elementary schools. 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: Reading in Early America** The impact of “print culture” on early American literary history, social relations, and power formations. Works of early American fiction in the context of their publication histories and their critical and popular reception. Topics include the early history of literacy and popular reading in the United States; the role of printers; democratization and the expansion of the literary marketplace; censorship and state power; race, gender, class, and reading practices. *Four credit hours.* L STUBBS

**493Bf Ireland and Otherness: James Joyce’s *Ulysses* and Early Writings** An examination of Joyce’s idea of otherness as both an English that censored Irish writing and a foreignness that inhabits language and gives a nation different voices. We will study *The Dubliners* and *Portrait of the Artist as a Young Man* to see how Joyce developed his idea of linguistic identity and difference; then we will go on to study the chapters of *Ulysses*, each with a different narrator, learning how to read the Bloom, Stephen Dedalus, and the allusions that allowed Joyce to remake the realist novel in a comic, self-conscious vein. *Four credit hours.* SUCHOFF

**493Cf Seminar: Keats and Coleridge: Romanticism and Theories of the Lyric Self** An intensive study into the poetic lyric during the Romantic Period. Reading across a range of theories about the development of the lyric, with particular emphasis on the ways in which writers craft those forms of voiced subjectivity that are considered distinctively Romantic. Considerable attention to formal issues of voice, the historically constructed nature of both aesthetic judgment and selfhood, and the oral ballad tradition and its intersections with print and material culture. Reading large selections of the major poetic works of Samuel Taylor Coleridge and John Keats. Significant memorization required. *Four credit hours.* MAZZEO

**493Ds Seminar: Film and Authorship** Examines authorship both as a theoretical construct and as a way of grappling with specific cinematic and literary texts. How does the notion of an author complicate our understanding of a text? What happens when romantic ideas of a sole author toiling in an attic room meet the production circumstances of a Hollywood film? By focusing on theories of authorship as well as the works of major auteurs of the cinema, provides a foundation for understanding literary and cinematic history, from authorship's role in establishing canons of important films and directors to its influence on the development of accounts of genre, adaptation, and reception. *Four credit hours.* L KELLER

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## ENVIRONMENTAL SCIENCE

*Directors, Professors F. Russell Cole and David Firmage (Biology and Environmental Studies), Whitney King and Thomas Shattuck (Chemistry)*

The Environmental Studies Program, Department of Biology, and Department of Chemistry offer major programs in environmental science. Each program is intended to prepare students for roles as educated citizens in a world confronted with complex environmental problems as well as for positions in firms or government agencies dealing with these problems or for graduate work in related areas. The three environmental science majors, each with a different emphasis and background, stress the scientific foundation that underlies environmental disciplines. In addition to offering an environmental science major, the Environmental Studies Program offers a major in environmental policy and an environmental studies minor, which may be elected by majors from any department or program (see "Environmental Studies Program").

**Environmental Studies/Science** The interdisciplinary environmental science major 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. Environmental science majors also complete two courses that fulfill the humans-and-the-environment requirement. The senior capstone seminar provides a hands-on approach to environmental studies research. Students complete a capstone course related to their focus area. A student may not double major in environmental studies/science and biology/environmental science.

**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 or geology, and two more in economics. Chemistry 217 (Environmental Chemistry)—which discusses the application of chemical principles to such topics as fates and toxicity of heavy metals and organic pollutants in soils and natural water systems, corrosion, complexation, and analytical techniques—is required, as is an independent study in the senior year.

Each of these environmental science majors emphasizes the scientific foundation that must underlie environmental planning and decision making. Specific requirements for each major are listed in the departmental sections of this catalogue. Colby places considerable emphasis on integrating student research into the curriculum. In addition to research opportunities in courses, independent projects, and honors projects, a limited number of research assistantships are available each summer and during the academic year that enable students to work with faculty on specific environmental research projects. Students also are encouraged to complement their work on campus with January Programs 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.

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## ENVIRONMENTAL STUDIES

*Director*, PROFESSOR F. RUSSELL COLE

ADVISORY COMMITTEE: *Professors F. Russell Cole (Biology), David Firmage (Biology), W. Herbert Wilson (Biology), Paul Josephson (History), Whitney King (Chemistry), and James Webb (History); Associate Professor Catherine Bevier (Biology); Assistant Professors Philip Nyhus (Environmental Studies) and Fei Yu (Economics); Visiting Assistant Professor Gail Carlson (Environmental Studies); Visiting Instructor Catherine Ashcraft (Government); Mellon Fellow in International Environmental Human Rights Janette Bulkan (Environmental Studies and International Studies); Research Scientists Manuel Gimond and John Palmer.*

From understanding climate change to preventing biodiversity loss to sustainable use of natural resources, environmental challenges have become a national and international priority. Our students and faculty are active locally, nationally, and internationally in studying and helping to solve these challenges. Colby was one of the first colleges in the nation to use 100-percent renewable-source electricity, and in 2008-09, for the second consecutive year, the U.S. Environmental Protection Agency recognized Colby for purchasing a greater percentage of green power (100 percent) than any other school in the New England Small College Athletic Conference. EPA and the state of Maine have recognized Colby for its commitment to environmental sustainability as reflected in our curriculum and our actions. Recent examples of student-led environmental initiatives include development of an organic garden, launching a bike borrowing program, and a College commitment to “Green Graduations.”

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 provides a broad-based course of study

and prepares graduates to understand and to address the many complex environmental challenges facing our country and the world. Our graduates are prepared to take leadership positions in businesses, nonprofits, consulting firms, educational institutions, and government agencies. Many of our students complete graduate work in environmental sciences/studies, ecology, urban/rural planning, natural resource conservation and management, law, environmental and public policy, and other related areas. A student may not elect both majors offered by the Environmental Studies Program.

The interdisciplinary **environmental policy major** provides an extensive introduction to the study of domestic and international environmental policy. Students combine a foundation course in environmental studies with courses in environmental economics, domestic environmental policy and law, international environmental politics, and courses in environmental science. Diverse electives allow students to explore topics from introductory Geographic Information Systems (GIS) to endangered species policy to environmental and human health. Students complete the Environmental Policy Practicum capstone seminar in the senior year.

**Environmental policy majors** are encouraged to take Environmental Studies 118 in their first year and Environmental Studies 233 and Environmental Studies 334 in their sophomore year. Students pursuing this major must complete at least one course at the 300 level or above selected from category III below. No more than one course at the 100 level may be used to fulfill category III. No requirement for the major may be taken satisfactory/unsatisfactory. AP 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 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 Principles of 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 not all taken from the same discipline unless that discipline is environmental studies)

<i>Anthropology</i>	256 Land, Food, Culture, and Power 355 Development, Globalization, and Poverty
<i>Economics</i>	341 Natural Resource Economics
<i>Environmental Studies</i>	126 Environmental Activism 212 Introduction to GIS and Remote Sensing (if not used to satisfy IV below) 235 International Environmental Human Rights 236 Tropical Forests and Sustainable Development



	266 Environment and Human Health (if not used to satisfy IV below)
	268 Hazardous Waste and Environmental Justice
	319 Conservation Biology (if not used to satisfy IV below)
	336 Endangered Species Policy and Practice
	339 Development, Trade, and the Environment
	340 Conflict, Cooperation, and the Environment
	341 Environmental Negotiation and Dispute Resolution
<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
	328 Radical Ecologies
<i>Science, Technology, and Society</i>	215 Weather, Climate, and Society
	253 Energy Presence, Energy Futures
	356 The Biography of Oil
	398 Energy, Climate, and Environment in Maine

## IV. Three of the Following Courses

<i>Biology</i>	211 Taxonomy of Flowering Plants
	237 Woody Plants
	257j Winter Ecology
	259j Plants of the Tropics
	334 Ornithology
	352 Advanced and Applied Ecology
	354 Marine Ecology
	357 Physiological Ecology
	358j Ecological Field Study
	373 Animal Behavior
	452 Behavioral and Physiological Ecology
<i>Chemistry</i>	141 General Chemistry
	142 General Chemistry
	217 Environmental Chemistry
<i>Environmental Studies</i>	212 Introduction to GIS and Remote Sensing
	266 Environment and Human Health
	319 Conservation Biology
<i>Geology</i>	141 Earth and Environment
<i>Physics</i>	141 Foundations of Mechanics <i>or</i>
	143 Honors Physics
	145 Foundations of Electromagnetism and Optics

## V. One of the Following Capstone Courses

<i>Environmental Studies</i>	493 Environmental Policy Practicum <i>or</i>
<i>Biology</i>	493 Problems in Environmental Science (open only to double majors in biology)

## VI. Senior Colloquia

<i>Environmental Studies</i>	401, 402 Senior Colloquium
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The interdisciplinary environmental science major also begins with the foundation course in environmental studies and is followed by core courses in environmental economics, biology and ecology, chemistry or physics, geology or GIS, and mathematics. Students select a focus area to explore in depth. Current focus areas include conservation biology, marine science, environmental chemistry, and environmental geology. Students can also propose well-structured alternative focus areas. The senior capstone seminar provides a hands-on approach to environmental science research.

Environmental science majors are encouraged to enroll in Biology 163 (fall) and Environmental Studies 118 (spring) in their first year and Biology 271 (fall) in their sophomore year. Majors must complete at least two courses at the 300 level or above selected from categories III and IV below. No more than one course at the 100 level may be used to fulfill category III. No requirement for the major may be taken satisfactory/unsatisfactory. AP credits can fulfill core course requirements based on exam performance and coverage. AP credits also can provide advanced placement in focus areas, but in no case can AP credits reduce the number of required focus area courses below five. Environmental studies majors electing the science concentration should consult with the program director or the advisor for their selected focus area as early as their first year at Colby to identify any courses beyond the major requirements that may be desirable to meet their postgraduate goals, especially graduate or professional school.

### Requirements for the Major in Environmental Science

#### I. Required Environmental Studies Core Courses

<i>Environmental Studies</i>	118	Environment and Society
<i>Biology</i>	271	Introduction to Ecology
<i>Economics</i>	133	Principles of Microeconomics
	231	Environmental and Natural Resource Economics

#### II. Required Science and Mathematics Courses

<i>Biology</i>	164	Evolution and Diversity
<i>Chemistry</i>	141 and 142	General Chemistry <i>or</i>
<i>Physics</i>	141	Foundations of Mechanics and 145 Foundations in Electromagnetism and Optics
<i>Geology</i>	141	Earth and Environment <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
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For students electing the environmental geology or environmental chemistry focus area:

<i>Mathematics</i>	121	Single-variable Calculus <i>and</i> 122 Series and Multi-variable Calculus
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III. Humans and the Environment (Two courses, not taken from the same discipline unless that discipline is environmental studies)

<i>Anthropology</i>	256	Land, Food, Culture, and Power
	355	Development, Globalization, and Poverty
<i>Economics</i>	341	Natural Resource Economics

<i>Environmental Studies</i>	126 Environmental Activism
	212 Introduction to GIS and Remote Sensing Studies (if not used to satisfy II above)
	233 Environmental Policy
	235 International Environmental Human Rights
	236 Tropical Forests and Sustainable Development
	266 Environment and Human Health (if not used to satisfy IV below)
	268 Hazardous Waste and Environmental Justice
	319 Conservation Biology (if not used to satisfy IV below)
	334 International Environmental Regimes
	336 Endangered Species Policy and Practice
	339 Development, Trade, and the Environment
	340 Conflict, Cooperation, and the Environment
	341 Environmental Negotiation and Dispute Resolution
<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
	253 Energy Presence, Energy Futures
	356 The Biography of Oil
	398 Energy, Climate, and Environment in Maine

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
	352 Advanced and Applied Ecology
<i>Environmental Studies</i>	319 Conservation Biology

Two courses from the following:

<i>Biology</i>	211 Taxonomy of Flowering Plants
	237 Woody Plants
	254 Marine Invertebrate Zoology
	257j Winter Ecology
	259j Plants of the Tropics
	334 Ornithology
	354 Marine Ecology
	357 Physiological Ecology
	358j Ecological Field Study
	373 Animal Behavior
	452 Behavioral and Physiological Ecology

Culminating Experience:

<i>Biology</i>	493 Problems in Environmental Science
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## 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
- 352 Advanced and Applied Ecology
- 357 Physiological Ecology
- 358j Ecological Field Study
- 373 Animal Behavior
- 375 Comparative Animal Physiology
- 452 Behavioral and Physiological Ecology
- 217 Environmental Chemistry

*Chemistry*

Culminating Experience:

*Biology*

- 493 Problems in Environmental Science *or*
- 491/492 Independent Study

*Environmental Studies*

## C. Environmental Geology

*Geology*

- 142 Deciphering Earth History
- 225 Mineralogy
- 254 Principles of Geomorphology
- 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

Students are encouraged to consider field courses offered by Colby or other approved programs such as: Biology 257j, 259j, 358j, Geology 279j, 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 for 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 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. Students may not double major in environmental studies/science and biology/environmental science or chemistry/environmental science.

### **Honors in Environmental Studies**

Environmental studies majors with a minimum cumulative grade point average of 3.5 at the end of the January term of the junior year or with special program approval are eligible to apply for the Environmental Studies Honors Research Program. Interested students should contact a faculty sponsor during the spring semester of the junior year to discuss a project. Before the end of spring registration, students should secure a faculty sponsor 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, an oral presentation at the Colby Undergraduate Research Symposium, and a successful thesis defense as well as the completion of the required course work for the major. The student fulfilling these requirements will graduate "With Honors in Environmental Studies." The decision whether or not the student will be approved to convert her or his seminar or independent study project to an honors project in the spring semester and continue in the Environmental Studies Honors Program by enrolling in Environmental Studies 484 will be made at the end of the first semester. In cases where requirements for honors have not been fulfilled at the end of the spring semester, Environmental Studies 484 (Honors Research) will revert to a graded Environmental Studies 492 (Independent Study).

The **environmental studies minor** is designed to introduce students to environmental issues and their ramifications in the context of the social and natural sciences. Course requirements provide flexibility, allowing students to study in areas of most interest to them.

### **Requirements for the Minor in Environmental Studies**

- (1) Environmental Studies 118
- (2) Either Economics 133 and 231, or Anthropology 112 and either 256 or 355, or History 394 and Science, Technology, and Society 215, 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
	235 International Environmental Human Rights
	236 Tropical Forests and Sustainable Development
	266 Environment and Human Health
	268 Hazardous Waste and Environmental Justice
	319 Conservation Biology
	334 International Environmental Regimes
	339 Development, Trade, and the Environment
	340 Conflict, Cooperation, and the Environment
	341 Environmental Negotiation and Dispute Resolution

Group 2: If only one course is chosen from the environmental studies core group, then one additional course from\*:

<i>Biology</i>	211 Taxonomy of Flowering Plants
	237 Woody Plants
	254 Marine Invertebrate Zoology
	257j Winter Ecology
	259j Plants of the Tropics
	352 Advanced and Applied Ecology
	354 Marine Ecology
	357 Physiological Ecology
	358j Ecological Field Study
	452 Behavioral and Physiological Ecology
<i>Chemistry</i>	217 Environmental Chemistry
<i>Economics</i>	341 Natural Resource Economics
<i>Geology</i>	254 Principles of Geomorphology
<i>Science, Technology, and Society</i>	298 Global Change Science: History and Public Policy

If not used to satisfy the social science couplet:

<i>Anthropology</i>	256 Land, Food, Culture, and Power
	355 Development, Globalization, and Poverty
<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
	253 Energy Presence, Energy Futures
	356 The Biography of Oil
	358 Climbing the Oil Peak

\*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 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

**[113] Women Working for the Environment** An exploration of how women and the environment intersect globally, using the actions and voices of prominent women environmentalists, including Rachel Carson, Terry Tempest Williams, Wangari Maathai, Vandana Shiva, Lois Gibbs, and Sandra Steingraber. Topics include how women interact with their environment, participate as environmental activists to influence social and political systems, and change our understanding of science, economics, and public policy. Important themes are that women are disproportionately affected by environmental degradation and that understanding their experiences will help us effectively address environmental problems. *Three credit hours.* **S**

**118s Environment and Society** 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.* ASHCRAFT, NYHUS, YU

**126f Environmental Activism** An introduction to the history, theory, and practice of environmental activism, incorporating both global and local perspectives. Students explore what drives people to act, how environmental activism has evolved, and how it can lead to meaningful social and political change. Examples of environmental activists include individuals, groups, indigenous people, passionate intellectuals, scientists, so-called extremists, and the students themselves. Part of the three-course Integrated Studies 126, "The Green Cluster." Prerequisite: Concurrent enrollment in Biology 131 (lab section C) and Philosophy 126. *Four credit hours.* **S** CARLSON

**131f Biodiversity** Listed as Biology 131. *Four credit hours.* **N** ADDIS

**173j Environmental Law and Indian Tribes: The "Rez" and the "Hood"** 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. Environmental justice issues in the context of a solid-waste proposal for a reservation. Readings include edited judicial opinions that illustrate the historic threads of national environmental and Indian policies. Final project considers an environmental issue involving a selected tribe and its neighbors. *Three credit hours.* **S, U** SLY

**197j Sustainable Agriculture and Food Systems** Listed as Biology 197. *Three credit hours.* N MARSHALL

**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, with emphasis on environmental topics. Students develop and carry out independent projects using GIS. Prerequisite: Sophomore standing. *Four credit hours.* NYHUS

**215f Weather, Climate, and Society** Listed as Science, Technology, and Society 215. *Four credit hours.* N FLEMING

**217s Environmental Chemistry** Listed as Chemistry 217. *Three credit hours.* KING

**231f Environmental and Natural Resource Economics** Listed as Economics 231. *Three credit hours.* YU

**233f Environmental Policy** A comprehensive and interdisciplinary introduction to the process and challenges of developing, implementing, and evaluating environmental policy. The roles of costs and benefits, uncertainty and risks, science and technology, and attitudes and ethics are explored. Historic and contemporary case studies are used to examine major institutions and actors, laws and regulations, incentives and enforcement approaches, and their role in addressing our nation's most pressing environmental problems. Prerequisite: Environmental Studies 118. *Four credit hours.* NYHUS

**235f International Environmental Human Rights** Global environmental governance and human rights issues at national and international levels, and multilateral conventions and nongovernmental alliances that have emerged in response. Reviews key international processes on human rights and the environment, and assesses some of the global commodity chains that link northern consumers with adverse environmental impacts in far-off places. Examines why some international processes have made significant advances and the role of corruption and poor governance in resource-rich countries. Specific topics include market-based mechanisms in forestry, mining, the international diamond trade, and the sports apparel industry and the underlying philosophies behind principal human rights and environmental organizations. Formerly listed as Environmental Studies 297. *Four credit hours.* S, I BULKAN

**236s Tropical Forests and Sustainable Development** An exploration of important questions and themes relating to sustainable development in the tropical environment. Topics include the drivers of unsustainable or illegal natural resource extraction and national and international responses; global climate change and emerging initiatives; environmental justice issues; property versus access rights, including transnational logging companies and forms of community forest management; and the effects of globalized trade, including industrial-scale food and biofuel crops. *Four credit hours.* S, I BULKAN

**[259] Plants of the Tropics** Listed as Biology 259. *Three credit hours.*

**266s The Environment and Human Health** 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



basic concepts of toxicology, epidemiology, and risk assessment, as well as 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.* **N** CARLSON

**268s Hazardous Waste and Environmental Justice** An introduction to the problems of hazardous waste in the United States, including the production, disposal, and tracking of various waste forms, federal and state policies regulating waste, and health hazard databases. Students will study related environmental justice issues through analysis of case studies that illustrate how race, ethnicity, class, and gender affect the risk of exposure to hazardous pollutants. Methods used to measure inequities and responses by governments and civil society to environmental justice claims will be discussed. Case studies include Love Canal, "Cancer Alley," waste disposal on Native American lands, and the exposure of U.S. farm workers to hazardous agricultural chemicals. Prerequisite: Environmental Studies 118. *Four credit hours.* **U** CARLSON

**271f Introduction to Ecology** Listed as Biology 271. *Four credit hours.* **N** COLE, FIRMAGE

**319s Conservation Biology** Concepts of conservation biology are examined in detail. Topics include patterns of diversity and rarity, sensitive habitats, extinction, captive propagation, preserve design, and reclamation of degraded or destroyed ecosystems. Interdisciplinary solutions to the challenges of protecting, maintaining, and restoring biological diversity are discussed. Offered in alternate years. Prerequisite: Biology 271 or Environmental Studies 118 and sophomore or higher standing. *Four credit hours.* COLE

**328f Radical Ecologies** Listed as Philosophy 328. *Four credit hours.* PETERSON

**331s Natural Resource Economics** Listed as Economics 341. Prerequisite: Economics 223. *Four credit hours.* YU

**334s 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** ASHCRAFT

**339f Development, Trade, and the Environment** A project-based seminar that explores the interactions between the environment and multilateral development and trade institutions. Complex issues, such as climate change and food security, are leading to a growing awareness of the need to consider the impact of the environment on policies made in forums with mandates outside of the traditional environmental arena. In-depth case studies draw on examples from the World Trade Organization, the World Bank, the United Nations Development Programme, and the United Nations Environment Programme. Formerly offered as Environmental Studies 397A (Fall 2008). Prerequisite: Environmental Studies 118 or Government 131. *Four credit hours.* **I** ASHCRAFT

**340s Conflict, Cooperation, and the Environment** Investigates environmental security, disputes, and cooperation over natural resources as ways of understanding existing environmental policies. Project-based approach introduces students to the physical and social characteristics of transboundary natural resources that are often

central to disputes, and to the strategies we draw on to resolve disputes when they arise. Empirical examples include domestic and international disputes over transboundary water, climate change, air pollution, forests, wildlife, and fisheries. Formerly listed as Environmental Studies 398 (Spring 2009). Prerequisite: Environmental Studies 118 or Government 131. *Four credit hours.* ASHCRAFT

**341f Environmental Negotiation and Dispute Resolution** An understanding of negotiation and dispute resolution as applied to a variety of environmental issues, both domestic and international. Valuable to students with a wide range of interests and objectives, with materials drawn from a range of disciplines. Introduces the mutual-gains approach to negotiation, facilitation, mediation, and dispute systems design. Students grapple with the challenging features typical of environmental negotiations, such as the large number of stakeholders involved, scientific uncertainty, and disputes involving differences in values. Formerly offered as Environmental Studies 397B. Prerequisite: Environmental Studies 118 or Government 131. *Four credit hours.* ASHCRAFT

**352s Advanced and Applied Ecology** Listed as Biology 352. *Four credit hours.* COLE

**[357] Physiological Ecology** Listed as Biology 357. *Three credit hours.*

**358j Ecological Field Study** The biological diversity and ecological relationships among the fauna and flora of selected tropical ecosystems in Belize. Qualitative and quantitative field investigations of the ecology of coral reefs and tropical rainforests, and the environmental challenges impacting these ecosystems. Identification of flora and vertebrate fauna indigenous to the area. The culture and environmental ethic of Kekchi and Mayan Indian villages. Lectures, films, and discussions of assigned readings during the first week will be followed by a 20-day field trip. Cost to be determined. Financial aid is available for qualified students. Prerequisite: Permission of the instructors. *Three credit hours.* COLE, FIRMAGE

**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.* COLE

**484js Honors in Environmental Studies** Majors approved for admission into the Environmental Studies Honors Program may elect this 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 3.5 grade point average in the major at the end of the junior year or permission of the program. *One to four credit hours.*

**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.* NYHUS

**494f Problems in Environmental Science** Listed as Biology 493. *Five credit hours.*  
COLE, FIRMAGE

## 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, Bénédicte Mauguère, and Adrianna Paliyenko; Assistant Professors Audrey Brunetaux, Valérie Dionne, and Mouhamedoul Niang; Language Assistant Anne-Sophie Saudrais*

*Achievement Test:* If a student offers a foreign language for entrance credit and wishes to continue it in college, that student must either have taken the College Board SAT Subject Test in the language or take the placement test during orientation.

### 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 various forms of cultural production 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 chair 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

**125fs French I** First in a sequence that develops communication skills in a careful progression over three semesters. In addition to working on the four traditional skills of language acquisition—speaking, comprehension, reading, and writing—students will be introduced to the cultural contexts of the francophone world. Use of audio and videotaped material is an integral and required part of classwork. Students are placed in the appropriate level by their score on the College Board French SAT Subject test, a placement test during fall orientation, or through consultation with a member of the faculty in French. *Four credit hours.* GREENSPAN, NIANG, PALIYENKO

**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 be introduced to the cultural contexts of the francophone world. Use of audio and videotaped material is an integral and required part of classwork. Students are placed in the appropriate level by their score on the College Board French SAT Subject test, a placement test during fall orientation, or through consultation with a member of the faculty in French. *Four credit hours.* BRUNETAU, MAUGUIERE, NIANG

**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 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 Subject test, a placement test during fall orientation, or through consultation with a member of the faculty in French. *Four credit hours.* DIONNE, GREENSPAN, MAUGUIERE, NIANG

**[127J] French III (Dijon)** Intensive practice in French through a month's stay in beautiful Dijon, France. Students will live with French families and take classes in an 18th-century *hotel particulier* in the center of the city. Students will study the history and culture of Burgundy, with frequent visits to museums and other points of interest in the city. Cost in 2009: \$2,700. 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.*

**128fs French IV: Reading in Cultural Contexts** Builds reading skills and broadens cultural background through a wide variety of readings in French. Emphasis is on the texts and contexts of culture, whether in France, Quebec, or other francophone areas such as Africa and the Caribbean. Continuing work in improving oral and written skills. Prerequisite: French 127. *Four credit hours.* L DIONNE, PALIYENKO

**131s Conversation and Composition** 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 Subject Test or its equivalent on the placement test, or French 128. *Four credit hours.* BRUNETAU

**223s French Theater Workshop** Designed to develop oral skills and in-depth knowledge of a French play which will be interpreted and performed as a final project. In addition to working on traditional language skills—speaking, comprehension, and reading—students will be introduced to French theater. Weekly sessions include



drama performance, pronunciation, and oral practice. Conducted entirely in French. Prerequisite: French 128 or French 131. *Two credit hours.* BRUNETAX

**231fs Advanced Grammar and Composition** Required of majors and open to others wishing to improve their written expression in French. Intensive grammar review and frequent practice in writing French. Prerequisite: French 128 or 131. *Four credit hours.* GREENSPAN, 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, manifestos, 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 DIONNE

**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 print) will permit the study in depth of important events as they unfold. Prerequisite: French 128. *Four credit hours.* BRUNETAX

**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. May be repeated once for credit. Nongraded. Prerequisite: Acceptance in a study-abroad program in a French-speaking country. *One credit hour.* SAUDRAIS

**238f Introduction to the Francophone World** Emphasizes French-speaking cultures and literatures of the Americas. The colonial and postcolonial French cultural legacy as it spread across North America among ethno-cultural groups in Quebec, Acadia, Maine, Manitoba, Saskatchewan, Ontario, Missouri, Dakota, and Louisiana. The cultural connection between Louisiana and Haïti and the production of contemporary Francophone migrant literature is also examined. Focus on issues of cultural encounter, the concept of emerging literature, oral culture, linguistic identity and cultural survival, nationalism, history and mythology, race, gender, and diasporic cultural development. Prerequisite: French 128. *Four credit hours.* I MAUGUIERE

**[239] Paris: Literary and Real-time Topographies** Offers students the opportunity not only to live in Paris, but to discover its terrain actively. Rather than being led through walking tours, students will become the guides themselves, mapping out famous literary trajectories and considering the roles played by architecture, history, and urban planning along the way. Has modern canonical literature as its foundation. Estimated cost: \$2,750. Prerequisite: French 127. *Three credit hours.*

**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, I PALIYENKO

**[332] Voices of Dissent in Early Modern France** Introduces historical figures who have spoken out against religious norms or accepted morals and behaviors in their society. From the Middle Ages to the French Revolution, includes Marguerite Porete and the Free Spirit movement; Christine de Pizan, the first feminist; and later works

that adopted a skeptical attitude in reaction to authority, tradition, or any dogmatism that restricts logical reasoning (e.g. Montaigne's *Scepticism*, La Bruyere's *Les caracteres*, Chaderlos Laclos's *Les Liaisons dangereuses*). These works will be studied in the context of the *libertinage*, a *liberte de pensee*, which incorporated independent thinking, a disregard for fanaticism, and systematic thinking. Prerequisite: French 231 and at least one other 200-level course, preferably two. *Four credit hours.* L

**[354] Parisian Encounters: Great Loves, Grand Passions** An examination of the legacies of famous couples in 19th-century French history, privileging male genius in a fashion that reveals the sexual and racial selection of genius and exposes the weight of prejudice against creative women in French cultural history. We shall consider the impact of "great" couples during the long 19th century (1789-1914) and in our day, mapping and interrogating their legacies across a broad sweep of (colonial) history, the arts, letters, and science. Prerequisite: French 231 and at least one other 200-level course, preferably two. *Four credit hours.* H, I

**358s Passionate Discontent: The 19th-Century Epidemic** Troubled by epidemic revolution and social instability, the 19th century in France generated a culture of malaise and a fascinating exchange of ideas among medicine, art, and literature. Our study of celebrated figures of disease—the anxious Rene, deluded Emma Bovary, and degenerate Therese 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

**361f Francophone Cultures and Literatures of the Indian Ocean** Explores the diversity of Indian Ocean island cultures and literatures through selected writings in French from Mauritius, Madagascar, Reunion, Seychelles and Comoros. Focuses on issues concerning cultural hybridity, "metissage," "coolitude," insularity, and the role of place, history, myth, and gender in the development of colonial and postcolonial identities and subjectivities. Readings include Ananda Devi, Natacha Appanah, Michele Rakotoson, Jacques Rabemananjara, Jean-Joseph Rabearivelo, Malcom de Chazal, Axel Gauvin, and Monique Agenor among others. Prerequisite: French 231 and at least one other 200-level course, preferably two. *Four credit hours.* I MAUGUIERE

**370s Gender, Body, Space: Postcolonial Space in Francophone Africa** The transition from the colonial to the postcolonial in Francophone Africa changed how post-independence writers and filmmakers engage with space. These writers and filmmakers treat family and collective anthropological spaces in conjunction with the body and/or self. Through analysis of novels, short stories, essays and films from the 20th and 21st centuries, along with postcolonial concepts of hybridity, resistance, and the subaltern, we examine the politics and praxis of the body in space as it relates to gender, age, identity, ritualized performance, and belief systems. Prerequisite: French 231 and at least one other 200-level course, preferably two. *Four credit hours.* I NIANG

**[372] France and Africa** A comparison of the ways Africa is portrayed by French and African writers, artists, and filmmakers. Focusing on contemporary literature, but including discussions on film, video, and photography, explores how French artists and writers represent Africa in their works, and how Africans, in response, represent themselves. Given the history of colonization and cultural dominance in sub-Saharan, how do native intellectuals articulate an African identity? Topics include otherness, exoticism, colonization, violence, identity, decolonization, and post-independence struggle. Prerequisite: French 231 and at least one other 200-level course, preferably two. *Four credit hours.* L, I

**[374] Rewriting Contemporary France in French Literature and Cinema** Explores the ways literary texts and films endeavor to criticize and reevaluate contemporary French society. How do Romain Gary, Annie Ernaux, Sarah Kofman, Rachid Djaidani, Matthieu Kassovitz, Louis Malle, and many others challenge the idealistic image of France? A variety of materials—critical essays, documentaries, songs, films, and literary texts—provide the framework to understand such topics as immigration, racism, anti-Semitism and World War II, the place of women in society, the growing pains of childhood and adolescence, and the bourgeoisie. Prerequisite: French 231 and at least one other 200-level course, preferably two. *Four credit hours.* L, I

**376f Shadows of the Past: Remembering Vichy France and the Holocaust** The Holocaust and the Nazi occupation left an indelible mark on the French national psyche. How do the French remember the “Dark Years” (1940-44)? How do Holocaust survivors portray their personal anguish as they reconstruct the horror they experienced? How should one re-present the Holocaust without undermining its horror? We explore how writers, filmmakers, and artists represent the Holocaust and the Nazi occupation. Focus on documentary and narrative sources, including historical documents, Holocaust memoirs, films, novels, poems, and oral testimonies, and trauma theory. Prerequisite: French 231 and at least one other 200-level course, preferably two. *Four credit hours.* L, I  
I BRUNETAU

**398As Contemporary French Cinema** The last 25 years of French-language filmmaking have given us a new “New Wave” of French and Belgian filmmakers, many of them women, and occasional reincarnations of some of the former “young Turks,” now considered legendary figures. Their works are incredibly varied: *cinema intimiste*, *cinema cruellement franc*; portraits of post-World War II immigrant life and of the contemporary struggles of *le Francais moyen*, *la classe ouvriere*, and the children of the ghettos. Films in French with English subtitles. Non-majors may write papers in English. Prerequisite: French 231 and at least one other 200-level course, preferably two. *Four credit hours.* GREENSPAN

**483f, 484js Senior Honors Thesis** The senior honors thesis counts as one of the 10 courses required for the major. The thesis, written in French, is to be a substantial study of a carefully defined topic, supported by critical sources. Prerequisite: A 3.5 or higher major average at the end of the junior year and permission of the department. *Three credit hours.* FACULTY

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

**493f Excess, Violence, and the Birth of Human Rights** There is a fascinating human tendency toward excess, to transgress the limits of any system—economic, social, psychological, sexual, or religious. What, if any, is the measure of excess? What are the seven deadly sins if not crimes of excess? Can attempts to curb excess ironically cause excess? Is excess necessarily bad? Can it ever be good? Through literature, culture, and the visual arts, we shall examine excess in devotion and passion, form and rhetoric, and also in acts of violence and cruelty, to understand what prompted the birth of human rights. Prerequisite: French 231 *Four credit hours.* DIONNE

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## GEOLOGY

*Chair*, PROFESSOR ROBERT GASTALDO

*Professors Robert Gastaldo and Robert Nelson; Assistant Professors Valerie Reynolds and Walter (Bill) Sullivan; Visiting Assistant Professor Bruce Rueger*

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, and Logitech-equipped rock preparation and thin-sectioning laboratory. The department houses the College's scanning electron microscope equipped with Energy Dispersive X-ray Fluorescence, as well as specialized equipment for student and faculty research. Additional research equipment, shared with other departments in the Division of Natural Sciences, includes a C,H,N,O, S Elemental Analyzer and The Colby Compass, a research boat equipped with an array of instrumentation from which real-time environmental analyses and studies can be conducted.

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

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

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

### **Requirements for the Major in Geoscience**

Geology 141, 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

**[111] Geology of National Parks** Introduces basic geologic processes including plate tectonics, geologic time, weathering and erosion, volcanism, earthquakes, caverns, shorelines, and the rock cycle. Explores the regional geology of the United States with a focus on each region's parks and monuments. Topics include physical and historical geology, regional geography, environmental issues, the beauty of nature, and the interactive processes that have shaped the United States. Lecture and laboratory, including a field trip to Acadia National Park. Prerequisite: Junior or senior standing. *Three credit hours.* N

**[112] Exploring the Physical Earth** An exploration of the physical processes and composition of the Earth around us, with emphasis on the relevance of the earth sciences to real-world environments. Plate tectonics, rocks and minerals, hazards, resource creation, and surface processes will be covered. Examples will be drawn from environmental applications, hazards, and resource extraction issues. Student teams will be responsible for at least half of the presentations, constructed with faculty guidance. Labs will focus on real-life applications pertinent to educated citizens, including resource extraction and waste management. Prerequisite: Junior or senior standing. *Four credit hours.* N

**[127] Deep Time Africa** The African continent holds keys to unraveling paradoxes of Earth history upon which mankind has based itself and its cultural heritage. Aspects of Africa's four-billion-year history with concentrations in time, plate tectonic theory, diamonds, gold, evolution, extinctions, and the rise of humankind. Lecture only. Does not earn lab science credit. *Four credit hours.* N

**141fs Earth and Environment** Environmental issues begin with Earth materials and processes. Provides the conceptual framework for understanding Earth systems and how these operate over the short term (generational lifespan) and long term (geological time frame). The importance of understanding geologic systems as they pertain to human endeavors will be a theme throughout, including geologic hazards, resource exploitation, land-use planning, waste management, and potential solutions to environmental problems. Lecture and laboratory. Gateway to geology major. Prerequisite: First-year or sophomore standing. *Four credit hours.* N REYNOLDS, RUEGER, SULLIVAN

**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 GASTALDO

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

**153j Meteorology** An introduction to the atmosphere and various meteorological phenomena. Through the use of lecture, text, applied exercises, and the Internet, students will gain an understanding of not only the basic principles of meteorology but how to forecast weather patterns using many of the same tools that are used by meteorologists today. Formerly offered as Geology 197. Does not earn lab science credit. *Three credit hours.* N EPSTEIN

**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.* REYNOLDS

**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.* SULLIVAN

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

**254s Principles of Geomorphology** The origin, history, and classification of landforms and the processes that shape the Earth's surface. Emphasis on study of physical processes. Lecture and laboratory; laboratory focus is on aerial-photograph and topographic-map interpretation, ability to recognize geologic significance of particular landforms. At least one all-day field trip required. Prerequisite: Geology 141. *Four credit hours.* NELSON

**[279] 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: \$2,000. Formerly listed as Geology 179. Prerequisite: Geology 131 or 141. *Three credit hours.*

**331s Plate Tectonics** Primary-literature-synthesis course designed to guide students through the topic of plate tectonics from the development of the theory to some modern-day theories on crustal growth and plate-boundary interactions. By the end of the course students will be able to: (1) piece together a broad-scale interpretation of the evolution of an active or ancient plate boundary using data and interpretations gleaned from the primary scientific literature and (2) use basic thermochronologic, geophysical, geological, and geospatial data sets to interpret plate boundary interactions. Formerly offered as Geology 398. Prerequisite: Geology 231. *Four credit hours.* SULLIVAN

**[332] Igneous and Metamorphic Petrology** A field-, lab-, and lecture-based investigation of the classification, compositional variation, occurrence, and origin of igneous and metamorphic rocks. Lecture and laboratory. Prerequisite: Geology 225. *Four credit hours.*

**[342] Past Terrestrial Ecosystems** Ecosystems on Earth that we now take to be self-evident are a product of their very recent evolution in response to climate change, ecological perturbation, and changing geographies. Earth's terrestrial environment was dramatically different in the deep past, with an array of non-analogue assemblages distributed across landscapes within different continental configurations and climatic patterns. This project-based course is designed to investigate several of these states through geologic time using primary literature. Readings, presentations, and synthetic papers will provide for a comprehensive understanding of critical intervals of Earth history on the journey to our present world. Prerequisite: Geology 251 for geology majors; Biology 164 for biology majors. *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.*

**356s 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.* GASTALDO

**[372] Quaternary Paleoecology** Reconstruction of biological environments on land for the recent geologic past, based on the fossil remains of plants and animals preserved in sediments. Emphasis on the use of pollen in reconstructing past vegetation types, but other groups of organisms and what they can tell about past environments are included. Extrapolation of past climatic parameters from the biological data. Lecture and laboratory. Prerequisite: Geology 142 and Chemistry 141; Geology 251 or Biology 271 is recommended. *Four credit hours.*

**391fs Geology Seminar** Paper discussions and presentations from invited guest lecturers on topics of current interest in all areas of the geosciences. Majors must complete three seminars during their course of study. Nongraded. *One credit hour.*  
GASTALDO

**397f Topics in Geochemistry** Uses lecture and primary literature to demonstrate how geochemistry has contributed to our knowledge of geological processes on Earth and other planets. Radiogenic isotopes, stable isotopes, and trace elements are used to unravel salient problems in geology such as the timing of Earth's differentiation into a core, mantle, and crust. Geological problems on Mars, Moon, and asteroids are also explored. Laboratory component incorporates data collection using the Scanning Electron Microscope and emphasizes data analysis for multiple geochemical systems. Lecture and laboratory. Prerequisite: Geology 225. *Four credit hours.* REYNOLDS

**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

**[493] Problems in the Geosciences** Pre- and post-Colonial vegetation changes in central Maine. Are modern forests comparable in composition to those of 1,000 years ago? Investigation of the changes in vegetation from late pre-Colonial times through forest clearing, farming, and post-World War II farm abandonment and forest regeneration, based on pollen analysis of sediments from selected basins. Prerequisite: Geology 372. *Four credit hours.*

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## GERMAN

### *In the Department of German and Russian*

*Chair*, PROFESSOR JULIE DE SHERBININ (RUSSIAN)

*Assistant Professors* Arne Koch and Cyrus Shaban; *Language Assistant* Maria Donata von Hoff

*Achievement Test*: An entering student seeking credit for a foreign language must either have taken the College Board SAT Subject 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 superior skills in the German language as the basis for the study of the literatures and cultures of the German-speaking world. Unless otherwise noted, all courses are taught in German as students continue to hone their skills in reading, writing, speaking, and listening. Upper-level courses provide training in close reading and analysis of literary and cultural texts in order to further students' understanding of a culture different from their own. Students at all levels explore literature and film alongside culture and politics as well as history and contemporary affairs.



Majors in German studies are *encouraged* to study their entire junior year in a German-speaking country; majors and minors are *expected* to spend at least one semester abroad. Study-abroad options include approved programs in Berlin, Munich, Freiburg, Regensburg, Tübingen, and Vienna. The German faculty welcomes inquiries from students regarding the different programs and the one-semester and full-year options.

The major in German studies and the German minor provide excellent preparation for students who wish to pursue German-related grant opportunities, employment in international companies and organizations, or careers in government or academics.

### Requirements for the Major in German Studies

The major in German studies requires 10 semester courses: six courses taught in German numbered above 127 including a 200-, a 300-, and a 400-level course and four additional courses chosen from the German curriculum, taken abroad, or from courses with a substantial German component in departments such as Art, Government, History, Music, and Philosophy. Once declared, all majors must take at least one course in the German program each semester they are on campus until graduation.

Courses approved for the major in German studies:

<i>Art</i>	331 Art of the Renaissance in Northern Europe
	353 Contemporary Art, 1914-Present
<i>English</i>	187 Cinema, Identity, and Exile
	271 Critical Theory
	493 Seminar: Franz Kafka
<i>Government</i>	259 European Politics
	266 German Politics
	272 Modern Political Theory
	354 The European Union
	359 Political Ideologies and Revolutionary Movements in Europe
<i>History</i>	111 Europe from Late Antiquity to 1618
	112 Survey of Modern Europe
	186 The Holocaust
	224 Germany and Europe, 1871-1945
	321 The First World War
	322 Europe and the Second World War
	421 Debating the Nazi Past
	242 Music History II
352 Beethoven and the Myth of Beethoven	
<i>Philosophy</i>	494 Seminar: The Theories of Heinrich Schenker
	240 Ethics on the Continent: From Kant to Levinas
	314 Karl Marx and Marxist Philosophical Thought
	355 Kant and German Idealism
<i>Religious Studies</i>	359 19th-Century Philosophy
	182 Jews and Judaism in the Modern World
	186 God After Auschwitz: Post-Holocaust Theory
<i>Sociology</i>	187 Jewish Identity after Auschwitz
	215 Classical Sociological Theory

### Requirements for the German Minor

The minor in German requires five courses in the German program numbered above 126 including a 200- and a 300-level course. Students who enter the program at the intermediate or advanced level should consult with their advisor in German regarding course selection.

The following statements also apply:

- (1) The point scale for retention of the major and the minor is based on all required and approved courses numbered above German 127 for the major, and German 126 for the minor.
- (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 advisor in German on an individual basis.
- (4) *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** Introductory course for students with little or no previous knowledge of German. Development of all four skills: listening, speaking, reading, and writing. Communicative and interactive acquisition of grammar and vocabulary via study of contemporary life in the German-speaking countries. Audio-visual materials and integrated multimedia accompany textbook instruction. *Four credit hours.* KOCH

**126s Elementary German II** Continuation of Elementary German I to further develop the skills of listening, speaking, reading, and writing. Communicative and interactive acquisition of grammar and vocabulary via study of contemporary life in the German-speaking countries. Audio-visual materials accompany textbook instruction and integrated multimedia. Prerequisite: German 125 or appropriate score on the German placement exam. *Four credit hours.* SHAHAN

**127f Intermediate German I: Structures in Cultural Contexts** Grammar review at the intermediate level with continued practice of speaking and listening skills; readings and interactive communication based on topics from German culture and literature; emphasis on practical uses of the language. First introduction to extended readings and writings in German via cultural contexts. Prerequisite: German 126 or appropriate score on the German placement exam. *Four credit hours.* SHAHAN

**128s Intermediate German II: Readings in Cultural Contexts** Continuation of Intermediate German I. Practice and review of written and oral communication skills emphasizing formation of correct, idiomatic structures. Strives to build reading skills and to introduce a variety of cultural ideas and contexts through selection of literary and cultural readings/viewings in German. Preparation for transition to in-depth study in variety of areas of German studies. Prerequisite: German 127 or appropriate score on the German placement exam. *Four credit hours.* KOCH

**129f Conversation Group** Review and practice for students at the intermediate level. A selection of written, visual, and audio German language and culture sources will provide the basis for discussion and conversation. Conducted in German. Does not count toward the language requirement or the German major and minor. May be repeated for credit. Nongraded. Prerequisite: German 126. *One credit hour.* VONHOFF

**130s Conversation Group** Review and practice for students at the intermediate level. A selection of written, visual, and audio German language and culture sources will provide the basis for discussion and conversation. Conducted in German. Does not count toward the language requirement or the German major and minor. May be repeated for credit. Prerequisite: German 127 or, with permission, concurrent enrollment in German 126. Nongraded. *One credit hour.* VONHOFF

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

**[135] 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

**187f German Identity After Auschwitz** How did the Enlightenment shape German identity in the 19th and 20th centuries? What does Auschwitz mean for the legacy of the Enlightenment and its rational and just individual? What kind of German(y), under the shadow of the monumental violence of the Holocaust, emerged out of its own self-inflicted ruin? Uses literary and philosophical texts to investigate representations and conceptions of German identity springing forth from the Enlightenment, leading to and following the marker "Auschwitz." Conducted in English. Part of the three-course Integrated Studies 187, "Identity After Auschwitz." Prerequisite: Concurrent enrollment in English 187 and Religious Studies 187. *Four credit hours.* L SHAHAN

**[231] Introduction to German Studies** As the first course beyond the language sequence, continues the emphasis on composition and conversation, as well as on oral presentations of research. Examination of social and historical developments from the age of Luther to Germany's unification in 1990 as reflected in literature, art, politics, and philosophy. Emphasis on analysis of aesthetic and intellectual accomplishments representative of major periods in German, Austrian, and Swiss history. Prerequisite: German 128. *Four credit hours.*

**[234] German Culture Through Film** An exploration of German culture through an analysis of German films from the silent movies of the 1920s to the movies of a unified Germany. Conducted in German. Prerequisite: German 128. *Four credit hours.*

**237f The German Fairy Tale in Popular Culture (in English)** Fairy tales permeate our culture on every level. Our fascination with *Cinderella* and *Snow White* are but two cases that help us understand how we think about ourselves and the world around us. Examines the role of the fairy tale (folktales, romantic variations, and Disney versions alike) in the construction of culture along with their adaptations in the media, comics, literature, art, and film. In analyzing the historical and social development of fairy tales as a genre, students are introduced to methods of literary analysis and cultural criticism. Counts toward the German major. Open to first-year students. Conducted in English. *Four credit hours.* L KOCH

**252j Mission Impossible: Multicultural German Literature and Film (in English)** Introduction to German-speaking literature and film by writers and filmmakers of African (May Ayim, Katharina Oguntoye), Japanese (Yoko Tawada), Jewish (Paul Celan, Barbara Honigmann), Romanian (Herta Muller, Richard Wagner), Russian (Vladimir Kaminer), and Turkish (Emine Sevgi Ozdamar, Feridan Zaimoglu, Fatih Akin) backgrounds. Emphasis on contemporary literature, with background readings from the Enlightenment through the present. Examination of creative approaches to issues of migration, exile, and globalization, with focus on language politics, identity formation, gender, history and memory, and the multicultural city. Counts toward the German major or minor. Open to first-year students. Conducted in English. *Three credit hours.* L, I KOCH

**297f Depiction, Destruction, Distortion: German Drama after *Woyzeck*** Georg Buchner's drama *Woyzeck* is more than the sum of its insanely fragmented parts. In examining the aesthetic and thematic shift in German dramas incited by Buchner's *Woyzeck*, we will place Buchner in a continuum of dramas from the "Sturm und Drang" and Klassik to German Expressionism and beyond. Our readings will use *Woyzeck* as a foil for understanding the emergence and complication of ideas of a national theater, social criticism, and alienation. We will interpret these issues through discussions, essays, and performances of dramas. Prerequisite: German 128. *Four credit hours.* SHAHAN

**298s Robots to iPods: Technology/Media in German Literature** Are all German literary figures robots in disguise? How does the radio signal a crucial turning point in German literature? Techno music is not just something to dance to, but something to write and read to(o). Examines the idea of technology and use of media in German literary texts from E.T.A. Hoffmann's *Der Sandmann* (1817) over Fritz Lang's *Metropolis* (1927) and into the so-called DJ-literature of the late Nineties. Prerequisite: German 128. *Four credit hours.* SHAHAN

**329f Current Topics** An informal weekly meeting for students at the advanced level for conversation practice. Source materials include newspaper and magazine articles, contemporary German film, television broadcasts, and podcasts, along with other media. Conducted in German. Does not count toward the language requirement or the German major or minor. May be repeated for credit. Prerequisites: German 128 is prerequisite for German 329; a 200-level German course is prerequisite for German 330. Nongraded. *One credit hour.* VONHOFF

**[358] Radio to Rave: 20th-Century German Literature** What does a text sound like? How and why do texts repeatedly turn to songs, volume, tempo, remixing and sampling? Examines the echoes of acoustic influence in German-language literature from Walter Benjamin and Bertolt Brecht's writings on radio through contemporary musical-literary moments in Rainald Goetz's *Rave* and Benjamin von Stuckrade-Baare's *Soloalbum*. As we listen or read tracks we will investigate sonic structures that purvey literary text. Is it just about listening to music while reading or is it about listening to music instead of reading? Most importantly, can I rock out to a book on my iPod? Prerequisite: A 200-level German course. *Four credit hours.* L

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

**493s Seminar: Ideologies and Identities** Critically assesses ways German art and culture engage with ideologies and questions of personal, cultural, and political concepts of identity. Among key ideas, the persistent "German question," along with notions of *Heimat*, regional and transnational belonging, gender, language politics, class, race. Discussions based on representative readings (poetry, prose, and drama), forms of artistic expression (music, visual art, and film), theory and secondary literature from the Enlightenment through the present-day Berlin Republic. Students write weekly response papers and short critical essays, participate in a writing workshop, complete a final research paper in German, and present research findings in a public symposium. Prerequisite: A 300-level German course and senior standing. *Four credit hours.* L KOCH



## GOVERNMENT

*Chair*; ASSOCIATE PROFESSOR JOSEPH REISERT

*Professors Anthony Corrado, Guilain Denoeux, G. Calvin Mackenzie, L. Sandy Maisel, and Kenneth Rodman; Associate Professors Ariel Armony, Joseph Reisert, and Jennifer Yoder; Assistant Professor Walter Hatch; Visiting Instructor Catherine Ashcraft*

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, 171; one “gateway” and one “thematic” course in comparative government; and a 400-level senior seminar. A writing project meeting the department’s guidelines is also required. Government majors should complete all of the 100-level courses by the end of their sophomore year. Students with a score of 5 on the AP examination in U.S. Government and Politics may elect to substitute a 200- or 300-level course in American Politics for Government 111.

Among the courses counted toward the government major, all of the required, introductory 100-level courses, the two comparative government courses, the 400-level course, and the writing assignment must be taken at Colby, and at least two 200- or 300-level courses (not including independent studies) must be taken at Colby. Students with AP credit who place out of Government 111 must take at least four 200- or 300-level courses at Colby. Courses transferred from other institutions can count (up to a maximum of two) in the 10-course requirement. For transfer students, the department will count up to five courses from the previous institution with the permission of the department chair, excluding the seminar and writing assignment. Students taking government courses abroad *must* secure provisional approval for each course *prior* to leaving; upon return to Colby, brief descriptions of work completed must be submitted to the department for final approval.

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

No government major may take any government course satisfactory/unsatisfactory. No requirement for the government major may be waived without written permission of the department chair.

### The Senior Thesis and Honors in Government

For those students who intend to pursue the study of government in more depth, the department offers a senior thesis program that emphasizes substantial independent research under the close guidance of one or two members of the faculty. Students majoring in government must apply during their junior year for admission to the senior thesis program. Students whose theses are judged worthy of honors by the department faculty will graduate “With Honors in Government.” Further information is available from the department chair.

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.

## 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 and government majors; all others require permission of the instructor. *Four credit hours.* S, U MACKENZIE, MAISEL

**113j Overview of the U.S. Legal System** A discussion-oriented study of constitutional, criminal, and civil law, through readings, legal research, outside speakers, attending court, and visiting the maximum-security prison. Some field trips last all day. The fourth meeting of the week may vary between Thursday and Friday, depending on speaker availability. *Three credit hours.* LEE

**[114] U.S. Legal System: A Micro and Macro Study** An understanding of the U.S. legal system through readings, discussions, and attendance at court proceedings. An in-depth study of a case pending before the U.S. Supreme Court. One week in the classroom, followed by a week-long trip to Washington, D.C., then individual meetings on campus. Attend oral argument of the case studied and meet with a Supreme Court justice. Meet with congressional and executive officials on different aspects of the U.S. legal system. Visit the White House, Capitol, and points of interest in the area. *Three credit hours.* S

**116j News Literacy** An exploration of various news media—traditional newspapers, online news organizations, blogs, network television, cable outlets, and others—seeking to understand how news is gathered and how the media differ in terms of news gathering techniques, emphasis on fairness and reliability, and interpretation. *Three credit hours.* INSTRUCTOR

**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 HATCH, RODMAN

**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

**210f 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. *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 and sophomore or higher standing. *Four credit hours.* U MACKENZIE

**214s 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

**216j Political Rhetoric** An introduction to the theory and practice of political rhetoric through the study of historically significant political speeches and the composition and delivery of original addresses, including intensive practice in persuasive writing and public speaking. Topics include the moral status of rhetoric and the identification and use of rhetorical figures and modes of persuasion. Works studied include the funeral oration of Pericles, speeches from Shakespeare such as Antony's subversive "Friends, Romans, countrymen" and Henry V's rousing "band of brothers," Lincoln's Gettysburg Address and Second Inaugural, and King's "I Have a Dream." For the culminating exercise, students will compose and deliver their own political speeches. *Three credit hours.* REISERT

**231f 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.* RODMAN

**238f Politics of War Crime Tribunals** Examination of attempts to establish criminal accountability over genocide, war crimes, and crimes against humanity, from Nuremberg and Tokyo tribunals at the end of World War II through recent controversies over the International Criminal Court. Central questions: (1) whether international laws and institutions can end impunity for leaders and soldiers who violate international humanitarian law, (2) how considerations of politics influence decisions about international justice. Academic and legal analysis is combined with simulated court proceedings, e.g. the Milosevic trial at the Hague, the UK's Pinochet extradition hearings, whether the Geneva Convention applies to Taliban and Al Qaeda captured in Afghanistan. *Four credit hours.* S RODMAN

**[243] Politics of Subnational Culture and Identity in Europe** Examines the varieties of regional identities, social movements, and political parties in Europe. Explores questions such as, "Where are regional identities the strongest and why?" Considers whether the rise of regional movements and the devolution of power in many countries challenge the primacy of the nation-state in Europe. To what extent is the European Union a "Europe of the regions" where subnational political actors can find new opportunities to shape the political agenda? Prerequisite: Government 131 or 151. *Three credit hours.* I

**251f Israelis and Palestinians: Conflict and Accommodation** An examination of the roots, evolution, and changing dynamics of the conflict between Israelis and Palestinians. Focuses on key historical junctures, from the British mandate over Palestine, through the "Oslo Process" and its collapse, to the new situation created by the events of the past few years, including Hamas's victory in the parliamentary elections of January 2006, the Hezbollah-Israel war of July 2006, and Israel's military assault on Gaza in December 2008. Some attention is paid to media coverage of, and U.S. policy toward, the conflict. Prerequisite: Sophomore or higher standing. *Four credit hours.* S, I DENOEUX

**252f Politics of the Middle East** An introduction to the internal politics of Middle Eastern countries. Provides essential historical background and analyzes the domestic and external forces that shape politics in the region. Delves into the relationship between Islam and politics, analyzes the factors that account for the resilience of Arab regimes, and examines other key impediments to substantive democratization. Prerequisite: Sophomore or higher standing. *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. Political instability, revolution, civil war, human rights, economic development, democracy, and citizenship rights. *Four credit hours.* I ARMONY

**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

**259f European Politics** An examination of the development of European forms of democratic governance, political cultures and institutions in contrasting national settings, and implications of the European integration process for democracy in Europe. *Four credit hours.* YODER

**266j German Politics** A brief overview of the political system of the Federal Republic of Germany. Focuses on the September 2009 parliamentary elections. Explores the German political parties, leaders, and policy debates central to the election. Students participate in a simulation of the negotiations to form a coalition government. Allows students to compare the German and American electorates, election campaign processes, and electoral and party systems. *Three credit hours.* YODER

**[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. Prerequisite: Government 171. *Four credit hours.* I

**273f American Political Thought** An in-depth examination of fundamental principles and transformative concepts that have shaped American political thought based on an analysis of primary source documents and writings. Special emphasis on the ideas and arguments advanced by leaders in times of crisis, with a focus on the political thought of Lincoln, Roosevelt, and Obama. *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 debates that have defined the structure and powers of the modern national government. Topics include constitutional interpretation, judicial review, and the role of an independent judiciary; the scope of the states' police powers in relation to congressional power; the conflict between the constitutional protection of economic rights and the modern regulatory state; and the powers of the president, especially in times of emergency and war. Readings include landmark U.S. Supreme Court decisions and related documents. Prerequisite: Government 111. *Four credit hours.* U REISERT

**314s Civil Liberties in American Constitutional Law** An examination of legal, moral, and philosophical controversies involving rights and liberties arising under the Bill of Rights and the Fourteenth Amendment. Topics include the nature of rights and theories of constitutional interpretation; the right to the free exercise of religion and the establishment clause; freedom of expression; the "right of privacy" and protections for contraception, abortion, and homosexuality; and affirmative action and the status of women and minorities under the law. Readings include landmark U.S. Supreme Court cases and related works of moral and political philosophy. Prerequisite: Government 111. *Four credit hours.* U REISERT

**[316] Presidential Electoral Politics** The procedural and electoral environment of presidential elections and the strategies employed in presidential campaigns by candidates, party organizations, and political committees. Topics include campaign communication strategies, media coverage of elections, and recent controversies associated with the voting process, with a focus on the current or most recent election. Prerequisite: Government 111. *Four credit hours.*

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

**318s Money and Politics** The role of money in the political process and the policy debates on various campaign finance reform alternatives. Formerly offered as Government 419. Prerequisite: Government 111. *Four credit hours.* CORRADO

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

**[331] Business and American Foreign Policy** Examination of competing theories about the relationship between business and the state in the conduct of foreign policy. The relevance of these theories will be tested vis-a-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.*

**333f Globalization and Social Innovation** Major debates in the study of globalization concerning poverty, environment, political economy, technology, and democracy. Special attention to the new field of social innovation: social entrepreneurship, grassroots invention, indigenous knowledge, social technology, and participatory governance. Prerequisite: Two courses focused on international issues and permission of the instructor. *Four credit hours.* ARMONY

**334s International Environmental Regimes** Listed as Environmental Studies 334. *Four credit hours.* I ASHCRAFT

**335s United States-Latin American Relations** The evolving relationship between Latin America and the United States. Analysis will focus on the continuities and changes in U.S. policy toward Latin America as well as Latin American perceptions and policies towards the United States. Special attention to post-Cold War issues such as the war on drugs, democracy promotion, international migration, hemispheric trade, financial crises, crime, and terrorism. Prerequisite: Government 131, 151, or 253. *Four credit hours.* ARMONY

**339f Development, Trade, and the Environment** Listed as Environmental Studies 339. *Four credit hours.* I ASHCRAFT

**340s Conflict, Cooperation, and the Environment** Listed as Environmental Studies 340. *Four credit hours.* ASHCRAFT

**341f Environmental Negotiation and Dispute Resolution** Listed as Environmental Studies 341. *Four credit hours.* ASHCRAFT

**353s Citizen Participation in Comparative Perspective** Cross-regional study of the role of organized citizens in political life. Topics include civil society and its critics, transnational movements, and nongovernmental organization politics. Prerequisite: Any of the "gateway" courses to comparative politics. *Four credit hours.* ARMONY

**354s The European Union** The evolution and institutions of the European Union, focusing on the major policy debates within the EU and the challenges of European integration, especially those posed by enlargement to include former communist countries. Prerequisite: Government 131 or 151. *Four credit hours.* YODER

**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** An exploration of Japanese politics, with a focus on the evolving struggle between traditional insiders (such as government bureaucrats and corporate executives) and traditional outsiders (such as labor unions and housewives). Prerequisite: Government 151 or 256. *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** Builds on knowledge acquired in Government 252 to explore the political dynamics of selected Arab countries. Particular emphasis on Egypt, Saudi Arabia, Yemen, Morocco, and Jordan, with some attention also paid to Syria, Kuwait, and Algeria. Emphasizes both similarities and differences in political processes across Arab countries. Evaluates the political changes taking place in the region, including the relationship between democratization, Islamist parties, and economic reform. Prerequisite: Government 252 *Four credit hours.* DENOËUX

**[359] Political Ideologies and Revolutionary Movements in Europe** An exploration of major ideological currents and movements in modern Europe. Focuses on various forms of radicalism on the right and left of the political spectrum against the background of important political developments in Europe in the last century, such as the Bolshevik revolution, the rise of fascism and Nazism, the emergence of domestic terrorism, the explosion of nationalisms and fundamentalisms, and the collapse of Soviet-style communism. Prerequisite: Government 131, 151, or 171. *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.*

**398As Post-Communist Transformations** Examines the rise and fall of communism in Russia and Eastern Europe. Offers analysis of the post-communist political, economic, and social transformation processes. Prerequisite: Government 257, 258, or 259. *Four credit hours.* YODER

**398Cs Democracy Assistance** An introduction to the field of democracy assistance, taught from a practitioner's perspective. Students are exposed to key concepts, analytical frameworks, and techniques used by donors. Examines the main issues and debates in the field; the challenges, dangers, and pitfalls specific to this craft; and what may be learned from both the successes and failures encountered by development professionals who have sought to support democratic forces abroad. Debates over the legitimacy and effectiveness of "democracy promotion" will be examined, together with the evolving place of democracy assistance in U.S. foreign policy from the 1980s to the Obama administration. *Four credit hours.* DENOËUX

**[413] Seminar: Policy Advocacy** Intensive study of selected public-policy issues and the techniques of policy advocacy; emphasis on oral presentations of policy positions. Prerequisite: Government 111. *Four credit hours.*

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

**415f Seminar: Group Tutorial in American Government** Intensive small group study of a set of contemporary challenges to government in America. The focus is on the digital revolution; its impacts on social, economic and political life; and the

consequences for government. The group will assess the potential impacts of the digital revolution, relying in part on comparisons with transportation, communications, and other sweeping technological developments of the past. Prerequisite: Permission of the instructor. *Four credit hours.* MACKENZIE

**421f Seminar: Prospects for Political Reform** An analysis of the major issues associated with proposals to improve the democratic character of the American political process, including reform of the presidential selection process, congressional districting procedures, and the means by which votes are cast and counted. Formerly offered as Government 497. Prerequisite: Senior standing as a government major. *Four credit hours.* CORRADO

**432s Seminar: United States Foreign Policy** An advanced seminar dealing with major theoretical and policy issues in the study of American foreign policy since World War II. Topic in 2007: the debate between unilateral and multilateral approaches to U.S. national security policy, addressing both historical and contemporary controversies. Prerequisite: Government 131 and senior standing. *Four credit hours.* RODMAN

**[435] Seminar: Memory and Politics** An exploration of domestic and international attempts to answer difficult questions about justice, collective memory, and democratic transition, particularly as they relate to whether and how a society should address a difficult past. Prerequisite: Permission of the instructor. *Four credit hours.*

**450s Seminar: Democratization in Latin America** The transition from authoritarianism and the challenges of democratization. Theoretical analysis is combined with an in-depth study of specific cases, with the opportunity to think comparatively across regions. Prerequisite: Senior standing in the major and one course on Latin America. *Four credit hours.* I ARMONY

**451f Seminar: Political Violence** Examines a variety of theoretical perspectives on political violence, with particular emphasis on terrorism and on ethnic and religious violence. Introduces key concepts and analytical frameworks to make sense of these phenomena. During the second half, students present the preliminary results of their research into one specific case study of ongoing political violence. Prerequisite: Permission of the instructor. *Four credit hours.* I DENOEUX

**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 include South Korea, Nigeria, Brazil, and India. Prerequisite: Government 151. *Four credit hours.* I HATCH

**[472] Seminar: Modern Political Philosophy** A careful analysis of a single major writing or a single author's thought. Prerequisite: Government 171, 273, or 371. *Four credit hours.*

**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



## GREEK

### *In the Department of Classics.*

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

### Course Offerings

**111f Introductory Greek** By learning ancient Greek one can explore firsthand the great works of literature, history, philosophy, religion, and the origins of Western civilization, while improving one’s English vocabulary and developing analytical skills. *Four credit hours.* 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 in Greek literature. Successful completion of this course fulfills the College language requirement. Prerequisite: Greek 112. *Four credit hours.* L H. ROISMAN

**232f 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. *Four credit hours.* L H. ROISMAN

**[235] The Defense of Socrates: Xenophon’s and Plato’s *Apology*** What was Socrates’s defense against the charge of impiety? Why was he willing to die? Plato and Xenophon give two different accounts of Socrates’s pleas. Prerequisite: Greek 131. *Four credit hours.* L

**[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

**[352] Zeus’s World Order: Hesiod’s *Theogony*** In this poem Hesiod narrates the creation of the world, the births of the gods, the battles they fight, and the eventual rise to power of the god Zeus. Hesiod’s poetry is the oldest source for many myths, including those of Prometheus and Pandora. *Four credit hours.* L

[354] **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. *Four credit hours.*

[355] **Spy Missions: *Iliad* 10** Both the Achaeans and the Trojans decide on spy missions. Why? What are their motives, and how are the spies chosen? Are the missions successful, and does either side gain an advantage from their subterfuge? Prerequisite: Greek 131. *Four credit hours.*

**356s The Wrath of Achilles: Homer's *Iliad*** Achilles's decision not to fight has caused the Greeks many casualties and led to Patroclus's death. We shall read about his decision, its justification, and other heroes' views of Achilles's resolution. Prerequisite: Greek 131. *Four credit hours.* L H. ROISMAN

[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.*

**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 PAUL JOSEPHSON

*Professors Paul Josephson, Elizabeth D. Leonard, Raffael Scheck, Larissa Taylor, James L. Webb, and Robert Weisbrot; Associate Professor Ben Fallaw; Assistant Professor John Turner; Visiting Assistant Professor Kyle Bultbuis; Instructor Elizabeth LaCouture; Faculty Fellow Amy Lippert*

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 United States 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 3.5 grade point average in the history major and approval by the advisor and department chair. These projects signify a serious engagement with independent scholarship; interested students should

plan to devote a large portion of their academic time to the project during their senior year. Students 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. All senior honors students will register for History 400 in the fall of their senior year. 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. *Three or four credit hours.* H, I 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 among 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, socioeconomic, and cultural developments from 1618 to the present. 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

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

**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 civil rights campaigns, a war on poverty, confrontations with the Soviet Union, and involvement in Vietnam? How did this consensus shatter amid antiwar activism, racial turmoil, and a rising counterculture? Part of the three-course Integrated Studies 136, "America in the Postwar World: 1945-1970." Prerequisite: Concurrent enrollment in American Studies 136 and Music 136. *Four credit hours.* H, U

**137f The Great Depression: America in the 1930s** The 1920s was the most prosperous time in American history, and many expected living standards to soar ever higher. Instead the economy went into a tailspin that affected every group and region, posed a crisis of faith in capitalism, and tested the American people and their government at every level. An examination of the origins, impact, and response to this



crisis. Part of the three-course Integrated Studies 137, “Left in the Dust: America’s Great Depression.” Prerequisite: Concurrent enrollment in American Studies 137 and Art 137. *Four credit hours.* **H** WEISBROT

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

**152s Introduction to East Asia from the 18th Century to Modern Times** Listed as East Asian Studies 152. *Four credit hours.* **H, I** LACOUTURE

**154s Roman History** Listed as Ancient History 154. *Three or four credit hours.* **H, I** J. ROISMAN

**173f History of Latin America** Listed as Latin American Studies 173. *Four credit hours.* **H, I** FALLAW

**174s Introduction to Latin American Studies** Listed as Latin American Studies 174. *Four credit hours.* **H, I** FALLAW

**181f Conceptions of Jews and Judaism** Listed as Religious Studies 181. *Four credit hours.* **H, I** FREIDENREICH

**182s Jews and Judaism in the Modern World** Listed as Religious Studies 182. *Four credit hours.* **H, I** FREIDENREICH

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

**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 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

**[186] 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**

**200s Introduction to History** Required of all history majors and designed to help develop understanding of what it means to pursue authentic knowledge about the human past. Explores why historians do what they do and what it is they think they are doing.

Develops some of the basic tools necessary to be a good historian, including research, writing, and methodological skills. Reveals the diversity and vitality of historical scholarship and helps students master its basic goals and techniques. Prerequisite: History major. *Four credit hours.* **H** JOSEPHSON

**210s Christianity from the Reformation to the Present** Listed as Religious Studies 236. *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 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

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

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

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

**230Af Religion in the U.S.A.** Listed as Religious Studies 217. *Four credit hours.* **H** CAMPBELL

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

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

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

**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** LIPPERT

**[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**

**[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**

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

**242j Rivers** What have humans done to rivers over the centuries? What have rivers done to humans? A comparison of the environmental history of river basins in North and South America, Asia, and Europe, 1800-2000, with emphasis on the 20th century and the history of technology. Student groups will do research and presentations on river basins chosen in consultation with the instructor. *Three credit hours.* **H, I** JOSEPHSON

**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. *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

**[256] Heian and Medieval Japan** An exploration of the evolution of culture and society of Japan from the eighth to the 16th centuries, examining changes in the rise and fall of the Heian aristocratic world and the development of the warrior culture of the Kamakura and Ashikaga periods. Readings and discussions will explore these processes of change in politics and society, religion and thought, and literature and art. East Asian Studies 151 recommended. *Four credit hours.* **H, I**

**258s Anthropology, History, Memory** Listed as Anthropology 258. *Four credit hours.* BHIMULL

**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** WEBB

**[272] History of Law, Society, and Rebellion in Mexico** We look beyond the clichéd image of the Mexican bandit to consider the complex economic, social, and political problems behind ruptures in the legal order from Aztec times to the present. Focusing on revolts, the social origins and political construction of crime, and state regulation of popular culture, we trace the outlines of the history of Mexico and consider how notions of legality vary across time and cultures. *Four credit hours.* **H, I**

**[274] Race, Religion, and Frontiers in Iberian-American Colonization** Topics include the medieval roots of Iberian expansion and the importance of religion and race in the Conquest; the institutional and social construction of colonial society, including Iberians' cultural baggage— notions of racial purity and piety and related ideas such as honor and hierarchy; decolonization, focusing on the struggle over abolition; and the persistence of Iberian notions of race and colonization in the Americas. *Four credit hours.* **H, I**

**275j Strongmen and Populism in Modern Spain and Latin America** A cross-disciplinary study of the historical factors behind the creation of Trujillo's dictatorship in the Dominican Republic, the rise of Getulio Vargas's *Estado Novo* in Brazil, the role of Zapata as an agrarian warlord in the Mexican Revolution, the failure of the Spanish Republic and the emergence of Franco's regime, and the crises that have brought populist regimes and *caudillos*, or charismatic strong leaders, to power. *Three credit hours.* **H, I** FALLAW

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

**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

**[282] The Making of Judaism** Listed as Religious Studies 282. *Four credit hours.* **H**

**[285] Foundations of Islam** A comprehensive introduction to the Islamic religious tradition focusing on the formative early period (seventh-11th centuries 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**

**297f History of Modern China** A survey of modern China from the late Qing Dynasty (18th century) to the present, examining how the idea and reality of "China" and "Chineseness" changed over time through exploring the relationship between



ideological change and everyday life. Topics include the decline of empire and the rise of the nation-state, changing relationships between state and society, the development of ethnic, national and gender identities, urban cosmopolitanism, and communism and capitalism with Chinese characteristics. *Four credit hours.* LACOUTURE

**297Jj Topics in Maine's Jewish History** Listed as Religious Studies 297J. *Three credit hours.* H, U FREIDENREICH

**298As Antebellum America, 1815-1860** A study of U. S. history in the half-century between the War of 1812 and the Civil War. Considers how the rise of political parties and the growth of democratic tendencies intersected with such developments and institutions as the market revolution, religious revival, the feminization of American culture, and race and slavery in national discourse. Concludes with an examination of the political and cultural events that led to the Civil War. *Four credit hours.* BULTHUIS

**298Bs Early American Frontiers** Historians have sometimes defined the frontier as a place where empires die. Evaluates that idea of frontier and looks at the various frontiers, or Wests, that Euro-American explorers and Native Americans created in various zones of interaction from Columbian contact through 1850. Compares different regional and national approaches to expansion, concluding with the dramatic push westward by the U. S. peoples and government in the 1840s, and pays particular attention to Native American social and cultural transformation and to environmental history. *Four credit hours.* BULTHUIS

**306f Alexander the Great** Listed as Classics 356. *Four credit hours.* H J. ROISMAN

**311f Sainthood and Popular Devotion in the Middle Ages** An interdisciplinary seminar that explores ideas of sanctity and popular devotion from the early Middle Ages to 1550. Issues include formation of concepts of sainthood, pilgrimages, relics, and popular versus elite belief. Previously listed as History 411. Prerequisite: Prior course in medieval history recommended. *Four credit hours.* H TAYLOR

**[312] Medieval England, 1066-1485** The history of England from the Norman Conquest until the end of the Plantagenet dynasty in 1485. Topics include the impact of the Norman Conquest, the Anarchy, the spread of the king's justice and the church/state controversy, Magna Carta and the rise of parliament, women and gender, the Hundred Years' War, religion and culture, and the mystery surrounding the last Yorkist king, Richard III. Prerequisite: Junior or senior standing or previous medieval history course. *Four credit hours.* H

**[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 toward sexuality; the *querelle des femmes*; male views of women; writings by women; church attitudes. *Four credit hours.* H, I

**[314] 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

**315s Heresy, Humanism, and Reform** Seminar topics include popular religion, heresy, inquisition, anti-Judaism, and anti-clericalism 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 when speculative philosophy and theology engage the minds of the leading thinkers. Concentrating on Paris between 1100 and 1250, exploring the culture of this period through interdisciplinary studies. *Four credit hours.* **H, I**

**321s The First World War** Covers the origins of the war, its impact on European societies, the experience of soldiers and of civilians on the home front, and the war's long-term legacy in Europe and the wider world. Includes an individual research component. *Four credit hours.* **H, I** SCHECK

**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 receive ample consideration. *Four credit hours.* **H, I** SCHECK

**323s Yugoslavia: Emergence to Dissolution** An analysis of the complex Balkan region that constituted Yugoslavia from 1918 to 1991, beginning with the Ottoman and Habsburg influence in the 18th century and ending with the civil wars of the 1990s. Yugoslav history, with its unique cultural mixture, opens an unusual and instructive perspective on modern Europe. It has strongly affected larger trends in European history from the outbreak of World War I to genocide during World War II and a specific form of communism after 1945. Formerly offered as History 220. *Four credit hours.* **H, I** SCHECK

**327f Daily Life Under Stalin** Many workers and peasants, and of course political elites, supported the Stalinist system, overlooking, discounting or even justifying the great human costs of collectivization, industrialization, and the Great Terror as needed to create a great socialist fortress. An examination of the nature of regime loyalty under Stalin, making extensive use of primary sources. Prerequisite: Sophomore or higher standing. *Four credit hours.* JOSEPHSON

**[332] New France: France in Canada, 1535-1760** Focuses on the first French exploration of Canada, from Jacques Cartier in 1534-5 until the surrender of New France to British troops in 1760. Topics include the religious and economic motivation of the colony, involvement of King Louis XIV and his minister Colbert, life in the colony, Jesuits and Ursulines, conflict with British North America, and relations with the native populations. Possible field trip to Quebec or Louisbourg in Nova Scotia. Prerequisite: A course in early European or American history. *Four credit hours.* **H**

**337s 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** BULTHUIS

**[340] Biographies and Autobiographies of Great American Women** A 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**

**342s 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

**[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**

**[364] Ecological and Economic History of Africa** A 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**

**374s Religion and World War II** Listed as Religious Studies 334. *Four credit hours.* CAMPBELL

**[381] Women and Gender in Islam** A comprehensive introduction to the construction of gender in the Islamic Middle East. Puts the lives of contemporary Muslim women and men into a deeper historical perspective, examining the issues that influence definitions of gender in the Islamic world. Through monographs, essays, novels, stories, and film, examines the changing status and images of women and men in the Qur'an, hadith/sunna, theology, philosophy, and literature. Traces changes and developments in those constructions of identity beginning with the rise of Islam and continuing through contemporary understandings. *Four credit hours.* **H, I**

**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

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

**397f Visual Culture in American Life, 1800-1920** How has American society's insatiable thirst for visual media influenced the way we view one another, portray ourselves, and the way that others view us? We will explore the significance of what Raymond Williams called the "cultural revolution" for the lives of ordinary men and women in the United States. This history encompasses subjects that have retained their relevance in contemporary life, including racial and ethnic stereotypes, armchair travel, virtual versus lived reality, authenticity and artifice, mass entertainment, city life, celebrity, and gender. *Four credit hours.* LIPPERT

**397Bf Colonial North America** Before 1763 there was not even an idea of a United States of America. An examination of that lost world before the United States. Begins with the process of colony building among Spanish, French, English, and Dutch emigrants; concludes with a close examination of the growth and development of the British colonies; moves ultimately to the tensions that helped force the American Revolution. Topics explored include diplomacy with Native Americans, economic developments, the role of women, the place of slavery, and church-state relations. *Four credit hours.* BULTHUIS

**398s Women and Gender in East Asia** A seminar on the history of women and gender in China, Japan, and Korea from the 1600s to the 1900s, examining changes in gender ideology and women's everyday lives. Topics include premodern concepts of gender and the body, neo-Confucian gender ideology, family and social relations, and modernity and the new woman. Readings and discussions cover a range of primary and secondary materials, including literature, visual and material culture, theoretical works, and historical monographs. *Four credit hours.* LACOUTURE

**400f Senior Research Colloquium** Required for all senior honors students to focus on developing critical research and writing skills. Students will develop research proposals and present their work, including a substantial portion of the thesis. Replaces History 483. Prerequisite: Departmental approval to undertake a full-year senior honors project. *Four credit hours.* TAYLOR

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



**414s Research Seminar: History of Fear in Europe, 1300-1900** An exploration of how fear and different forms of communication or rumor influenced the course of European history in the medieval and early modern period. Case studies involve instances of anti-Judaism and anti-Islam; reactions to leprosy and syphilis; misogyny and demonology; xenophobia; and fear of death in all its forms from 1321 to 1888. Explores how changing communications from oral to semiliterate to journalistic culture influenced and changed history, marginalizing those outside the religious, gendered, ethnic, medical, and socioeconomic 'norms' of society at a given time and place. Prerequisite: A course in medieval or early modern history. *Four credit hours.* **H, I** TAYLOR

**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

**[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 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**

**436s Research Seminar: History of the American West** "Go west, young man, go west!" newspaper editor Horace Greeley loved to say, although he remained in New York and did not coin the phrase. It referred to the host of opportunities thought to be lying in wait in uncharted territories out yonder. The West has embodied the American dream; it has also represented an American nightmare. An examination of the changing definitions, demographics, conceptualizations, and significance of the West across two centuries of North American history. Prerequisite: An introductory U.S. history survey or other relevant, lower-division U.S. history course. *Four credit hours.* LIPPERT

**[444] Research Seminar: 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 waterworks projects, the rise of agribusiness, and nuclear power in various national settings and under various polities. Prerequisite: Permission of the instructor. *Four credit hours.*

**[445] Research Seminar: Nuclear Madness** An examination of the place of nuclear technologies in the modern world, using social, cultural, and institutional history and focusing on the USSR and the United States. Nuclear technologies are symbols of national achievement, yet significant scientific uncertainties accompanied their creation, they require significant public outlays, and they have led to dangerous pollution. What explains their great momentum? *Four credit hours.* **H**

**446f Research Seminar: Historical Epidemiology** An exploration of humankind's historical experience with epidemic disease. Topics include the evolution of human diseases and those of domesticated animals, urbanization and disease, the integration of disease reservoirs, childhood epidemics, the world's medical traditions and the efficacy of their interventions, the rise of public health and the pharmaceutical industry, and the contemporary challenges of HIV/AIDS and bioterrorism. Prerequisite: History 261, 276, or 394. *Four credit hours.* **H** WEBB

**447f Research Seminar: The Cold War** An examination of the Cold War from both Soviet and American perspectives, tracing the reasons for this prolonged rivalry, the patterns of military and diplomatic confrontation, the global impact of the Cold War, and the upheaval in Soviet-American relations that recently moved the Cold War into the realm of history. Prerequisite: Permission of the instructor. *Four credit hours.* **H** WEISBROT

**461f Research Seminar: The History and Development of Islamic Law** An examination of the following questions: how law comes to be; who has control over it; what makes it Islamic; how is it different from other systems. All leading to a deeper understanding of the functions, diversity, and trajectories of Islamic law. We will explore the roots, historical paths of formation, and development of the major schools of Islamic legal thought and their arguments over and elucidation of *Shari'a*. This will shed light on current Islamist movements and their claims to that heritage and to the law. Prerequisite: Permission of the instructor. *Four credit hours.* **TURNER**

**473f Research Seminar: Roots of Political 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 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

**484s History Honors Program** 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: History 400, senior standing, a 3.5 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**

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## HUMAN DEVELOPMENT

### *In the Program in Education.*

*A minor in human development is described in the "Education" section of the catalogue. Students may also pursue an independent major in human development; for more information, please contact the chair of the Education Program.*

## INTEGRATED STUDIES

*Coordinator*, PROFESSOR DANIEL COHEN

Integrated Studies is a pioneering program in liberal arts education designed to explore an era or topic from the converging perspectives of several disciplines. The integrated studies semester brings together students with similar interests and provides them an opportunity to learn about a subject in depth and to make broad connections among disciplines that will help reveal the essential unity of human knowledge and experience. The program is supported by grants from the Christian A. Johnson Endeavor Foundation of New York.

Clusters of courses from several disciplines are offered primarily for first-year students. Students who elect to take one of the integrated studies clusters will enroll in all the courses listed in that cluster. They will receive credit toward all of the appropriate area requirements. The courses, which have no prerequisites, are described below and are cross-listed in their respective departmental sections of this catalogue. Each course is offered for four credit hours. Enrollment in each first-year cluster is limited to 15 to 20 students.

### Course Offerings

**126f The Green Cluster** A three-course cluster on environmental ethics, activism, and biological science. See Biology 131 (lab C is designated for this cluster), Environmental Studies 126, and Philosophy 126 for course descriptions. Satisfies the Literature, Natural Science with lab, and Social Science distribution requirements. *Twelve credit hours.* CARLSON, CHRISTENSEN, PETERSON

**[127] The South Africa Cluster** South Africa holds a unique place in our times from various vantage points. This three-course cluster considers this fascinating country from the perspectives of anthropology, geology, and literature. Each course, while autonomous, will speak to the others while examining the interdisciplinary relationships and the effects each has had on pre- and post-apartheid times. Integration of course topics will also be addressed in regular evening events, including group dinners, movies, and guest speakers. Concludes with an optional trip to South Africa in January (for Jan Plan credit). See Anthropology 127, English 127, and Geology 127 for course descriptions. *Twelve credit hours.*

**[136] America in the Postwar World: 1945-1970** The United States in the postwar era waged a Cold War with the Soviet Union that verged on full-scale nuclear war, and it experienced upheaval in race, gender, and ethnic relations, politics, and culture. Explores connections among these developments. How did music, literature, and films document and comment on the social and political rebellions that defined the era? How did changing attitudes about African Americans and women reshape cultural expression? How deep and lasting were changes resulting from the crises and ferment? See American Studies 136, History 136, and Music 136 for course descriptions. Satisfies the Arts, Historical Studies, and Literature area requirements and the U.S. Diversity requirement. *Twelve credit hours.*

**137f Left in the Dust: America's Great Depression** This three-course cluster features interrelated courses in history, photography, and film. See American Studies 137, Art 137, and History 137 for course descriptions. Satisfies the Art, History, and Literature distribution requirements. *Twelve credit hours.* GREEN, SALTZ, WEISBROT

**[141] China: The Pursuit of Happiness** A two-course cluster (both required). During the Communist period, religion and spirituality were criticized and suppressed. More open policies were instituted after the death of Mao, and soon there was an explosion of spiritual practices and practitioners, traditional and nontraditional forms of religion throughout China. More recently China's economic reforms gave birth to a nation of new consumers. An exploration of how these different "pursuits of happiness" coexist, are accommodated, and are redefining this great power. See Anthropology 141 and East Asian Studies 141 for course descriptions. Satisfies the Social Science area requirement and International Diversity requirement. *Eight credit hours.*

**175f Ancient Greece: Finding Order, Making Sense** An interdisciplinary introduction to the world of ancient Greece. A three-course cluster in the fall followed by an optional fourth course in Greece during January. Fall courses use historical, philosophical, scientific, and literary texts to examine how the Greeks made sense of themselves and their world. The (optional) January course, which includes travel to Greece, focuses on the significance of and uses of (what are now) Greek archaeological sites from the ancient period up to today. See Anthropology 175; Philosophy 175; Science, Technology, and Society 175; and Anthropology 176 (January) for course descriptions. Satisfies the History, Literature, and Social Science distribution requirements. *Twelve credit hours.* BARRETT, COHEN, MOORE

**[186] 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.*

**187f Identity After Auschwitz** Ideas about nationality, history, and the individual are core and contested elements of contemporary identities. This three-course cluster explores shifting trends in these ideas in the modern era with particular attention to the impact of the Holocaust. See English 187, German 187, and Religious Studies 187 for course descriptions. Satisfies the Arts, History, and Literature distribution requirements as well as the English Composition requirement (English 115). *Twelve credit hours.* FREIDENREICH, KELLER, SHAHAN

**[245] Science, Race, and Gender** A two-course cluster. See Biology 245 and History 245. *Eight credit hours.*

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## INTERNATIONAL STUDIES

*Director*, ASSOCIATE PROFESSOR JENNIFER YODER

*ADVISORY COMMITTEE*: Professors Priscilla Doel (Spanish), Patrice Franko (Economics and International Studies), Paul Josephson (History), Mary Beth Mills (Anthropology), Kenneth Rodman (Government), Raffael Scheck (History), and James Webb (History); Associate Professors Kimberly Besio (East Asian Studies), Ben Fallaw (History and Latin American Studies), and Jennifer Yoder (Government and International Studies); Assistant Professors Maria Colbert (Spanish), Valérie Dionne (French), Walter Hatch (Government), Arne Koch (German), Maple Razsa (International Studies), Guillermo Vuletin (Economics) 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 491 or 492). At least one seminar or senior project must be completed during the senior year as the capstone experience.



Majors must complete a concentration within the major unless they have a double major or minor in African studies, anthropology, economics, government, history, French studies, Spanish, Latin American studies, environmental studies, Russian, East Asian studies, Italian, Chinese, Japanese, or German studies. Majors also must complete the equivalent of two courses beyond the introductory (usually through 131) level in a modern foreign language. Students are encouraged to develop language skills relevant to their regional specialization. At least one semester of foreign study is required, although under exceptional circumstances students with extensive overseas experience can petition the director and the advisory committee to be exempted. A student must receive a grade of C- or better for a course to count toward the major. No courses listed for the major may be taken satisfactory/unsatisfactory.

*Note:* Students must have at least a 2.7 grade point average by the end of the sophomore year to be eligible for foreign study. Students who do not meet this minimum requirement will not be able to retain their international studies major.

*Note to junior transfer students:* The College requires that all students spend at least four semesters in residence at Colby. Therefore, to satisfy the semester-abroad requirement for the major, junior transfer students must either stay for a fifth semester or enroll in a summer study-abroad program for at least nine credits (unless the study-abroad requirement has been met in some other way).

### **Courses Composing the Core Curriculum**

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

### **Courses Approved to Fulfill the Area Studies Component**

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

#### ***Latin America:***

<i>Anthropology</i>	231 Caribbean Cultures
	235 Ethnographies of Latin America: Violence and Democracy in the Andes
<i>Economics</i>	214 Economic Policy and Performance in Contemporary Latin America
	435 Latin American Economic Development
<i>Government</i>	253 Latin American Politics
	335 United States-Latin American Relations
	450 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 Roots of Political 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>	273 Contemporary Spanish-American Short Story
	371 The Colonial Experience
	493 Senior Seminar (when appropriate)

#### ***Europe and Russia:***

<i>French</i>	232 Cultural History of France
	233 Contemporary France
	238 Introduction to the Francophone World

- 252 Provocative Texts: Engaging the World  
 358 Passionate Discontent: The 19th-Century Epidemic  
 372 France and Africa  
 376 Shadows of the Past: Remembering Vichy France  
 and the Holocaust  
 493 Seminar (when appropriate)
- German*  
 187 German Identity after Auschwitz  
 237 The German Fairy Tale in Popular Culture  
 297 Depiction, Destruction, Distortion: German Drama after  
 Woyzeck
- Government*  
 243 Politics of Subnational Culture and Identity in Europe  
 259 European Politics  
 266 German Politics  
 354 The European Union  
 359 Political Ideologies and Revolutionary Movements in Europe
- History*  
 112 A Survey of Modern Europe  
 220 Yugoslavia: Emergence to Dissolution  
 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  
 421 Seminar: Debating the Nazi Past  
 444 Big Science and Technology in the 20th Century  
 445 Nuclear Madness
- International Studies*  
 451 Ethnicity, Nationalism, and the State in Europe
- Russian*  
 231 Topics in 19th-Century Russian Literature  
 232 Topics in 19th-Century Russian Literature  
 237 Gamblers, Madmen, and Murderers  
 346 20th-Century Russian Poetry  
 425 Short Works  
 426 The 19th-Century Russian Novel  
 427 Re-Imaging Russia: Cinema and Russian Society  
 1986-2009  
 428 The 20th-Century Russian Novel
- Spanish*  
 266 Language of Spanish Cinema  
 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  
 297A Globalizing Africa  
 398 (when appropriate)
- French*  
 238 Introduction to the Francophone World  
 361 Francophone Cultures and Literatures of the Indian Ocean  
 372 France and Africa
- History*  
 261 African History  
 364 Ecological and Economic History of Africa

***The Middle East:***

- Government* 251 Israelis and Palestinians: Conflict and Accommodation  
 252 Politics of the Middle East  
 358 Comparative Arab Politics
- History* 184 History of the Modern Middle East  
 389 History of Iran

***Asia:***

- Anthropology* 239 Southeast Asian Cultures and Societies  
 339 Asian Pacific Modernities
- 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  
 254 China in Transition  
 261 Japanese Language and Culture  
 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
- Religious Studies* 117 Passage to India: India and the Western Imagination  
 211 Religions of India  
 212 Religions of China and Japan  
 312 South Asian Women at the Crossroads:  
 Tradition and Modernity  
 317 Sikhism: Scripture, Sacred Music, and Art

**Courses Approved to Fulfill the Policy Studies Component**

Courses must be drawn from at least two different disciplines.

- Anthropology* 213 Human Rights and Indigenous Peoples  
 236 Illegal Drugs, Law, and the State  
 256 Land, Food, Culture, and Power  
 297A Globalizing Africa  
 297B Culture, Power and International Development  
 373 The Anthropology of Gender and Sexuality  
 398A Global Youth Cultures
- Economics* 214 Economic Policy and Performance in Contemporary  
 Latin America  
 231 Environmental and Natural Resource Economics  
 271 International Economic Integration  
 273 Economics of Globalization  
 292 Economic Transition in China  
 294 Economic Policy and Performance in East Asia  
 333 Evolution of the Global Economy  
 335 Economic Development  
 373 Open-Economy Macroeconomics  
 378 International Trade

	435	Latin American Economic Development
	471	Multinational Corporations
	474	Economic Demography
	479	Wealth and Poverty of Nations
<i>Environmental Studies</i>	235	International Environmental Human Rights
	334	International Environmental Regimes
	338	Climate Change Politics
	339	Development, Trade, and the Environment
	341	Environmental Negotiation and Dispute Resolution
<i>Government</i>	231	United States Foreign Policy: The Cold War
	238	Politics of War Crime Tribunals
	251	Israelis and Palestinians: Conflict and Accommodation
	331	Business and American Foreign Policy
	332	International Organization
	333	Globalization and Social Justice
	335	United States-Latin American Relations
	351	United States Policy Toward the Middle East
	354	The European Union
	357	Political Economy of Regionalism
	359	Political Ideologies and Revolutionary Movements in Europe
	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>International Studies</i>	211	Human Rights and Social Struggles in Global Perspective
	397	Internationalism: From Socialism to the World Social Forum
	437	Media, Culture, and the Political Imagination
<i>Science, Technology, and Society</i>	358	Climbing the Oil Peak

### 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 Practicum (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
	446 Historical Epidemiology
	447 Seminar: The Cold War
	452 The Rise of Modern East Asia
	461 History and Development of Islamic law
	473 Political and Ethnic Conflict in Modern Latin America
<i>International Studies</i>	437 Media, Culture, and the Political Imagination
<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 491 or 492 (for two credits) to complete an original research paper. Approval of this option is at the discretion of the instructor and the advisory committee. Students may also pursue a four-credit independent research project (International Studies 491 or 492) to fulfill the senior requirement.

*Note:* Some courses are listed under two or three categories; with the exception of counting courses toward the concentration or a second major (if students have a relevant double major or minor [see above]), no single course can be used to satisfy more than one requirement. A minor must have four freestanding courses not required for the major. Students may petition to include other courses if the course has a substantial international component and is approved by the director and advisory committee.

### **Honors 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 3.5 or better in the major and should submit a statement of intent to the program director by May 1 of the junior year. A workshop on writing honors proposals will be held in early September of the senior year, and the final deadline for submission of a completed honors thesis proposal is the third Friday in September. See the International Studies Handbook (online) for further information about procedures, including midyear evaluation and deadline for completion of the thesis.

### **Requirements for Concentrations**

Majors are required to complete 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 studies, government, history, Italian, Japanese, Latin American studies, Russian, or Spanish. Students may propose an independent concentration. Concentrations should be declared by the spring of the sophomore year.

### **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
- Human Rights/Social Justice

Each track requires at least four courses designated as relevant to the respective field *plus* a seminar or an independent senior project relevant to the chosen specialization. Note that some of the courses appropriate for these concentrations are not designated as 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>	333	Evolution of the Global Economy
	335	Economic Development
	378	International Trade
	471	Multinational Corporations
	479	The Wealth and Poverty of Nations
<i>Government</i>	231	United States Foreign Policy: The Cold War
	238	Politics of War Crime Tribunals
	256	Conflict in East Asia
	332	International Organization
	334	International Environmental Regimes
	335	United States-Latin American Relations
	354	The European Union
	357	Political Economy of Regionalism
	359	Political Ideologies and Revolutionary Movements in Europe
	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

### ***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>	256	Land, Food, Culture, and Power
<i>Economics</i>	214	Economic Policy and Performance in Contemporary Latin

	America
	271 International Economic Integration
	273 Economics of Globalization
	292 Economic Transition in China
	294 Economic Policy and Performance in East Asia
	297 International Economic Problems: 21st Century Globalization
	333 Evolution of the Global Economy
	335 Economic Development
	373 Open-Economy Macroeconomics
	378 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
 <b><i>Development Studies</i></b>	
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, 292 or 294, and one outside of anthropology and economics:	
<i>Anthropology</i>	213 Human Rights and Indigenous Peoples
	256 Land, Food, Culture, and Power
	297A Globalizing Africa
	297B Culture, Power, and International Development
	355 Development, Globalization, and Poverty
<i>East Asian Studies</i>	254 China in Transition
<i>Economics</i>	214 Economic Policy and Performance in Contemporary Latin America
	292 Economic Transition in China
	294 Economic Policy and Performance in East Asia
	335 Economic Development
	378 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>International Studies</i>	397 Internationalism: From Socialism to the World Social Forum
<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>	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>	235 International Environmental Human Rights 334 International Environmental Regimes 338 Climate Change Politics 339 Development, Trade, and the Environment 341 Environmental Negotiation and Dispute Resolution 493 Environmental Policy Practicum
<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>International Studies</i>	297B International Environmental Human Rights
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
<i>Government</i>	332 International Organization
<i>History</i>	364 Ecological and Economic History of Africa

***Human Rights/Social Justice***

Students must take a relevant senior seminar (or senior paper) and take four of the courses listed below, two of which are drawn from a core of Anthropology 256, 452, Government 333, International Studies 211, Sociology 274.

<i>Anthropology</i>	213 Human Rights and Indigenous Peoples 235 Ethnographies of Latin America: Violence and Democracy in the Andes 236 Illegal Drugs, Law, and the State 256 Land, Food, Culture, and Power 341 Culture, Mobility, Identity: Encounters in the African Diaspora 452 Anthropology of Power
<i>Government</i>	272* Modern Political Theory 333 Globalization and Social Innovation 355 Winners and Losers in Chinese Politics 356 Winners and Losers in Japanese Politics 451 Seminar: Political Violence, Revolutions, and Ethnic Conflict
<i>International Studies</i>	211 Human Rights and Social Struggles in Global Perspective 235 International Environmental Human Rights 397 Internationalism: From Socialism to the World Social Forum 437 Media, Culture, and the Political Imagination
<i>Philosophy</i>	236* Social and Political Philosophy
<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** Offered by Colby's Oak Human Rights Fellow. Through an analysis of the implementation of the right to health based on social justice and human rights, explores the structure of citizenship in Israel and Israel's attitudes toward human rights of minorities and non-citizens. An emphasis will be put on Israel's policy in the Occupied Palestinian Territories. *One credit hour.* ZIV

**211j Human Rights and Social Struggles in Global Perspective** Human rights have become one of the primary frameworks for understanding justice and injustice in the world. Explores the rise of human rights and its relationship to struggles for social justice. Considers the experience of victims of abuse and the politics of meaning and representation. Interrogates the validity of claims for the universality of human rights in the face of cultural difference and inequalities of power. Looks at the emergence of a global human rights machinery and the ethics of humanitarian intervention. Prerequisite: Anthropology 112 and sophomore or higher standing. *Three credit hours.* RAZSA

**214s Economic Policy and Performance in Contemporary Latin America** Listed as Economics 214. Prerequisite: Economics 133 and 134. *Four credit hours.* I FRANKO

**235f International Environmental Human Rights** Listed as Environmental Studies 235. *Four credit hours.* S, I BULKAN

**[243] Politics of Subnational Culture and Identity in Europe** Listed as Government 243. *Three credit hours.* I

**273f Economics of Globalization** Listed as Economics 273. Prerequisite: Economics 133 and 134. *Four credit hours.* FRANKO

**397f Internationalism: From Socialism to the World Social Forum** Since the founding of the International Workingmen's Association in 1864, radical political struggles have adopted a staggering array of organizational forms. Many of these forms were developed in the hope that they would foster international rather than national loyalties. International solidarity has, nonetheless, often dissolved in the face of national antagonisms, most famously in the trenches of World War I. We will first consider the historical genealogy of today's international social movements. Case studies may include indigenous rights, People's Global Action, the World Social Forum, transnational advocacy networks and anarchist-inspired movements. *Four credit hours.* RAZSA

**[435] Seminar: Memory and Politics** Listed as Government 435. Prerequisite: Permission of the instructor. *Four credit hours.*

**437s Media, Culture, and the Political Imagination** Due largely to a surge of work by political filmmakers—from Michael Moore to Al Gore—documentary film has re-entered theaters and the popular consciousness after decades of neglect. The prominence of the political within this resurgence should come as no surprise to those familiar with the history of nonfiction film. Drawing on literature from cinema studies, visual anthropology, political theory, and social history, traces the development of the documentary from the early 20th century. Interrogates evolving notions of political community and their relationship to formal, aesthetic, and collaborative innovation within the documentary tradition from colonialism to grassroots globalization. Prerequisite: Anthropology 112 and senior standing. *Four credit hours.* RAZSA

**451f Ethnicity, Nationalism, and the State in Europe** Though the modern nation-state was unknown prior to the 18th century, life outside the framework of nation-states is now hard to imagine. Critically reviews social scientific theories of ethnicity, nationalism, and the state. Examines dynamics of state formation, ethnic conflict, and nationalist revival. Also considers the transformation of European politics through globalization, migration, and integration. Formerly offered as International Studies 397. Prerequisite: Anthropology 112, one other course on Europe, and senior standing. *Four credit hours.* RAZSA

**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 3.4 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

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## INTERNSHIPS

**090 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/](http://www.colby.edu/registrar/)), with final approval granted by the internship coordinator in the Career Center. 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 Center Web site ([www.colby.edu/careercenter/](http://www.colby.edu/careercenter/)).

## ITALIAN

### *In the Department of French and Italian*

*All courses are conducted in Italian unless otherwise noted.*

*Chair*; PROFESSOR ADRIANNA PALIYENKO (FRENCH)

*Assistant Professor Allison Cooper; Instructor Caterina Mongiat Farina; Visiting Instructor Lodovica Guidarelli; Language Assistant Valentina Geri*

*Entrance Credit:* If a student offers a foreign language for entrance credit and wishes to continue it at Colby, that student must either have taken the College Board SAT Subject Test or AP Exam in the language or take the placement test during orientation.

### **Requirements for the Minor in Italian Studies**

The minor in Italian studies seeks to acquaint students with the breadth of Italian language and civilization and to introduce them to the life and culture of Italy, from the Middle Ages to the modern and contemporary unified Italian state. Minors are strongly encouraged to spend at least one semester studying in Italy. The minor requires six courses: a minimum of four 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, cinema 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 reading, writing, speaking, and listening skills needed to gain fluency in Italian and on familiarizing students with basic aspects of Italian culture and geography. Learning in the classroom takes place entirely in Italian and is task based, involving group activities, interviews with fellow students, and role-playing exercises. *Four credit hours.* MONGIAT FARINA

**126s Italian II** Continued basic comprehensive course for students with elementary knowledge (Italian 125 or equivalent) of Italian. Focus is on continuing development of the reading, writing, speaking, and listening skills introduced in Italian I, and on increasing students' familiarity with aspects of Italian culture and geography. Learning in the classroom takes place entirely in Italian and is task based, involving group activities, interviews with fellow students, and role-playing exercises. Prerequisite: Italian 125. *Four credit hours.* MONGIAT FARINA

**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 convey a sense and understanding of contemporary Italian society. Prerequisite: Italian 126 or equivalent. *Four credit hours.* GUIDARELLI

**128s Italian IV** Through readings of Italian authors (primarily 20th-century prose) and contemporary essayists, focus is 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.* GUIDARELLI

**131f Italian Conversation and Composition** Enhances oral and written expression through the study of contemporary Italian culture and society. Topics of current interest such as Italian politics, the environment, immigration, or the South. Emphasis on increasing vocabulary, consolidating knowledge of advanced grammatical structures, learning to express and support opinions, and improving analytical skills and intercultural awareness. Intended for students who have completed Italian 128 or placed beyond it. Students who have already studied abroad on a departmentally approved program should enroll in Italian 237. Prerequisite: Italian 128 or equivalent. *Four credit hours.* GUIDARELLI

**153j Modern and Contemporary Italian Fiction in Translation in Verona** A close study of five authors whose work spans from the 1930s to the present. Readings in 2009 included *The Selected Works of Cesare Pavese*, Giuseppe di Lampedusa's *The Leopard*, Giorgio Bassani's *The Garden of the Finzi Contini*, Niccolò Ammaniti's *I'm Not Scared*, and Melania Mazzucco's *Vita*. Field trips may include travel to nearby Ferrara, setting of *The Garden of the Finzi Contini*. Conducted in English; no knowledge of Italian required. Estimated cost in 2009: \$2,800. *Three credit hours.* L BRANCACCIO

**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.* GERI

**237s Advanced Italian Conversation and Composition** Focus on aspects of Italian culture, history, and social issues through the reading of a contemporary novel, short stories, and selected articles. Emphasis on expanding vocabulary, reviewing advanced grammatical structures, and improving analytical skills. Course work includes oral and written assignments, films, and exams. Conducted in Italian. Prerequisite: Italian 128. *Four credit hours.* GUIDARELLI

**254s Dante's Divine Comedy (in English)** Introduces Dante's *Divine Comedy* as an enduring work of poetry, a stunning portrait of Medieval Europe, a foundational text of Western culture. Through close analysis we follow Dante's journey through the realms of the Christian afterlife, in which he voices the tension between God's perfect grace and man's free will but never gives up searching for truth and earthly justice. A committed citizen facing exile from his city of Florence, a man of faith criticizing contemporary church-state relations, a poet seeking fame, Dante chants the glories of his time but also exposes the dark side of his civilization, confronting issues still relevant. Conducted in English; no knowledge of Italian required. *Four credit hours.* L MONGIAT FARINA



**[354] Rome Between the Sacred and the Profane** Writers and artists since antiquity have represented Rome as simultaneously beautiful and ugly, pure and impure, ancient and modern, sacred and profane. Rome's dual status as spiritual capital of the Catholic world and secular capital of the Italian state has contributed to vexing social and political dilemmas of 19th- and 20th-century Italy, from the Unification and the so-called "Roman Question" to the terrorism of the Years of Lead. Explores how literary, artistic, and cinematic representations of modern Rome articulated and elaborated upon the city's contrasting identities and the role of those competing identities in formation of the modern Italian state. Prerequisite: Italian 237 or equivalent. *Four credit hours.*

**355f Medieval and Renaissance Italian Literature: A User's Manual** How can I become a better citizen and inspire others to do the same? What do I need to be well-rounded? What are the qualities and skills of a successful politician? Is fortune stronger than a person's will? How does our past shape our future? Pressing questions of Medieval and Renaissance Italian poets and writers. Reading masterpieces such as Dante's *Commedia*, Boccaccio's *Decamerone*, Machiavelli's *Principe*, Castiglione's *Cortegiano*, and Fonte's *Il merito delle donne*, we will explore their answers. To do so we will learn to understand and appreciate their language and style, and reflect on the continuity and changes between Medieval, Renaissance, and contemporary Italian language and culture. Prerequisite: Italian 237 or equivalent. *Four credit hours.* L MONGIAT FARINA

**398s Futurism: Literature and Painting** What is Futurism? Can it still speak to our future? The first manifesto of Futurism celebrated the beauty of the car and of speed and violently rejected the past. "We wish to destroy museums, libraries, academies of any sort!" exclaimed its adherents. Futurist artists contributed to different art forms like literature, the visual arts, theater, music, architecture, fashion, and cuisine. Focuses on literary texts, paintings, and sculptures by futurists Marinetti, Palazzeschi, Boccioni, and Balla, investigating as well how futurist artists struggled to create a modern Italian aesthetics. Prerequisite: Italian 237 or equivalent. *Four credit hours.* L GUIDARELLI

**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.*

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## JANUARY PROGRAM

January Program options include courses for credit, independent study, internships, and noncredit courses. Courses offered in January may be used to fulfill the January Program requirement, which is described under "Academic Requirements." A list of offerings is available at [www.colby.edu/catalogue](http://www.colby.edu/catalogue) in the "Departments and Programs" menu under "January Program." That link points to the most complete list of offerings and will include current-year information when Jan Plan registration opens in October. January Program courses also are available on the registrar's Web page ([www.colby.edu/registrar](http://www.colby.edu/registrar)) by searching for "JP" courses through the Curriculum Search link. Enrollment is limited to 30 students or fewer in nearly all courses. First-year students have priority in all noncredit and 100-level courses unless otherwise indicated.

A more complete description of the January Program with material about previous Jan Plan activities is maintained at [www.colby.edu/janplan](http://www.colby.edu/janplan). Most courses 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). Courses listed here are independent of an academic department or program but have been offered in recent years and serve as examples of such independent offerings.

## Course Offerings

**002 Emergency Medical Technician Training** Basic life support skills. An introduction to patient assessment skills including training in the maintenance of intravenous lines and use of automatic external defibrillation devices as required by Maine for licensure at the basic EMT level. Meets National Standard Curriculum for EMT–Basic Education. Supplemental cost (\$630) covers materials and a required CPR course, but not text and workbook. National registry fee (\$70 in 2009) is optional. Students required to find transportation to clinical sites, including ER and ambulance observation. Prerequisite: Students must e-mail [jjwoodle@colby.edu](mailto:jjwoodle@colby.edu) a paragraph explaining why they want to take the class. *Noncredit.*

**006 Furniture Making** An introduction to the basic techniques and design skills that will enable students to create fine furniture. Hand and power tool techniques taught in a well-equipped shop at the Colby-Hume Center. Required reading: Peter Korn's *Woodworking Basics: Essentials of Craftsmanship*. No charge for materials or supplies. Prerequisite: Permission of the instructor. Contact Daniel Camann ([djcamann@colby.edu](mailto:djcamann@colby.edu)). *Noncredit.*

**007 Blacksmithing** An introduction to the basic techniques of forging and metal craft, which will enable students to design and create ornamental ironwork and functional household items. Students will work under the supervision of blacksmith Douglas Wilson at the Colby-Hume Center. Required reading: Jack Andrews's *New Edge of the Anvil*. No charge for materials or supplies. Prerequisite: Permission required. Contact Daniel Camann ([djcamann@colby.edu](mailto:djcamann@colby.edu)). *Noncredit.*

**[013] Introduction to the Alexander Technique** The Alexander Technique is an educational method that focuses on teaching individuals efficient, coordinated use of their bodies in everyday activities. Whether standing, sitting, bending, or lifting, students learn to accomplish activities from a place of balance and support. Enhances performance in music, dance, theater, and sports as it minimizes effort, tension, and fatigue. Simple principles realign the body for maximum health and function, thereby reducing stress and injury and improving mental acuity and physical appearance. *Noncredit.*

**[014] Montage, Sound, and Meaning in Film** Yes, do the right thing. But is it always that simple? We will look at old classics, controversial films, character studies, some quirky pieces both dark and uplifting—works that focus on characters, ideas, and eternal questions—in order to study how films are structured to express their content. A few short response papers, in-class discussion, and devoted attendance required. *Noncredit.*

**[017] Digital Photography and Imaging** Exploration of classic photographic techniques using digital cameras, scanners, and PhotoShop Elements. Principles of composition will be applied to increase visual impact. Basics of hardware and software, sizing and cropping, color and tonal adjustments, other image manipulations and corrections. Input options, file formatting, and output processes required for print and electronic viewing. Four projects will explore ways digital imaging can be used in art, business, science, or communications. *Noncredit.*

**[018] Introduction to ArcGIS** Introduces students to fundamental concepts of Geographic Information Systems (GIS). Emphasis on learning ArcGIS Desktop 9.2 software and using its tools and capabilities to solve real-world problems. Students will

apply their GIS skills by designing and completing an independent project. Prerequisite: Fundamental computer skills. Not open to students who have completed Environmental Studies 212. Students must submit a brief essay to the instructor explaining why they want to learn GIS and how they will use it in their discipline. *Noncredit*.

**[019] Graphic Layout and Design** Good graphic design skills are essential in today's technology-driven world, no matter what career path you take, but they are seldom acquired in the rush to learn technical applications and programming. A project-based introduction to the basics of graphic design using Photoshop or Photoshop Elements. Includes use of type, images, and graphics to produce effective, attractive advertising materials and business packages for both print and multimedia output. *Noncredit*.

## JAPANESE

### *In the Department of East Asian Studies*

*Chair*, ASSOCIATE PROFESSOR ANKENEY WEITZ [ART AND EAST ASIAN STUDIES]  
*Professor Tamae Prindle; Assistant Professor Hideko Abe; Language Assistant Ayako Takeda*

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*. PRINDLE

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

**127f Intermediate Japanese I** A continuation of the methods and goals used in elementary Japanese. Prerequisite: Japanese 126. *Four credit hours*. ABE

**128s Intermediate Japanese II** A continuation of the methods and goals used in elementary Japanese. Prerequisite: Japanese 127. *Four credit hours*. ABE

**135fs Conversational Japanese I** In a small group setting, students practice speaking. Nongraded. Prerequisite: Concurrent enrollment in Japanese 125 or 126. *One credit hour*. TAKEDA

**235fs Conversational Japanese II** In a small group setting, students practice speaking. Nongraded. Prerequisite: Concurrent enrollment in Japanese 127 or 128. *One credit hour.* TAKEDA

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

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

**335fs 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.* TAKEDA

**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.* ABE

**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

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## JEWISH STUDIES

*Director,* ASSOCIATE PROFESSOR ELISA NARIN VAN COURT

PROGRAM STEERING COMMITTEE AND FACULTY: *Professors Raffael Scheck (History) and Robert Weisbrot (History); Associate Professors Elisa Narin van Court (English) and Carleen Mandolfo (Religious Studies); Assistant Professor David Freidenreich (Jewish Studies); Visiting Instructor Raymond Krinsky (Jewish Chaplain)*

PROGRAM AFFILIATED FACULTY: *Professors Guilain Denoeux (Government) and David Suchoff (English); Associate Professor Natalie Harris (English); Assistant Professor Audrey Brunetaux (French); Visiting Assistant Professor Phillip Silver (Music)*

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. Though a major in Jewish studies is not offered, interested students are encouraged to consult the director about an independent major.



## Requirements for the Minor in Jewish Studies

A minimum of six courses, including two core courses (Religious Studies 181 and 182) and four other courses in Jewish studies 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 four 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>	115j Holocaust Lessons
	349 Modern Jewish Writing
	423 Jews in Literature: Medieval to Modern
<i>French</i>	376 Shadows of the Past: Remembering Vichy France and the Holocaust
<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>	421 Research Seminar: Debating the Nazi Past
<i>Music</i>	121 <i>Entartete (Degenerate) Musik</i>
<i>Religious Studies</i>	143 Introduction to Hebrew Scriptures
	181 Conceptions of Jews and Judaism
	182 Jews, Judaism, and the Modern World
	186 God After Auschwitz: Post-Holocaust Theology
	187 Jewish Identity after Auschwitz
	219 Texts of Terror: Violence and the Religions of the Book
	282 The Making of Judaism
	297 The Apocalyptic Imagination
	297j Topics in Maine's Jewish History
	322 Food and Religious Identity
	382 Abraham in the Abrahamic Religions

For a comprehensive list of courses approved for the Jewish studies minor and courses offered in the 2009-2010 academic year refer to the Jewish Studies Web site.

## Course Offerings

**115Jj English Composition: Holocaust Lessons** Listed as English 115J, Section C. *Three credit hours.* N. HARRIS

**121j *Entartete (Degenerate) Musik*** Listed as Music 121. *Three credit hours.* A, I SILVER

**143f Introduction to Scripture: Hebrew Bible/Old Testament** Listed as Religious Studies 143. *Four credit hours.* L. MANDOLFO

**181f Conceptions of Jews and Judaism** Listed as Religious Studies 181. *Four credit hours.* H, I FREIDENREICH

- 182s Jews and Judaism in the Modern World** Listed as Religious Studies 182. *Four credit hours.* **H, I** FREIDENREICH
- 187f Jewish Identity After Auschwitz** Listed as Religious Studies 187. *Four credit hours.* **H** FREIDENREICH
- 251f Israelis and Palestinians: Conflict and Accommodation** Listed as Government 251. *Four credit hours.* **S, I** DENOEUX
- 252f Politics of the Middle East** Listed as Government 252. *Four credit hours.* **I** DENOEUX
- 297f The Apocalyptic Imagination** Listed as Religious Studies 297. *Four credit hours.* MANDOLFO
- 297Jj Topics in Maine's Jewish History** Listed as Religious Studies 297J. *Three credit hours.* **H, U.** FREIDENREICH
- 322s Food and Religious Identity** Listed as Religious Studies 322. *Four credit hours.* **S.** FREIDENREICH
- 376f Shadows of the Past: Remembering Vichy France and the Holocaust** Listed as French 376. *Four credit hours.* **L, I** BRUNETAUX
- 421f Research Seminar: Debating the Nazi Past** Listed as History 421. *Four credit hours.* **H, I** SCHECK
- 423s Jews in Literature: Medieval to Modern** Listed as English 423. *Four credit hours.* **L** NARIN VAN COURT
- 491f, 492s Independent Study** *One to four credit hours.* FACULTY

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## 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 in Latin literature. Successful completion of this course fulfills the College language requirement. Prerequisite: Latin 112, or appropriate score on the College Board Latin SAT Subject Test or placement test administered during new student orientation. *Four credit hours.* **L** O'NEILL

[232] **Catullus and Tibullus** From brief epigrams to epyllia, from impassioned love poems to scurrilous abuse, Catullus demonstrates his mastery of meter, mythology, and language. His poems about the beautiful Lesbia provided a model for the elegiac poets to follow, while his long poems demonstrate the learning of this scholar-poet. Whether bitterly assailing a false friend or tearfully bidding farewell at his brother's graveside, Catullus exhibits a mastery of poetic language. Tibullus is a poet of deceptive complexity who writes exclusively in the elegiac meter but shares many themes with Catullus: love, death, and passion in between. Prerequisite: Latin 131. *Four credit hours.* L

[233] **Apuleius: Africa's Naughty Genius** Apuleius's life is as fascinating as his writing. His origins in Africa and his post-classical dates have left him on the margins of the classical canon, but his ribald wit, his narrative flair, and his inventive genius make him worth reading. We shall read selections from *The Golden Ass*, his best-known fictional work, and from *The Apology*, his defense against the very real charges of witchcraft that he faced. *Four credit hours.* L

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

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

[341] **Sacred Rites and Erotic Magic: Propertius 4** An analysis of the two, rival poetic programs of Propertius 4; how "patriotic" poems become erotic manifestos, and how sacred rites are profaned by erotic ritual. Prerequisite: Latin 131 or higher-level course. *Four credit hours.* L

354s **Seneca's Medea** This Roman version of Medea's terrible revenge on the guilty and innocent alike warns us that injustice begets injustice and asks how divine power can permit evil to triumph. The play draws on contemporary dilemmas of Imperial Rome but explores them in the safe context of a Greek tragedy. Prerequisite: Latin 131 or higher-level course. *Four credit hours.* O'NEILL

[356] **Ovid's Heroides** The latest poems in the ancient world's corpus of elegiac love poetry are among the wittiest. Ovid, hardly a feminist, nevertheless delights in giving famous women of myth an opportunity to write letters to the men in their lives. Ovid, as never before, reveals the humorous potential of the elegiac genre. The duplicitous devices inherent in earlier elegy are openly revealed and exposed for what they are. Prerequisite: Latin 131 or higher-level course. *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 or higher-level course. *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 BEN FALLAW

ADVISORY COMMITTEE: *Professors Priscilla Doel (Spanish) and Patrice Franko (Economics and International Studies); Associate Professors Ariel Armony (Government) and Ben Fallaw (History and Latin American Studies); Assistant Professors Winifred Tate (Anthropology) 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 two semester courses of foreign study credit may be counted toward the major per semester abroad, or four semester courses per year abroad. A minimum grade point average of 2.7 is required for admission to study abroad. Prerequisites for study abroad include the completion of Spanish 135 and Spanish 231 (may be taken concurrently) with a grade of C or better. No more than the equivalent of four semester courses of foreign study or transfer credit may be counted toward the major.

*Note:* Students wishing to fulfill the advanced grammar requirement in Portuguese must enroll, after securing the approval of the director of the Latin American Studies Program, in either a one-semester language program abroad (which will *not* replace the study-abroad requirement) or in an intensive summer language program that certifies advanced proficiency.

## Honors in Latin American Studies

Students majoring in Latin American studies with a 3.7 major average or better and 3.3 overall at the end of their fifth semester (including course work done abroad) may apply for admission to the honors program by May 30 of their junior year. Permission of the program director and faculty sponsor is required. It involves a year-long independent research project that replaces the senior seminar requirement. Successful completion of the work of the honors thesis and of the major will enable the student to graduate "With Honors in Latin American Studies."

## Courses Approved for the Major in Latin American Studies

<i>Anthropology</i>	235	Ethnographies of Latin America: Violence and Democracy in the Andes
	236	Illegal Drugs, Law, and the State (paper must be on Latin America)
<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>	272	History of Law, Society, and Rebellion in Mexico
	274	Race, Religion, and Frontiers in Iberian-American Colonization
	275	Strongmen and Populism in Modern Spain and Latin America
	277	History of the Maya from 200 B.C.
	473	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>Music</i>	298	Music in Colonial Latin America
<i>Spanish</i>	231	Advanced Spanish
	263	Imagining Latin America: Novels and Their Films
	264	U.S. Latina/o Literature: "New" American Identities
	265	The Short Novel in Spanish America
	267	Transcultural Journeys: U.S. Latina/o Literature of Resilience
	273	Contemporary Spanish-American Short Story
	276	U.S. Latina/Chicana Women Writers
	354	Detectives and Spies: Forms of Popular Culture in Spanish-American Fiction
	371	The Colonial Experience: European and Amerindian Responses to the Cultural Encounter
	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

**214s Economic Policy and Performance in Contemporary Latin America** Listed as Economics 214. *Four credit hours.* **I** FRANKO

**235f Ethnographies of Latin America: Violence and Democracy in the Andes** Listed as Anthropology 235. *Four credit hours.* **I** TATE

**236s Illegal Drugs, Law, and the State** Listed as Anthropology 236. *Four credit hours.* TATE



**[272] History of Law, Society, and Rebellion in Mexico** Listed as History 272. *Four credit hours.* H, I

**[274] Race, Religion, and Frontiers in Iberian-American Colonization** Listed as History 274. *Four credit hours.* H, I

**275j Strongmen and Populism in Modern Spain and Latin America** Listed as History 275. *Three credit hours.* H, I FALLAW

**277s History of the Maya from 200 B.C.** Listed as History 277. *Four credit hours.* H, I FALLAW

**298s Music in Colonial Latin America** Listed as Music 298. *Four credit hours.* A BORGERDING

**473f Roots of Political and Ethnic Conflict in Modern Latin America** Listed as History 473. *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. *One to 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. 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

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## MATHEMATICS

*Chair,* PROFESSOR LEO LIVSHITS

*Professors Fernando Gouvêa, Leo Livshits, and Benjamin Mathes; Associate Professors Jan Holly, Liam O'Brien, and George Welch; Assistant Professors Otto Bretscher and James Scott; Visiting Assistant Professor Mark Rhodes; Faculty Fellow Scott Taylor*

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 incoming 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

**101f Calculus with Pre-calculus I** Designed for students who enter Colby with insufficient pre-calculus background for the standard calculus sequence. It is expected that all students who complete Mathematics 101 will enroll in Mathematics 102 in the following January. The combination of 101 and 102 covers the same calculus material as Mathematics 121. Completion of 101 alone does not constitute completion of a College calculus course for any purpose; in particular, it does not qualify a student to take Mathematics 122 nor does it satisfy the quantitative reasoning requirement. Students electing this course must complete the mathematics placement questionnaire prior to registration. *Three credit hours.* RHODES

**102j Calculus with Pre-calculus II** A continuation of Mathematics 101. Successful completion of both Mathematics 101 and 102 is equivalent to completion of Mathematics 121. Prerequisite: Mathematics 101. *Three credit hours.* Q RHODES

**110f Statistical Thinking** An introduction to basic concepts in statistics with a focus on statistical literacy. Students will learn practical applications and the language and reasoning involved in analyzing data including the use of statistical software. Topics include graphical and numerical methods for summarizing data, central tendency, variability, introductory probability, designing experiments and collecting data, and evaluating data from experiments, studies, and surveys. Does not count toward any major or minor. Credit may be received for only one of Mathematics 110, 112, 212, or 231. *Four credit hours.* Q SCOTT

**111s Mathematics as a Liberal Art** The historical and contemporary role of mathematics in culture and intellectual endeavor; the nature of contemporary mathematics; mathematics as a tool for problem solving; logical reasoning; selected topics from modern mathematics. *Four credit hours.* Q TAYLOR

**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, multi-variable calculus. Prerequisite: A course in single-variable calculus. *Four credit hours.* Q FACULTY

**161f Honors Calculus I** The first course in the honors calculus sequence. A synthesized approach to the calculus of one and several variables presented as a deductive mathematical theory, with emphasis on concepts, theorems, and their proofs. May not be taken for credit if the student has earned credit for Mathematics 122. First-year students must complete the mathematics placement questionnaire before selecting this course. Prerequisite: One year of calculus in high school. *Four credit hours.* Q MATHES

**162s Honors Calculus II** A continuation of Mathematics 161. Integral calculus of several variables, infinite series. May not be taken for credit if the student has earned credit for Mathematics 122. Prerequisite: Mathematics 161. *Four credit hours.* MATHES

**212fs Introduction to Statistical Methods** A first course in statistical methods for scientists. 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 O'BRIEN

**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 SCOTT

**253fs Linear Algebra** Solutions of linear systems of equations, matrix algebra, determinants. Introduction to abstract vector spaces and linear transformations, eigen values, and eigenvectors. Prerequisite: Mathematics 102, 121, 122, or 161. *Four credit hours.* BRETSCHER, GOUVEA, LIVSHITS, MATHES

**274fs Introduction to Abstract Mathematical Thought** An introduction to fundamental mathematical techniques used in upper-level mathematics courses. 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. Credit can be received for only one of Mathematics 274 and 275. Prerequisite: Mathematics 102, 121, 122, or 161. Two semesters of calculus is recommended. *Four credit hours.* LIVSHITS, MATHES

**[275] Introduction Topics in Abstract Mathematics** An independent study of introductory topics in abstract mathematics used in upper-level mathematics courses. Topics include the set-theoretic approach to functions and relations, the theory of infinite sets, elementary algebraic structures, and techniques from discrete mathematics. Credit can be received for only one of Mathematics 274 and 275. Prerequisite: Mathematics 161 and 162 and permission of the department. *Two credit hours.*

**302fs 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, TAYLOR

**311fs Introduction to Differential Equations** Theory and solution methods of ordinary differential equations; linear differential equations; first-order linear systems; qualitative behavior of solutions; nonlinear dynamics; existence and uniqueness of solutions; applications. Prerequisite: Mathematics 122 or 162, and 253. *Four credit hours.* HOLLY

**[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 311. *Four credit hours.*

**[313] Differential Geometry** An introduction to the differential geometry of curves and surfaces in three-dimensional space. Curves: tangent, normal, and binormal vectors; curvature and torsion; the moving frame. Surfaces: the first and second fundamental forms, the *Theorema Egregium*, sectional and Gaussian curvature, and selected additional topics. Prerequisite: Mathematics 122 or 162, and 253, and 274 or 275. *Four credit hours.*

**[331] Topology** Point-set, differential and algebraic topology. Prerequisite: Mathematics 274 or 275. *Four credit hours.*

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

**333f Abstract Algebra** Introduction to algebraic structures, such as groups, rings, integral domains, and fields. Prerequisite: Mathematics 253, and 274 or 275. *Four credit hours.* GOUVEA

**336f Mathematical Economics** Listed as Economics 336. Prerequisite: Economics 224, Mathematics 253, and either Mathematics 122 or 162. *Four credit hours.* VULETIN

**338s Real Analysis** An introduction to real analysis, with special focus on foundational issues. Prerequisite: Mathematics 122 or 162, and 274 or 275. *Four credit hours.* LIVSHITS

**352f Complex Variables** The arithmetic and calculus of complex numbers and functions. The properties of analytic functions, including Cauchy's integral theorem and formula, representation by Laurent series, residues and poles, and the elementary functions. Offered in alternate years. Prerequisite: Mathematics 122 or 162, and 274 or 275. *Four credit hours.* LIVSHITS

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

**372f Mathematical Modeling** Application of mathematics to real-life problems in a variety of areas. Interpretation of existing mathematical models, analysis, and computer simulation. Formulation and development of mathematical models. Prerequisite: Mathematics 122 or 162, and 253. *Four credit hours.* HOLLY

**[374] Design and Analysis of Experiments** Methods of designing and analyzing scientific experiments to address research questions. Emphasis on statistical thinking and applications as much as underlying mathematical structures and theory. Topics include completely randomized factorial designs, randomized block designs, Latin squares, factorial designs, and fractional factorial designs. Computer applications are integrated throughout. Formerly offered as Mathematics 398A. Prerequisite: Mathematics 212, 231, or 382. *Four credit hours.*

**[376] History of Mathematics** A survey of the history of mathematics since the dawn of civilization. Original sources will be examined. The instructor may choose to focus on one theme or topic and its development throughout the history of mathematics. Prerequisite: Mathematics 274 or 275. *Four credit hours.* H

**378s Introduction to the Theory of Computation** Listed as Computer Science 378. Prerequisite: Computer Science 231 and either Mathematics 274 or 275. *Four credit hours.* SKRIEN

**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.* O'BRIEN

**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.* O'BRIEN

**[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 nonstandard problems can be approached. Facts and strategies presented will be of value to both pure and applied pursuits. Nongraded. *One credit hour.*



**398s Topics in Epidemiology** Epidemiology is the study of the distribution and determinants of disease in human populations. An introduction to the central concepts of the field, highlighting the role of epidemiology in the context of public health. The focus is on descriptive and analytic epidemiology; measures of disease occurrence (incidence and prevalence) and association (the odds ratio, relative risk, and attributable risk); observational and experimental study designs; and interaction, confounding, and bias. The epidemiology of several diseases will be explored. Additional topics may include outbreak investigations, causal inference, clinical epidemiology, and basic survival analysis. Prerequisite: Mathematics 212 or 231 or 382. *Four credit hours.* SCOTT

**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.* GOUVEA

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

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

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

## MUSIC

*Chair*; ASSOCIATE PROFESSOR STEVEN NUSS

*Professors Paul Machlin and Steven Saunders; Associate Professors Todd Borgerding, Jonathan Hallstrom, and Steven Nuss; Visiting Assistant Professor Lily Funahashi; Mellon Postdoctoral Fellow Kariann Goldschmitt; Faculty Fellow Shannon Chase; Artist in Residence Wynn Yamami*

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 Given Auditorium 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.

### **Requirements for the Major in Music**

Music 111, 181, 182, 184, 241, 242, 281, 282, 341, and 493 or 494; one elective in music at the 200 level or higher; two semesters of lessons and two semesters of ensemble participation.

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

### **Requirements for the Minor in Music**

Music 111, 181, 182; one semester of music history chosen from Music 241, 242, 341; two four-credit music courses at the 200 level or higher (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 3.5 average in the major. In addition to fulfilling the requirements for the music major, honors students must take one additional course in music, approved by the department, at the 300 level or above; they must also complete the honors sequence (Music 483, 484) in one of four areas (analysis, history, performance, or theory/composition). During the second semester of the junior year, students seeking admission to the honors program submit a formal proposal outlining their proposed research or creative project to the department for approval.

### **Applied Music**

Private lessons in voice and a variety of instruments are available, with or without academic credit (see Music 091, 191). Music 153 or Music 181 fulfills the co-requisite for graded credit in Music 191 and 193. Fees for lessons, billed through the College business office, depend upon the number of credits elected; consult the Music Department for specific charges. By electing any applied music, the student incurs a responsibility for the appropriate fee. Students electing Music 091 or 191 or taking extracurricular instruction must consult the applied music coordinator. Individual lessons/times are scheduled in consultation with the appropriate applied music associate.

Instruction in applied music is also available in January and may satisfy a January Program requirement; no academic credit for applied music may be earned in January. Music majors, beginning in the first semester of their sophomore year, are eligible for six semesters of subsidized instruction in applied music (Music 191 for two credits) in the instrument of their choice provided they continue to make satisfactory progress in the major. Majors in good standing are also eligible for an additional four semesters of subsidized instruction on a second instrument; however, the College will not fund more than two instruments per semester. Students should elect piano as their second instrument until they successfully complete Music 184 (Musicianship).

### **Course Offerings**

**091f,j,s 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: \$260. *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 musical styles from the Middle Ages to the present. No previous musical experience is assumed. *Four credit hours*. **A** SAUNDERS

**114j Jazz Improvisation** Basic jazz theory and improvisation, including melody-, scalar-, modal-, and chord-based improvisation. Introduction to arranging for jazz groups and interactions between soloists and background musicians; jazz style and performance practices. Includes semiprivate instruction and performances in large groups and smaller combos. Listening assignments include jazz greats. Instrumentalists and vocalists welcome. Prerequisite: Ability to sing or play major scales. *Three credit hours*. **A** THOMAS

**118j African Music** An introduction to the music of Africa, an integral and defining aspect of the culture of Africa. Hands-on experience with various instruments (e.g., drums, rattles, bells), as well as singing and dancing, to provide important insights into the cultures of Africa. Various African music themes will be explored through films and recordings. Culminates in a final performance by the class. *Three credit hours*. **A** BENISSAN

**121j Entartete (Degenerate) Musik** "Degenerate Music" was the term Nazis applied to any music influenced by jazz, the *avant-garde*, or written by composers of Jewish descent. This music was banned, its composers driven into exile and/or murdered in concentration camps, creating a lost generation that altered the direction of 20th-century musical development. Now there is a worldwide effort to find a historical place for these artists, and this course contributes to that effort. Topics include German anti-Semitism, anti-Semitic thought in works of Wagner, Nazi racial laws targeting Jewish musicians, official agencies and cultural policies, performers and composers as victims and survivors. *Three credit hours*. **A, I** SILVER

**[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 three-course Integrated Studies 136, "America in the Postwar World: 1945-1970." Prerequisite: Concurrent enrollment in American Studies 136 and History 136. *Four credit hours*. **A, U**

**153fs Introduction to Music Theory** An introductory survey of the main aspects of music theory and practice, including rhythm, intervals, scales and keys, melody,

harmony, and form. Some music reading, creative writing, and analytical studies in various styles and periods are included. Primarily for students without extensive musical training; may be taken as preparation for Music 181. *Four credit hours.* A CHASE, HALLSTROM

**181f Music Theory I** The first course in a sequence exploring the language of music. As learning a foreign language involves mastering a various skills (listening, speaking, reading, and writing), becoming conversant in music requires the ability to hear, notate, analyze, compose, and perform. Assures that students are fluent in the elements and structure of music, including intervals, scales, triads, and seventh chords. Central attention to species counterpoint, all diatonic harmonies, and four-part writing. Introduction to composing in a variety of styles and to ear training and sight singing. Primarily for students with some prior musical training (see also Music 153). *Four credit hours.* A BORGERDING, SAUNDERS

**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

**184f Musicianship** 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 NUSS

**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, a string ensemble (master class), and small chamber music groups. Interested students should consult the department for additional information before registering. May be repeated for credit. Prerequisite: Music 153 or 181 for graded credit (may be taken concurrently) and permission of the department. *One credit hour.*

**African Drumming.** Performance of music from various African cultures, with hands-on experience with various instruments, including drums, rattles, bells, and



exposure to several traditions of African singing and dancing. The group presents concerts on campus and throughout the state of Maine. BENISSAN

**Chorale.** Colby's largest choral ensemble, its repertoire includes unaccompanied works of the 18th through 20th centuries by European and American composers as well as major works for chorus and orchestra. Tours and exchange concerts are arranged. Enrollment, open to all students, is through auditions early in the fall semester. CHASE

**Collegium Musicum.** Early music ensembles, performing music from before 1750. Groups include the Collegium Chamber Singers (a small choir of about 16 performers) and the Collegium Chamber Players (an instrumental ensemble). Instrumentalists (strings and winds) should contact instructor; enrollment for singers is through auditions early in the fall semester. BORGERDING

**Jazz Band.** A standard big band setup, performing swing, Latin jazz, funk, soul, R & B, and bebop styles for concert, tour, and college functions. Brass, wind, and percussion players by audition. THOMAS

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

**Wind Ensemble.** Each semester the ensemble presents a concert of works drawn from standard literature, symphonic works, movie music, marches, etc. Open to all interested brass, wind, and percussion players without audition. THOMAS

**197f Music and the Global Metropolis** An exploration of the meetings of diverse musical cultures in major metropolises of the world. The course will study six major cities (New York, Mexico City, Sao Paulo, Paris, Tokyo, and Mumbai), the musical developments to come from them, and the cultural conflicts and celebrations that emerge in contemporary urban life. Styles covered will include hip-hop, punk, reggaeton, mariachi, nor-tec, dancehall, roots music, samba, j-pop, shibuya-kei, karaoke, bhangra, filmi, "world music," and electronic dance music. *Four credit hours.* A, I GOLDSCHMITT

**198As Taiko: Music, Movement, and Meaning** Traces the history and cultural context of Japanese and North American taiko drumming. Issues of musical transmission, lineage, race, ethnicity, gender, power, and popular media will be explored through the assigned readings. In-depth discussion and hands-on training will be prioritized during class time. *Four credit hours.* YAMAMI

**198Bs Introduction to A Cappella Music** A historical survey of the history and practice of Western a cappella music from ancient Byzantine choirs to the a cappella groups popular at Northeastern liberal arts colleges. Special attention to analyzing the complexities of harmonic and textural aspects of the music and exploring the techniques of arranging preexisting tunes for multi-part vocal performance groups. Prerequisite: Ability to read fluently in bass and treble clefs. *Four credit hours.* CHASE

**[215] Visual Music** Do sounds have color? Is it possible to "hear" an image? If so, can the intersection form the basis for a composite art form? Examines these questions from historical, philosophical, and practical viewpoints. Class time will be divided between lecture and hands-on work with audio/video software. Focuses almost exclusively on abstract sound and image, with mainstream film and music video receiving only passing attention. Assumes enrollees will have some background in music and/or art and a modicum of computer facility. Formerly offered as Music 297. *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.* A, U

**[236] 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

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

**241f Music History I: Middle Ages 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.* BORGERDING

**242s Music History II: 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

**[254] Music of Meditation** An introduction to chant from three very different faith traditions: Zen Buddhism, Roman Catholicism, and Hinduism. While various theoretical and historical concepts are engaged, in-class emphasis always is placed on the performance of chant and studies of and participation in meditative practices. Classes usually are divided into three 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. Contact instructor about singing requirement. *Four credit hours.* A

**267j Contact Zone** In her influential critical work *Imperial Eyes*, Mary Louise Pratt introduces the concept of “contact zone”—a site of interchange and tension among language, history, tradition, and authority that characterizes colonial and postcolonial cultures. Pratt’s concept is a framework for an examination of a perfect example of the contact zone: the Gandhi Ashram in Kalimpong, India. Students serve as teachers at the ashram and use their experiences to reflect on the ethical, cultural, and political implications of the school’s unique, music-centered educational approach in ways that consider an Indian way of reframing musical issues of globalization, appropriation, and ownership. Cost in 2009-10: \$2,800. *Three credit hours.* **A, I** ALBERT, NUSS, RABATA

**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 multimedia 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.* NUSS

**298s Music in Colonial Latin America** An exploration of the musical world of colonial and vice-regal Latin America. Topics include stylistic interactions between European and indigenous music and musicians of the 16th through the 19th centuries, the development of musical institutions and practices in the New World, and the role of music in the process of colonization, evangelization, and the formation of national identities. Course materials include assigned listening and readings. No previous musical knowledge necessary. *Four credit hours.* **A** BORGERDING

**298Bs Computer Science and Music** *Four credit hours.* **Q** HALLSTROM, MAXWELL

**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.* HALLSTROM

**[352] Beethoven and the Myth of Beethoven** A survey of Beethoven’s biography and music and their reception histories. Issues include the Beethoven Mystique, the “Immortal Beloved,” Beethoven’s personality, deafness, compositional style, and creative process. Beethoven’s influence on music by generations of composers and listeners, including the Romantics, and the music’s appropriation in Nazi Germany. Beethoven’s music in modern popular culture from Peanuts comic strips to *A Clockwork Orange*, *Die Hard*, and *Immortal Beloved*. Formerly offered as Music 397. Prerequisite: Music 182, 184, 241, or 242. *Four credit hours.*

**[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.*

**398s Music, Media, and Representation** Seminar about the critical issues of representing different groups of people in new forms of media. Explores the positive potential and negative consequences of music's power to represent in media through both theory and practice. Media to be considered include film, television, music video, advertising, cell phones, social networking Web sites (YouTube, Facebook, Twitter), and video games. Final projects may include a final research paper or multimedia presentation. *Four credit hours.* GOLDSCHMITT

**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

**494s Seminar: Theories of Heinrich Schenker** . An exploration of one of the most elegant and influential theories of tonal music, the ideas of the Austrian theorist Heinrich Schenker. Topics include Schenker's writings on harmony and counterpoint, his development of the controversial idea of the *Ursatz* or fundamental structure, analytical and graphing techniques, and recent extensions and critiques of Schenkerian theory. Prerequisite: Senior standing as a music major or minor. *Four credit hours.* SAUNDERS

## NEUROSCIENCE

*In the Departments of Biology and Psychology*

*Majors with concentrations in neuroscience are described in the "Biology" and "Psychology" sections of the catalogue.*

## PHILOSOPHY

*Chair, PROFESSOR DANIEL COHEN*

*Professors William Adams, Daniel Cohen, and Jill Gordon; Assistant Professors James Behuniak and Lydia Moland; Visiting Assistant Professor Keith Peterson; Faculty Fellow Holly Moore*

"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 sub-fields 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, 318, 338, 353, 373, 376, 377; one course in values chosen from 211, 234, 236, 238, 311, 328; one course in diversity ("diversity" here includes non-Western and non-canonical philosophy) chosen from 213, 215, 253, 264, 265, 266, 311, 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 two semesters of the philosophy colloquium series (201 and 202). Students should consult the department about special topics course offerings (297, 298, 397, 398) that may satisfy the area requirements in logic, values, diversity, and epistemology/metaphysics.

### Honors in Philosophy

Students majoring in philosophy may apply during their junior year for admission to the honors program. Permission is required; guidelines are established by the department and posted at [www.colby.edu/philosophy](http://www.colby.edu/philosophy). Successful completion of the work of the honors program and of the major will enable the student to graduate "With Honors in Philosophy."

### Requirements for the Minor in Philosophy

To complete the minor in philosophy, a student must take a minimum of six courses in philosophy, at least one of which must be at or above the 300 level. The six courses must include one course in the history of Western philosophy selected from Philosophy 231, 232, 352, 353, 355, 374, 378; one course in metaphysics and epistemology chosen from 239, 253, 274, 317, 318, 338, 353, 376, 377; one course in values chosen from 211, 234, 236, 238, 311, 328; and three additional courses, no more than one of which may be at the 100 level.

### Course Offerings

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

**[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.*

**113s Central Philosophical Issues: On Being Human** An introduction to philosophy that focuses on human nature and the human condition. What distinguishes humans from other animals? What rights and responsibilities does being human entail, and why? How might our understanding of being human change with new technologies and new understanding of genetics? Other topics include the relationship between reason and emotion; the possibility of free will; the limits of self-knowledge; the status of morality. *Four credit hours.* S MOLAND

**114f 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. The historical context and causes of environmental crisis, images of nature, anthropocentrism, animal rights, theories of intrinsic value, biocentrism, ecocentrism, and deep ecology. Recent approaches to theory suggested by ecofeminism, social and socialist ecology, and the environmental justice movement. All of these provide resources for our reflections on the philosophical aspects of creating sustainable ecologies and societies. Part of the three-course Integrated Studies 126, "The Green Cluster." Prerequisite: Concurrent enrollment in Biology 131 (lab section C) and Environmental Studies 126. *Four credit hours.* **L** PETERSON

**151f Logic and Argumentation** A survey of the theory and practice of rational argumentation. Diagramming, fallacy identification, and propositional logic—the formal and critical tools needed for argument analysis—are developed in order to enhance the ability to understand, construct, and critically evaluate arguments. Not open to students with credit for Philosophy 158. *Four credit hours.* **Q** COHEN

**[158] Formal Logic** A survey of the techniques of formal reasoning, and the nature of logic systems, with applications in ordinary language. Propositional logic, predicate logic, and Boolean systems. Not open to students with credit for Philosophy 151 or 152. *Four credit hours.* **Q**

**174s Philosophical Anthropology** What does it mean to be human? Varied answers, from the ancient Greeks to the present, define humanity as related to but distinct from animals, as a conjunction of animal life and something else—language, reason, or soul. What is the relationship between humanity and the animal kingdom? How essential are the divisions internal to human society, such as those of race, class, gender, and culture? What is the place of human being in nature? What sense does it make to speak of a distinctly human nature? Readings from the classical, modern, and contemporary Western philosophical traditions. *Four credit hours.* **S** PETERSON

**175f Ancient Greek Thought** An interdisciplinary introduction to ancient Greek philosophy that begins with its emergence out of mythological patterns of thought and then examines the work of the Greek Sophists, continuing on to Socrates, Plato, and Aristotle, focusing on their account of the relationship among morality, religion, and argumentation. Part of the three-course Integrated Studies 175, "Ancient Worlds." Prerequisite: Concurrent enrollment in Anthropology 175 and Science, Technology, and Society 175. *Four credit hours.* **S** MOORE

**175Bf Science in Ancient Greece** Listed as Science, Technology, and Society 175. *Four credit hours.* **H** COHEN

**[179] 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's 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's own human wisdom; how Socrates's ideas about Athenian law both depend



upon and challenge normal practices of Athenian civic life; and how Socrates's ideas about Eros reproduce and revise earlier and more conventional notions. Concurrent enrollment in Anthropology 179 encouraged but not required. *Four credit hours.* **H**

**201fs Philosophy Colloquium I** The first semester of a year-long series of presentations from faculty and invited speakers on topics of current philosophical interest. Students are expected to attend all the colloquia, read the papers beforehand, and, with mentors, prepare questions to be asked of the presenters. *One credit hour for completion of two semesters of the series.* Prerequisite: Philosophy major or minor. *Noncredit.* COHEN

**202fs Philosophy Colloquium II** The second semester of a year-long series of presentations from faculty and invited speakers on topics of current philosophical interest. Students are expected to attend all the colloquia, read the papers beforehand, and, with mentors, prepare questions to be asked of the presenters. *One credit hour for completion of two semesters of the series.* Prerequisite: Philosophy 201 and philosophy major or minor. *One credit hour.* COHEN

**211f Moral Philosophy** What makes an action good? How ought we to live our lives? What is the relationship between morality and luck? To what extent do normative claims depend on empirical data? What conditions must be met in order for one to be a moral agent? Explores these and other questions by way of a mixture of classical and contemporary readings. Focuses especially on three prominent ethical theories—consequentialism, deontology, and virtue ethics—along with challenges to each of these models. *Four credit hours.* **S** MOLAND

**213s Philosophical Inquiries into Race** Focus on the philosophical construction and use of race, particularly in its association with enlightenment ideals of rationality. Beginning with Aristotle's philosophical invention of the 'natural slave,' we will also look to the Enlightenment 'discovery' of racial difference and its connection to the burgeoning science of race and intelligence. These foundational philosophical perspectives will be put into relief by modern and contemporary contributors to the dialogue about race. *Four credit hours.* **S, U** MOORE

**[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**

**[217] Feminism and Science** An examination of the new and challenging questions feminist theory has raised about the content, practice, values, and traditional goals of science. The objectives include deepening the student's knowledge of feminist philosophy and familiarizing students with some of the diverse literature in the field of feminist science studies. Topics include "standpoint" and social epistemologies; objectivity, value-neutrality, and universality claims of modern science; the social character of science; how implicit assumptions about gender, class, ethnicity, epistemic, and social values affect research and reasoning; and how the metaphors scientists use to explain phenomena condition the production of knowledge. *Four credit hours.* **S, U**

**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 Skeptics, and the Stoics. *Four credit hours.* **H** MOORE

**232s History of Modern Philosophy** Modern philosophy arose out of conflict and concluded in the Enlightenment, but the path was not direct, and the development was not unequivocally progressive. Traces twists and turns of 17th- and 18th-century philosophy by way of close readings of some of the period's most important texts. Focuses on works of six philosophers: Descartes, Spinoza, Leibniz, Locke, Berkeley, and Hume. What are the sources and limits of human knowledge? How are beliefs about the world justified? What is the relationship between our minds and bodies? What is the basis of moral agency and personal identity? Is freedom compatible with determinism? *Four credit hours.* **H** MOLAND

**234f Philosophy and Art** Uses philosophical theory to evaluate our experience of art forms such as film, painting, literature, and music. Considers questions such as: is art simply a matter of taste, or can it be held to objective standards? What is beauty? Are artworks that are not beautiful still art? Is art valuable because it gives us pleasure or because it educates us? Does art have social or political value, or is its value purely in the delight it gives the individual? Our study of philosophical theory will be supplemented by consideration of specific works of art. *Four credit hours.* **A** MOLAND

**[236] Social and Political Philosophy** Considers some of the central questions in social and political philosophy: What is the source of political legitimacy? Is there a law of nature? Are there inalienable human rights? Is justice grounded in rational choice? Considers a number of classical and contemporary liberal approaches to these questions, along with challenges to liberalism, paying special attention to the ambiguous concepts of liberty, equality, and desert. Investigates the conditions that make for a healthy democracy, focusing on the role that difference (religious, cultural, political, etc.) plays in enriching or weakening a liberal democracy. *Four credit hours.* **S**

**238s Society, Business, and Ethics** An examination of the relation between our economic and social lives. Drawing on the philosophy of thinkers as diverse as Plato, Smith, and Marx, provides a strong background in the ethical theories pertinent to case studies in business ethics while also offering students the opportunity to research and present their own case study representing a pressing ethical issue in business. *Four credit hours.* **S** MOORE

**[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.*

**240s Ethics on the Continent: From Kant to Levinas** An examination of some of the prominent ethical theorizing and meta-ethical discourse on the Continent (primarily France and Germany), from Kant to the present. Topics include Kantian deontological moral theory, Nietzsche's critique of "slave morality," the phenomenological Value Ethics of Max Scheler and Nicolai Hartmann, the Existentialist ethics of Sartre and Simone de Beauvoir, and the dialogical ethics of Martin Buber and Emmanuel Levinas. Knowledge of these original sources is indispensable for a fair evaluation of their contemporary representatives. *Four credit hours.* PETERSON

**253j Skepticism East and West** For almost as long as there have been claims to knowledge, there have been skeptical challenges to those claims. The variety of skeptical arguments seems endless, ranging from considerations of human fallibility,

cultural relativity, and the elusiveness of truth to ethical objections about the arrogance of dogmatism and metaphysical speculation about brains-in-vats and other matrix-like scenarios. Skepticism is an irrepressible phenomenon for all times and all cultures. Engages a variety of skeptical texts from different historical eras and different cultures as well as responses to them. Prerequisite: A prior course in philosophy. *Three credit hours.* COHEN

**[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. Prerequisite: Sophomore or higher standing. *Four credit hours.* S

**265f 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. Formerly offered as Philosophy 297B. *Four credit hours.* L BEHUNIAK

**[266] East Asian Buddhist Philosophy** Explores the philosophical dimensions of Buddhism's entry into East Asia. Begins with an introduction to Buddhism in India, proceeds to cover the first schools of Buddhist philosophy in China, and concludes with an extensive treatment of Zen (Chan) Buddhism in China and Japan. *Four credit hours.*

**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: Philosophy major or minor. *One credit hour.* COHEN

**[311] 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, Martha Nussbaum's capabilities approach, utilitarian arguments regarding global poverty, and contemporary writing on recognition for minority and indigenous cultures. We will ask whether the nation-state as we know it can be morally justified in an age of globalization, and we will consider arguments regarding the ethical value of patriotism, nationalism, and cosmopolitanism. Prerequisite: Two courses in philosophy. *Four credit hours.* I

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

**[316] Metaphysics** What is the nature of space and time? How do things persist through change? What is the relationship between cause and effect? How are parts

and wholes related? What is the ontological status of universals? How are things individuated? These and similar questions are treated in this general survey of metaphysics. Prerequisite: Two philosophy courses. *Four credit hours.*

**[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 are approached historically by examining the rise and fall of the project known as logical empiricism (or logical positivism). *Four credit hours.*

**318s Philosophy of Nature** *Philosophia naturalis* (philosophy of nature)—the study of physical existences, living nature, and cosmology—reigned from Aristotle's time to the scientific revolution, when it was eclipsed by modern science. Perceived limitations of the new science led to alternative "philosophies of nature" that seek different explanations of nature and seek to reveal the harmful moral and political consequences of the new scientific worldview. What is nature? Is there one correct understanding of nature? What is characteristic of the dominant scientific understanding of nature? Is the environmental crisis the result of defective ways of thinking about and relating to nature? What is the place of human beings in nature? Formerly offered as Philosophy 397. *Four credit hours.* PETERSON

**328f Radical Ecologies** Mainstream environmental philosophy is preoccupied with the question of nature's intrinsic value. Radical ecologies additionally interrogate our everyday and scientific conceptions of nature, emphasize connections between environmental problems resulting from human-to-nature relations and those originating in human-to-human relations (e.g., gender, class, and race relations), and call for comprehensive changes through their critiques of existing social forms. They critically explore the political, economic, and technological aspects of the "place of the human in nature." Readings from anarchist social ecology, Deep Ecology, ecofeminism, and ecosocialism. Prerequisite: One philosophy course. *Four credit hours.* PETERSON

**[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 or 158. *Four credit hours.*

**352f American Philosophy** An introduction to classical American philosophy (roughly 1870-1945), with focus on pragmatic naturalism as a response to cross-Atlantic forms of empiricism and idealism and an exploration of its contemporary relevance. To provide context, we begin with the transcendentalist thinker Ralph Waldo Emerson and conclude with contemporary neo-pragmatist Richard Rorty. The bulk of the course, however, features the close study of thinkers most representative of the "classical" period: Charles Sanders Peirce, William James, John Dewey, Jane Addams, George Herbert Mead, and others. Prerequisite: One course in philosophy. *Four credit hours.* H BEHUNIAK

**353s Contemporary Analytic Philosophy** At the beginning of the 20th century, G.E. Moore, Bertrand Russell, and Ludwig Wittgenstein revolutionized the way we philosophize. The change in philosophical methods with its intense focus on language led to an overhaul of the entire philosophical agenda: new answers were given to old



questions, and entirely new questions were asked. In particular, new questions were asked about the nature of philosophy itself and how it relates to other disciplines. Additional reading will come from logical positivism, as an articulation of some of those early views, as well as the ordinary language and neo-pragmatist reactions of positivism. Prerequisite: Two philosophy courses. *Four credit hours.* COHEN

**355f Kant and German Idealism** The years between the publication of Kant's *Critique of Pure Reason* (1781) and Hegel's *Phenomenology of Spirit* (1806) are among the richest in the history of philosophy. Kant's work inspired ardent devotion and passionate protest: Fichte's *Science of Knowledge*, Schelling's *Naturphilosophie*, Schiller's essays on the tragic and the sublime, and Hegel's dialectical system all responded to Kant's critical philosophy. We will read parts of the above works as well as examples of German Romanticism, a movement that sought to undermine Kantian rationality through irony and aphorism. Prerequisite: Three courses in philosophy. *Four credit hours.* H MOLAND

**[359] 19th-Century Philosophy** Philosophy in the 19th century began with the great systematic philosopher G.W.F. Hegel's assertion that what is rational is actual, and what is actual is rational; it ended with Nietzsche's virulent attacks on the entire Western rationalist tradition. Between these two benchmarks we find Karl Marx's claim that philosophy's job is not to understand the world but to change it, John Stuart Mill's articulation of utilitarianism, and Kierkegaard's philosophy of existential renunciation. A survey of these and other philosophers along with a study of the social upheaval and scientific advances to which they reacted. *Four credit hours.* H

**[360] 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

**[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 175 or 231. *Four credit hours.* H

**[374] 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.*

**[376] Philosophical Psychology** A focus on philosophical accounts of the nature of mind and psychological phenomena, including the relation of mind to body, the significance of consciousness to having a mind, theories of emotion, and the problem of determining personal identity over time. Authors studied include Descartes, William James, Freud, Skinner, and Ryle. Prerequisite: Two courses in philosophy. *Four credit hours.* S

**[377] Phenomenology** Phenomenology constitutes the most significant development in 20th-century European philosophy; it is the foundation for existentialism, hermeneutics, poststructuralism, and deconstruction, and it informs concepts and methods across the humanities and social sciences. An analysis of foundational concepts in the work of Husserl. A little more than half the course devoted to Heidegger's *Being*



*and Time*. Finally, a variety of later developments in phenomenology of the body, ethics, hermeneutics, feminism, race, and ecophenomenology. Prerequisite: One philosophy course. *Four credit hours.*

**[378] Contemporary Continental Philosophy** An exploration of the most significant questions and themes in the work of Levinas, Foucault, Derrida, and the later Heidegger. Prerequisite: One philosophy course. *Four credit hours.*

**[381] Philosophers in Focus: Plato** A close reading of several of Plato's dialogues about erotic love, working toward a holistic understanding of his philosophical project, focusing on the interpretive strategy that treats philosophically the dialogues' dramatic and literary elements. Prerequisite: Philosophy 231. *Four credit hours.*

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

**[383] Philosophers in Focus: Aristotle** A close examination of some text(s) of Aristotle's, along with relevant secondary literature. The topic will change from time to time, depending on which work(s) we read. Texts most likely to be the focus in any given semester include poetics, politics, ethics, and rhetoric. Prerequisite: Philosophy 231. *Four credit hours.*

**[384] Philosophers in Focus: John Dewey** During the first half of the 20th century, John Dewey (1859-1952) was referred to simply as "America's Philosopher." After a brief period of neglect, there has been a resurgence of interest in his work, and today Dewey studies are as vital as ever. Close reading of some of Dewey's central works. Prerequisite: Two philosophy courses. *Four credit hours.*

**[385] Philosophers in Focus: Nietzsche** A more or less chronological examination of major Nietzschean themes by way of reading substantial primary source excerpts and selections from scholars working in various traditions. Themes include Nietzsche's philosophy of art and music; the influence of Goethe, Schopenhauer, and Wagner; Nietzsche's critiques of morality and Christianity; his metaphysical and epistemological theories including anti-Platonism and perspectivism; the "affirmative" doctrines he advocates in his mature works—will to power, the *Übermensch*, eternal return, and *amor fati*. *Four credit hours.*

**[386] Philosophers in Focus: Immanuel Kant** Working knowledge of Kant's philosophy is indispensable for an understanding of virtually all contemporary philosophical schools. The aim is to develop an understanding of the systematic whole of Kant's critical philosophy. Select portions of all three critiques, (*Critique of Pure Reason* (1781); *Critique of Practical Reason* (1788); and *Critique of Judgment* (1790)), will be examined. We will also discuss the historical reception of Kant and Kantianism. Most of the term will be spent on the *Critique of Pure Reason*, addressing the other critiques directly in the last third of the course. *Four credit hours.*

**387s Philosophers in Focus: William James** Single-author course devoted to the writings of the celebrated American thinker William James (1842-1910). Surveys the full scope of James's writings, touching on his psychology, philosophy of religion,

metaphysics, and epistemology. Includes a careful study of James's groundbreaking work, *Pragmatism* (1907), the most famous single work in American philosophy. Prerequisite: Two courses in philosophy. *Four credit hours.* BEHUNIAK

**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 MURRAY CAMPBELL

*Professors Robert Bluhm, Murray Campbell, Charles Conover, and Duncan Tate; Assistant Professor Jonathan McCoy; Visiting Assistant Professor Yoshihiro Sato; 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, 145 (previously 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, molecular, and optical 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 that the participating student be a physics major at Colby. Students should consult with the engineering advisor before selecting their first-semester courses.

Physics 141, 145 (or 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 Mechanics (or 143 Honors Physics)
	145 Foundations of Electromagnetism and Optics (or 142)
	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 Computational Thinking
<i>Mathematics</i>	121 Calculus I (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>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
<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 (Astronomy 231, 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), 145 (or 142), 241, 242 (or a physics course numbered 300 or above); Mathematics 121 (or 161), 122 (or 162).

Effective for the graduating class of 2012, no requirements for the physics minor may be taken satisfactory/unsatisfactory.

## Course Offerings

**[111] 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. Students may not receive credit for both Physics 111 and 141 or 143. Lecture only. *Four credit hours.* N

**115s The Shadow of the Bomb** More than 60 years ago, based on a radically new understanding of the laws of nature, nuclear weapons were constructed, tested, and used in war. Nuclear weapons and the accompanying technology have shaped the scientific and political worlds since. Science in historical context. Provides background for understanding the physics of atoms and nuclei and the technology of nuclear weapons and nuclear power, including discussions of nuclear safety, nuclear waste, and nuclear proliferation. Working knowledge of algebra required, but no previous study of physics assumed. *Four credit hours.* N CONOVER

**141f Foundations of Mechanics** A calculus-based survey of mechanics of solids, momentum, work and energy, gravitation, and waves. May not be taken for credit if the student has earned credit for Physics 143. 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 MCCOY

**143f Honors Physics** Motion, forces, conservation laws, waves, gravity, Einstein's special relativity, and nuclear physics. 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

**145s Foundations of Electromagnetism and Optics** A calculus-based survey of electrostatics, magnetism, Faraday's law, Maxwell's equations, electromagnetic waves, and optics. Lecture, laboratory, and discussion. Formerly listed as Physics 142. Prerequisite: Physics 141 or 143. *Four credit hours.* N CAMPBELL

**231f Introduction to Astrophysics** Listed as Astronomy 231. *Four credit hours.* N CAMPBELL

**241f Modern Physics I** Special relativity, Planck blackbody radiation, the basis of quantum mechanics, and the Schroedinger equation. Lecture and laboratory. Enrolled students must be available for a self-scheduled lab outside of class time for approximately three hours every second week. Prerequisite: Physics 142 or 145 and Mathematics 122 or 162. *Four credit hours.* CONOVER

**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. Enrolled students must be available for a self-scheduled lab outside of class time for approximately three hours every second week. Prerequisite: Physics 241. *Four credit hours.* BLUHM

**254s Essential Electronics** An introduction to modern scientific electronics, emphasizing laboratory work and including theory, problem solving, and circuit design. From simple, direct-current devices to digital integrated circuits, microcomputer instrumentation, and analog signal processing. Normally offered every other year. Prerequisite: Physics 142 or 145. *Four credit hours.* SATO

**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 or 145 and Mathematics 122 or 162. *Four credit hours.* CONOVER

**321f Electricity and Magnetism** A theoretical treatment of electrostatics and magnetostatics in vacuum and material media through Maxwell's equations. Lecture and discussion. Prerequisite: Physics 142 or 145 and Mathematics 302. *Four credit hours.* SATO

**332s Thermodynamics and Statistical Mechanics** Concepts of temperature, energy, entropy, heat, and work and their thermodynamic relations as developed from a microscopic point of view. Single- and multi-component 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.* BLUHM

**[333] Experimental Condensed Matter Physics** Investigations of topics in condensed matter physics using modern experimental techniques and equipment. Lecture and laboratory. Prerequisite: Physics 242. Physics 336 is recommended but not required. *Three credit hours.*

**[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.*



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

**[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. *Four credit hours.*

**398s Selected Topics** *Three credit hours.* MCCOY

**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.* CAMPBELL

**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.*

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

**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

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## PSYCHOLOGY

*Chair,* PROFESSOR THANE PITTMAN

*Professors* Martha Arterberry, Thane Pittman, and Edward Yeterian; *Associate Professor* Tarja Raag; *Assistant Professors* Jennifer Coane, Melissa Glenn, and Christopher Soto; *Visiting Assistant Professors* Joseph Atkins and Stephen Harrison

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 this quest for new knowledge. An extensive program of laboratory research provides the means for students and faculty to work together to explore 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](http://www.colby.edu/psychology).

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

Because Psychology 214 and 215 impart skills that are crucial for the required advanced work in collaborative research, students must maintain minimum grades of C in these courses in order to continue in the major. 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**

Psychology 111, 214, 215, 420; at least two courses from 253, 254, 255 or 256, 258; at least two courses from 232, 233, 272; at least one seminar with an associated course in collaborative research; at least one other 300-level course.

One year of laboratory experience in the natural sciences is recommended for all majors.

### **Requirements for the Major in Psychology: Neuroscience**

Psychology 111, 214, 215, 233, 374, 420; at least two courses from 232, 254, 272; at least two courses from 253, 255 or 256, 258; at least one seminar with an associated course in collaborative research. In addition, Biology 163 and 164; 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 complete the honors research sequence (Psychology 483, 484). Upon vote of the department, the student will be awarded his or her degree "With Honors in Psychology" or "With Honors in Psychology: Neuroscience."

## **Course Offerings**

**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** COANE, GLENN, RAAG, SOTO

**[136] Topics in Sex and Gender** An introductory-level examination of psychological research and theory on topics in sex and gender. Both traditional and current perspectives reviewed. Focus topics are drawn from research literatures in the area of sex/gender, including sexuality, gender roles, gender identity, social behaviors, stereotypes, health, and cognition. Priority to non-psychology majors and minors. Cannot be counted toward the psychology major or minor. *Three credit hours.*

**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. *Four credit hours.* **Q** ARTERBERRY

**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.* ARTERBERRY

**232s Cognitive Psychology** Study of human cognition; 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, with integration of recent evidence from neuroscientific discoveries. Prerequisite: Psychology 111. *Four credit hours.* COANE

**233s Biological Basis of Behavior** Brain structure and function are central in this examination of behavior. Topics include sensation and perception, learning and memory, movement, hunger, thirst, sex, emotion, reward, and sleep. Historical perspectives, landmark discoveries, and current approaches in the study of brain-behavior relations are presented. Relevant pathologies of the human brain are considered from the standpoint of a psychologist. Prerequisite: Psychology 111. *Four credit hours.* GLENN

**251f Personality Psychology** An examination of major theories and issues in the study of personality. Theories considered include psychodynamic, trait, and social-cognitive approaches. Issues addressed include the origins and development of personality, and how personality characteristics and situational factors jointly influence behavior. Prerequisite: Psychology 111. *Four credit hours.* SOTO

**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. *Four credit hours.* PITTMAN

**[254] Abnormal Psychology** An examination of major paradigms, current issues, and research in abnormal psychology. Includes definitions and conceptualizations of abnormality, diagnostic classification, epidemiology, etiology, and clinical intervention strategies as applied to the major categories of mental disorder. Special topics such as the cross-cultural study of psychopathology, the legal implications of diagnostic classifications, and the importance of co-morbidity in the study of psychopathology are addressed. Prerequisite: Psychology 111. *Four credit hours.*

**255s Child Development** Principles of psychological development from conception through preadolescence, from a biological, sociocultural, and psychodynamic perspective. Prerequisite: Psychology 111. *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 111. *Four credit hours.* RAAG

**[258] Cultural Psychology** An examination of current theories and research on psychology of culture and ethnicity. Examines the ways in which sociocultural context influences and is influenced by psychological processes such as self, agency, motivation,

emotion, cognition, and relationships. 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. *Four credit hours.*

**272fs 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. *Four credit hours.* HARRISON

**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 and permission of the instructor. *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. Prerequisite: Psychology 215 and 253, and concurrent enrollment in 337. *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

**339s Seminar in Personality Psychology** Critical examination of various areas of research in personality psychology, with an emphasis on current issues. Discussion topics may include personality structure, personality development, and relations of personality characteristics with social (e.g., relationships, careers) and biological (e.g., health) factors. Prerequisite: Psychology 215 and either 253 or 254, and concurrent enrollment in Psychology 340. *Four credit hours.* SOTO

**340s Collaborative Research in Personality Psychology** Collaborative empirical research projects on topics discussed in Psychology 339. Prerequisite: Psychology 215 and 254, and concurrent enrollment in Psychology 339. *One credit hour.* SOTO

**341s 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, interactions between episodic and semantic memory, memory changes as a function of age, and memory deficits due to disease and brain trauma. Prerequisite: Psychology 215 and 232, and concurrent enrollment in Psychology 342. *Four credit hours.* COANE

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

**[343] 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. Prerequisite: Psychology 215 and either 253 or 254, and concurrent enrollment in Psychology 344. *Four credit hours.*



**[344] 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.*

**345s 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. Prerequisite: Psychology 215 and either 232 or 272, and concurrent enrollment in Psychology 346. *Four credit hours.* HARRISON

**346s Collaborative Research in Human Movement** Course involving collaborative empirical research projects on topics discussed in Psychology 345. Prerequisite: Concurrent enrollment in Psychology 345. *One credit hour.* HARRISON

**347f 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. Prerequisite: Psychology 215, and either 232 or 255, and concurrent enrollment in 348. *Four credit hours.* ARTERBERRY

**348f Collaborative Research in Cognitive Development** Collaborative empirical research projects on topics discussed in Psychology 346. Empirical work includes working in a local preschool or daycare center. Prerequisite: Concurrent enrollment in Psychology 347. *One credit hour.* ARTERBERRY

**349f Seminar in Neural Plasticity and Behavior** An in-depth analysis of the interplay between brain and behavior, with an emphasis on how brain plasticity contributes to behavioral change, particularly learning and memory. Discussion topics may include developmental and lifespan changes in neural plasticity, classic and current views of the neurobiological basis of learning and memory, experiential effects on brain, and modulation of brain and behavior by exogenous and endogenous factors. Prerequisite: Psychology 215 and 233, and concurrent enrollment in Psychology 350. *Four credit hours.* GLENN

**350f Collaborative Research in Neural Plasticity** Course involving collaborative empirical research projects on topics discussed in Psychology 349. Prerequisite: Concurrent enrollment in Psychology 349. *One credit hour.* GLENN

**352f Sex and Gender Seminar** An examination of the human experience from the perspective of research and theory on sex and gender. Topics include biological processes, social behavior, personality, cognition, health, stereotypes, gender roles, gender identity, and sexuality. Emphasis on sex-based and gender-based behaviors from a developmental perspective, with a focus on how sex and gender intersect with other facets of identity such as race/ethnicity, sexual orientation, and social class. Prerequisite: Psychology 255 and permission of the instructor. *Four credit hours.* RAAG

**374s Seminar: Psychology and Neuroscience** 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 disorders of the nervous system aid in understanding normal psychological processes. Prerequisite: Psychology 233. *Four credit hours.* GLENN

**416f Senior Empirical Research** A senior independent empirical project conducted in one semester that addresses a question about human or animal behavior or mental processes. Students will be expected to carry out all phases of a research investigation, including a literature review, study design, data collection and analyses, and writing a final report. Prerequisite: Psychology 214, content area courses relevant to the research topic, and permission of the department. *Three credit hours.* COANE, GLENN

**420fs Senior Integrative Seminar** An integrative experience for students majoring in psychology, organized around the department research colloquium series. Students read background papers provided by each speaker before each colloquium presentation, attend the research presentations from invited guest lecturers on current topics of interest in all areas of psychology, and meet in a seminar session after each colloquium presentation. Prerequisite: Senior standing in psychology and permission of the instructor. *Three credit hours.* ARTERBERRY, SOTO

**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 3.5 major average at the end of the senior year is a condition of successful completion of this program. Application required during junior year. Prerequisite: A 3.5 major average at the end of the junior year and permission of the department. *Four 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

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## RELIGIOUS STUDIES

*Chair,* ASSOCIATE PROFESSOR CARLEEN MANDOLFO

*Professors Debra Campbell and Nikky Singh; Associate Professor Carleen Mandolfo; Assistant Professor David Freidenreich*

The study of religion in a college curriculum involves the historical and comparative scrutiny of the religious traditions of Christianity, Judaism, Islam, Hinduism, Sikhism, Jainism, Buddhism, Taoism, Confucianism, and Shinto. Inevitably, the examination of basic questions about religion, such as the existence and nature of God, religious experience, and the role of religion in society, are central to the discipline.

### Requirements for the Major in Religious Studies

A minimum of 10 courses, to include at least one from each of the following groups: Eastern religions (211, 212); history of Christianity (216, 236, 258, 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 Scholars project with one mentor from the religious studies faculty.

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, 258, 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>Anthropology</i>	354	Native American Religion and Empowerment
<i>Art</i>	313	Art of the Early Middle Ages
	314	Art of the High Middle Ages
	475	Seminar in Devotional Art
<i>English</i>	231	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
<i>History</i>	285	Foundations of Islam
	317	The Gothic Moment: Paris and the Isle-de-France, 1100-1250
	413	Joan of Arc: History, Legend, and Film
<i>Music</i>	254	Music of Meditation
<i>Philosophy</i>	114	Central Philosophical Issues: Nature and God
	274	Philosophy of Religion

### Course Offerings

**117f A Passage to India: India and the Western Imagination** Beginning with Walt Whitman's romantic journeys toward the "soul" of the universe, Western attitudes towards India and India's encounter with Western culture will be studied. 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 SINGH

**[119] Sanskrit: The Sacred Language of Krishna and Gandhi** The "divine" (*devanagari*) writing system of India, with an introduction to Sanskrit grammar and vocabulary. An exploration of some basic concepts of Hinduism and Buddhism with readings from the original texts of the *Upanishads*, and the *Bhagavad-Gita*. *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

**[176] 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 mythos; the role of myth in philosophical writings. Special attention to divine knowledge, divine speech, magic, pollution and purification. *Four credit hours.* **H**

**181f Conceptions of Jews and Judaism** A survey of the history of Jews and Judaism from the Biblical era through the Middle Ages. Introduces texts, beliefs, and practices that continue to influence Jewish life and thought today. Also examines medieval Christian and Islamic ideas about Jews and Judaism and their historical impact. Emphasizes the development of text analysis skills. *Four credit hours.* **H, I** FREIDENREICH

**182s Jews and Judaism in the Modern World** A survey of the social, cultural, intellectual, and political history of the Jews of Europe, the United States, and Israel/Palestine from the 17th century to the present. Traces the emergence of contemporary Judaism in its various manifestations. In addition to developing basic familiarity with the subject matter, students will learn how to interpret specific ideas, movements, biographies, and works of cultural production within the framework of broader dynamics associated with Jewish life in modern times. *Four credit hours.* **H, I** FREIDENREICH

**[186] 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**

**187f Jewish Identity After Auschwitz** Notions of Jewish identity changed, and multiplied, with the emergence of modern patterns of thought and the extension to Jews of political rights during the 19th century. These very thought patterns, however, contributed to Nazi ideology and its denial not only of Jewish rights but even of the right of Jews to live. What happened to modern notions of Jewish identity during and after the Shoah (Holocaust)? Students will develop proficiency in the analysis of texts and

ideas while exploring the diversity within modern Jewish thought. Part of the three-course Integrated Studies 187, "Identity After Auschwitz." Prerequisite: Concurrent enrollment in English 187 and German 187. *Four credit hours.* **H** FREIDENREICH

**211f Religions of India** A study of Hinduism, Buddhism, Jainism, Sufism, and Sikhism with a focus upon their religious texts and the cultural context within which they developed. An examination of the relationship these religious traditions have to one another, their metaphysical understanding of reality, their theories of self, and their views of the social—as expressed in ritual, myth, art, and poetry. *Four credit hours.* **S** SINGH

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

**216s Church History and Theology in Medieval Europe** Listed as History 216. *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

**[219] 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.*

**236s Christianity from the Reformation to the Present** Turning points in the history of Christianity from the Protestant and Catholic reformations of the 16th century to the present. The expansion of Christianity through missionary and colonial enterprises, the ever-increasing diversity within Christianity from the 16th century onward, and Christian responses to the Enlightenment, feminism, institutionalized racism, the Holocaust, totalitarianism, the cultures of indigenous peoples, and a broad spectrum of technological changes from the printing press to modern reproductive technologies. *Four credit hours.* **H** CAMPBELL

**[256] The African-American Religious Experience** A sociological analysis and historical overview of the diverse religious organizations, leaders, experiences, and practices of black people in the United States. Emphasis upon the predominant Afro-Christian experience, its relationship with the African background, contemporary African religions, other religions (e.g., Islam), political institutions, social change, urban problems, and the arts. Special attention to the role of black Christian women in church and society. Formerly offered as Religious Studies 356. *Four credit hours.* **U**

**[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**

**258s 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. Formerly offered as Religious Studies 298. *Four credit hours.* **L, I** CAMPBELL

**[259] Catholics** An examination of the history and culture of the Catholic church during the past century, with special emphasis on the recent past: Vatican II, liberation theology, and Catholic teachings on issues such as sexuality, capital punishment, medical ethics, social justice, and the role of women in the church. *Four credit hours.*

**[275] Contemporary Wicca: Formalists, Feminists, and Free Spirits** History, historicity, and practice of contemporary Wicca. One of the fastest-growing religions in North America, Wicca, often erroneously confused with Satanism, is an earth-based religion centered on Goddess (and God) imagery stressing the sacredness of individuals and all life. Readings, videos on thea/ology, rituals, practices, and political activism of Wiccans. Experiential components (discussions with Wiccans, ritual design, participation in an open circle, personal use of divination) and questions: How does feminine divine imagery affect the development, structures, practices? How has feminism shaped Wicca in North America? Why are many Wiccans activists? Why is there public resistance to, discrimination against Wiccans? *Three credit hours.*

**277j Religious Responses to Harry Potter** Close readings of Harry Potter novels will uncover the effects of this major social phenomenon upon two religious traditions—Christianity and contemporary paganism, as well as some of the religions, folklore, and ethics that contributed to the world of Hogwarts. Students will research the principal voices in the discussion, develop an understanding of both Christian and pagan religious expressions, and write their own evidence-based analysis of the question: What are the religious influences in the Harry Potter novels? *Three credit hours.* PUKKILA

**[282] The Making of Judaism** Judaism as we know it came into being during the period from about 600 B.C.E. through 600 C.E. Its formation results from a complex interplay of internal innovation, external classification, and responses to dramatic political and cultural forces. An exploration of this crucial period in Jewish history, devoting particular attention to the impact of Hellenism, the rise of Rabbinic Judaism, and the parting of the ways between Judaism and Christianity. *Four credit hours.* **H**

**297f The Apocalyptic Imagination** “The end is near!” is a refrain that has resounded through two millennia. We will examine the origins of apocalyptic thinking in the Bible and in non-canonical literature as well as the ways this ancient Judeo-Christian worldview continues to permeate our society in religious movements and popular culture, especially film and literature. *Four credit hours.* MANDOLFO

**297Jj Topics in Maine’s Jewish History** Maine is home to a distinctive yet under-researched Jewish community with deep historical roots. Participants in this civic engagement course will advance scholarly and popular understanding of Maine’s Jewish



community by conducting oral and document-based histories focused on Jewish life in Waterville and the surrounding region. In the process students will learn the skills of ethnographic historianship. This year's topic: Jews in Kennebec County through 1945. *Three credit hours.* **H, U** FREIDENREICH

**312f 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 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** SINGH

**[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.*

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

**322s Food and Religious Identity** An examination of the ways in which religiously inspired food practices and food restrictions relate to the establishment and preservation of communal identity. Explores sources from diverse religious traditions and time periods with an eye both to commonalities and to elements found only within specific communities. Students will develop proficiency in the contextual analysis of primary sources and the critical evaluation of secondary literature. *Four credit hours.* **S** FREIDENREICH

**[332] Contemporary North American Spirituality** In contrast to theology (formal discourse about God and divine-human relations), the field of spirituality focuses upon the specific efforts of individuals to achieve communion (or even union) with God. The variety of ways that ordinary people and famous mystics within the Judeo-Christian tradition have sought to nurture close relations with God. Prerequisite: One of the following: Religious Studies 217, 236, 257, or 259. *Four credit hours.*

**[333] Death and Spirituality** An examination of selected examples of the rich and diverse literature about death and spirituality, which includes historical and therapeutic studies, personal narratives, poetry, novels, and plays. Seeks to understand the experience of death and the challenges it poses for the terminally ill and their loved ones, medical practitioners, and caregivers. Pays special attention to the spiritual and religious questions posed by public debates over the Terri Schiavo case and the global AIDS crisis as well as the more private, personal struggles that take place within families, hospitals, and hospices every day. Prerequisite: Religious Studies 217 or 236. *Four credit hours.*

**334s Religion and World War II** An examination of religious and spiritual responses to the Second World War (including the Holocaust) and its aftermath, the Cold War, as they are embodied in historical narratives, theologies, personal narratives, fiction, drama, and film. Addresses questions revisited since September 11, 2001, concerning how political crises catalyze spiritual awakenings and, in the process, give birth to new theologies and spiritualities. Prerequisite: One of the following: Religious Studies 217, 236, 257, or 259. *Four credit hours.* CAMPBELL

**336f Topics in Catholic Studies: The Catholic Novel** An examination of the Catholic novel as an act (and investigation) of the Catholic imagination, as a variation on the Catholic memoir, as an exploration of the meaning of assimilation for Catholic immigrants, and as a plea for change in church and society. Places special emphasis on the varieties of Catholic religious experience displayed by Catholic novels and the indigenization of Catholicism in the different national settings that have produced Catholic novels, including England, France, Italy, and the United States. Prerequisite: History 216 or Religious Studies 236, 258, or 259. *Four credit hours.* CAMPBELL

**357s Jesus Christ Superstar: The Bible in Film** An examination of Hollywood's (and other filmmakers') obsession with retelling the stories of the Bible. Beginning with De Mille's classic *The Ten Commandments* through Gibson's controversial *The Passion of the Christ*, including films that range in interpretative expression from literal to metaphorical—the former being an attempt to recreate the story, the latter being an attempt to reinterpret the story. Students also will learn some basic film theory as well as some techniques for interpreting film. *Four credit hours.* A MANDOLFO

[381] **Women and Gender in Islam** Listed as History 381. *Four credit hours.*

[382] **Abraham in the Abrahamic Religions** “Tales of ancestors are signposts for their descendants.” For no figure is this Rabbinic aphorism more true than Abraham, revered by Jews, Christians, and Muslims. A critical examination of the evolution of tales about Abraham within these three traditions from Biblical times to the present. What can we learn from these changing stories about the people who tell them? What does it mean to call a religion Abrahamic? Prerequisite: History 181, 182 or 285 or Religious Studies 143, 144, 181, or 182. *Four credit hours.* L

[384] **Jewish Responses to Ethical Dilemmas** An exploration of Jewish responses to genuinely difficult ethical choices and the ways in which Jewish authorities justify their normative opinions. Examines classical and contemporary responses to dilemmas in such fields as business and labor ethics, environmental ethics, and biomedical ethics, enriching Jewish sources with literature from other religious traditions and works by secular ethicists. Students will develop skills in the analysis and critique of ethical argumentation and the ability to examine and defend their own values. *Four credit hours.*

**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*, PROFESSOR JULIE DE SHERBININ (RUSSIAN)

*Professor Julie de Sherbinin; Assistant Professor Elena Monastireva-Ansdell; Language Assistant Vita Kan*

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, discussion group meetings, films, weekly Russian-table dinners or Russian teas, and an annual program of cultural events.

Students majoring in Russian language and culture are expected to study in Russia for at least one semester. Instructors advise beginning students carefully about January, summer, and semester programs. The Colby in St. Petersburg program offers students highly individualized study of Russian language, literature, and history, a full cultural program, and residence with Russian families.

#### **Requirements for the Major in Russian Language and Culture**

- (1) A minimum of seven courses (three or four credits) numbered above Russian 127 in the Department of German and Russian, including Russian 426 or 428, and at least one course each in 19th- and 20th-century Russian literature in English translation (chosen from 231, 232, 237).
- (2) One course in pre-20th-century Russian history and one course in 20th-century Russian history (usually History 227 and 228)
- (3) A seminar in Russian literature, conducted entirely in Russian (Russian 426, 428).

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

#### **Requirements for the Minor in Russian Language and Literature**

- (1) Four introductory Russian language courses: Russian 125, 126, 127, 128.
- (2) Two courses in Russian literature in English translation: one course in 19th-century literature and one course in 20th-century literature (chosen from Russian 231, 232, 237).
- (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

**113 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. Estimated cost in 2010: \$2,600. Required meetings on campus in November and December. Early registration required. *Three credit hours.*

**114 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. Estimated cost in 2010: \$2,600. Required meetings on campus in November and December. Early registration required. *Three credit hours.*

**115 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. Estimated cost in 2010: \$2,600. Required meetings on campus in November and December. Early registration required. *Three credit hours.*

**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

**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. Estimated cost in 2010: \$2,600. Required meetings on campus in November and December. Early registration required. *Three credit hours.*

**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.* MONASTIREVA-ANSDALL

**135fs Conversation Group** An informal, weekly, small-group meeting appropriate for second-year students concurrently enrolled in Russian 126, 127, or 128. Topics for discussion include autobiography, education, leisure-time activities, travel, stores, and films. Conducted entirely in Russian. May be repeated for credit. Nongraded. *One credit hour.* KAN



**[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 his mature works, essays on the short story, and selected stories by Raymond Carver, Bernard Malamud, Katherine Mansfield, Alice Munro, Joyce Carol Oates, Eudora Welty, Virginia Woolf, Richard Wright, and others. Conducted in English; no knowledge of Russian required. *Three credit hours.* L

**[231,232] Topics in 19th-Century Russian Literature** When offered, themes vary. Topics highlight a literary period, an author, or a genre. Conducted in English. *Four credit hours.* L

**237f Gamblers, Madmen, and Murderers (in English)** Selected stories and novels by world-renowned 19th-century Russian writers (Pushkin, Gogol, Lermontov, Dostoevsky, Tolstoy, and Chekhov) read through the analytical lens of gender construction. What is the relationship between masculinity and the Russian state? Emphasizes skills in symbolic reading and the development of cogent arguments in speaking and writing, including work with drafts of papers. First-year students are welcome. Conducted in English; no knowledge of Russian required. *Four credit hours.* L DESHERBININ

**298s Russian Cinema from Lenin to Putin** A survey of major periods, genres, and themes of Russia's "most important art," including Soviet Revolutionary montage cinema of the 1920s (Kuleshov, Vertov, Eisenstein, Dovzhenko), Stalinist "easterns" and propaganda musicals of the 1930s and '40s (Vasiliev Brothers, Aleksandrov), the post-Stalinist cinematic revival of the 1950s and '60s (Kalatozov, Tarkovsky, Muratova, Askoldov), and the post-Soviet search for new aesthetics, themes, and heroes (Balabanov, Bodrov, Zviagintsev, Sokurov). Topics will include issues of gender, class, and ethnicity; the theory and aesthetics of Soviet and Russian filmmakers; the development of the Russian and Soviet film industry; issues of censorship, production, and film distribution. Conducted in English. *Four credit hours.* MONASTIREVA-ANSDELL

**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.* DESHERBININ

**335fs Conversation Group** An informal weekly small-group meeting for intermediate/advanced conversation practice in Russian. Topics include contemporary film, current social and political issues, and reflections on cultural differences between the United States and Russia. Conducted entirely in Russian. May be repeated for credit. Nongraded. Prerequisite: Russian 127 or equivalent. *One credit hour.* KAN

**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 credit hour.* DESHERBININ

**[425] Short Works** Readings and filmic texts that change every year. Lectures, and discussions of selected 19th- to 21st-century stories, essays, films, and media texts. Sample topics include Madness in Russian Literature, Chekhov's Works, and Post-Soviet Literature. Prerequisite: Russian 325. *Four credit hours.* L



**[426] The 19th-Century Russian Novel** A seminar that analyzes one major Russian novel of the 19th century, such as Tolstoy's *Anna Karenina*. Conducted entirely in Russian. Prerequisite: Russian 425 or 427. *Four credit hours.* L

**427f Re-Imaging Russia: Cinema and Russian Society 1986-2009** Cinema's social and ideological functions in late-Soviet and post-Soviet Russia. Topics include defining Russia's position in regard to capitalism, the West, and Western values; making sense of organized crime and redivision of political and economic power; struggling for a positive vision of Russian national identity; reassessing the Stalinist past; renegotiating gender roles; evaluating Soviet imperial ambitions and their enduring legacy; and exploring the place of non-Russians within the Russian Federation. Extensive work in advanced conversation, grammar, and writing. Conducted entirely in Russian. Prerequisite: Russian 325. *Four credit hours.* L MONASTIREVA-ANSDELL

**428s The 20th-Century Russian Novel** A seminar that analyzes one major Russian novel of the 20th century. In spring 2010, Mikhail Bulgakov's *The Master and Margarita*. Additional readings and film excerpts highlight the novel's literary and historical context and the life and times of the author. Conducted entirely in Russian. Prerequisite: Russian 425 or 427. *Four credit hours.* L DESHERBININ

**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

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## SCIENCE, TECHNOLOGY, AND SOCIETY

*Director,* PROFESSOR JAMES FLEMING

*ADVISORY COMMITTEE:* Professors Daniel Cohen (Philosophy), James Fleming (Science, Technology, and Society), Fernando Gouvêa (Mathematics), Paul Josephson (History), Leonard Reich (Administrative Science and Science, Technology, and Society), Dale Skrien (Computer Science), and James Webb (History); Associate Professors Jonathan Hallstrom (Music), Laura Saltz (Art and American Studies), Judy Stone (Biology), and Andrea Tilden (Biology); Assistant Professor Chandra Bhimull (Anthropology and African-American Studies); Faculty Member without Rank Lauren Lessing (Museum of Art)

Science, Technology, and Society (STS) is an exciting interdisciplinary field of study rooted in the history, philosophy, anthropology, and sociology of science and technology. It examines deep cultural roots of our technoscientific society and addresses pressing public policy issues. It constitutes a fundamental aspect of a liberal arts education and is excellent preparation for graduate study or future employment opportunities.

Science and technology have become increasingly important components of our world, changing the ways we live, work, and think. The well being of individuals, nations, and, ultimately, our Earth depends in part on technoscientific developments that are part of the process shaping both the social fabric and the natural environment, both in America and globally.

Following an introductory core course, students in the STS Program choose from a variety of electives and complete a year-long senior research project. By doing so they

gain an understanding of the historical and social dimensions of science and technology, become better-informed citizens of our high-tech society, and hone critical and valuable interdisciplinary skills involving writing, speaking, and creative thinking. Students pursuing a major or minor in STS require no special technical expertise.

### **Requirements for the Major in Science, Technology, and Society**

The STS major has a core curriculum based on the research and teaching interests of the faculty. All courses are either U.S. or internationally focused and either science or technology focused. Majors must take three required courses and choose a minimum of eight electives from the list of STS approved courses below. Courses taken abroad or otherwise not on this list require the approval of the STS Program director:

ST 112: Introduction to STS (required)

ST 485: Technology Matters or ST 483 Honors (required)

ST 486: Senior Project: The Craft of Research or ST 484 Honors (required)

One 200-level or higher course in natural science or computer science beyond the all-college requirement

One STS internationally-focused course (designated I)

One STS U.S.-focused course (designated U)

One STS science-focused course (designated S)

One STS technology-focused course (designated T)

Three approved STS electives

Electives are chosen from the list of STS approved courses to fulfill the I, U, S, and T foci, but a course that satisfies two or more foci may not be counted twice. In choosing the eight electives, students must take a minimum of three courses designated or cross-listed as ST. A student may not count more than two 100-level electives toward the major.

### **Senior Projects**

All senior STS majors will take STS485, 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. This is followed by STS486, an intensive research and writing experience with final public presentations. Any member of the faculty may serve as an advisor for STS senior projects.

### **Senior Honors Theses**

Students with a 3.5 GPA in the major (and at least 3.25 GPA overall) may request permission to undertake an honors thesis. They will enroll in STS 483 and STS 484 and will meet with the other seniors. Upon successful completion of the thesis, oral presentations, and all requirements for the major, and, if a 3.5 GPA in the major is maintained, the student will be invited to deposit a copy of his or her thesis in Miller Library and will graduate "With Honors in Science, Technology, and Society."

### **Requirements for the Minor in Science, Technology, and Society**

Science, Technology, and Society 112, 485, 486, two other STS courses, and at least two electives from the list of STS approved courses.

**List of STS Approved Courses**

\* Key: International = I; U.S. = U; Science = S; Technology = T

- Anthropology* 256 Land, Food, Culture, and Power I  
273 Medical Anthropology I
- Biology* 115 Biology of Women U, S  
133 Microorganisms and Society U, S  
245 Biology of Race and Gender S  
271 Introduction to Ecology S  
274 Neurobiology S  
275 Mammalian Physiology S  
493 Problems in Environmental Science S
- Chemistry* 112 Chemistry for Citizens U, S  
118 Chemistry of Life S  
217 Environmental Chemistry S
- Computer Science* 232 Computer Organization T
- Economics* 231 Environment and Natural Resource Economics U, S
- Environmental Studies* 118 Environment and Society U  
266 Environment and Human Health I, T  
319 Conservation Biology S  
334 International Environmental Regimes I
- Government* 333 Globalization and Social Justice I, S, T
- History* 242 Rivers  
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
- Mathematics* 376 History of Mathematics S
- Music* 213 Introduction to Computer Music T
- Philosophy* 126 Philosophy and the Environment U, S  
175 Science and Skepticism in Ancient Greece I  
213 Philosophical Inquiries into Race I, S  
317 Philosophy of Science S  
397 Philosophy of Nature S
- Psychology* 233 Biological Basis of Behavior S
- Science, Technology, and Society* 112 Science, Technology, and Society (required)  
175 Science in Ancient Greece I, S  
215 Weather, Climate, and Society I, U, S, T  
251 U.S. Industry, Technology, and Society U, T  
253 Energy Presence Energy Futures U, T  
271 History of Science in America U, S  
273 Apocalypse Now I, T  
298 Global Change Science: History and Public Policy I, U, S, T  
358 Climbing the Oil Peak I, T  
393 Technology, War, and Society I, U, T  
483 and 484 Honors in STS  
485 Technology Matters (required)  
486 Senior Project: The Craft of Research (required)  
491/492 Independent Study

## Course Offerings

**112s Science, Technology, and Society** Critical perspectives on the social aspects of science and technology in our lives, in the world around us, and throughout history. Issues include gender, communications, war, and the environment. *Four credit hours.* **S** FLEMING

**175f Science in Ancient Greece** Ancient Greek theories about the natural world began in wonder about its constituent elements. But as the Greeks acquired a philosophically sophisticated understanding of the nature of scientific explanations, their speculation soon gave way to the conceptual rigor of Aristotelian physics, the technical and encyclopedic accomplishments of Hippocratic medicine, and the mathematical exactitude of Ptolemaic astronomy. Fosters the skills needed for historical contextualization and textual interpretation enabling us to trace the development of what became the foundations of Western scientific thinking. Part of the three-course Integrated Studies 175, "Ancient Worlds." Prerequisite: Concurrent enrollment in Anthropology 175 and Philosophy 175. *Four credit hours.* **H** COHEN

**[213] Astronomy Since 1609** History of astronomy from Galileo's telescope and the publication of Kepler's *Astronomia Nova* in 1609 through subsequent and recent technologies, theories, and discoveries in astrophysics and space science. Emphasis on primary texts, historical explanation, and observing the sky with Galilean and modern instruments. Three observing evenings TBA. Satisfies the non-laboratory natural science requirement. *Four credit hours.* **N**

**215f 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** FLEMING

**242j Rivers** Listed as History 242. *Three credit hours.* **I** JOSEPHSON

**245f Science, Race, and Gender** Listed as History 245. *Four credit hours.* **H, U** JOSEPHSON

**[246] Luddite Rantings: A Historical Critique of Big Technology** Listed as History 246. *Four credit hours.* **H**

**253f Energy Presence, Energy Futures** We live energy-intensive lives and benefit immensely. However, along with this power have come many social, economic, and environmental problems, as well as concerns about the longevity of energy resources. We will look at uses of energy since the Industrial Revolution and consider fundamental questions about the sustainability of our high-energy lifestyle. Students may not get credit for both this course and Science, Technology, and Society 298 completed in spring 2007 or 2008. *Four credit hours.* **S** REICH

**[271] History of Science in America** A seminar on the social, intellectual, and institutional development of science in America from native contact to the present. Topics include scientists' roles in government, education, and industry; science in war; women in science; and the emergence of America as a leading scientific nation. *Four credit hours.* **H**

**298s Global Change Science: History and Public Policy** A seminar introducing global change science and the history of the field before and during the space age.

Emphasis on the interplay of history, science, and public policy through reading and discussion of primary and original texts and hands-on experience. Student research papers and presentations will be aimed at the need for deeper research and broader synthesis in this emerging field. Prerequisite: Permission of the instructor. *Four credit hours.* **H** FLEMING

**341s Culture, Mobility, Identity: Encounters in the African Diaspora** Listed as Anthropology 341. *Four credit hours.* **S, I** BHIMULL

**[356] The Biography of Oil** Petroleum—it's not just a material, it's a way of life. How the oil industries and the technologies spawned by oil (e.g., automobiles, plastics, fertilizers) have influenced our lives, our economy, and our politics over the last 125 years. Consideration of alternative energy sources to oil as well as energy-related policy issues concerning international relations, human rights, environmental degradation, and resource depletion. *Four credit hours.* **S**

**358s Climbing the Oil Peak** Examines the historical bases, contemporary situation, and future prospects of petroleum supply in our energy-dependent lives. Humanity has been "climbing a mountain of oil" for over a century, and it has helped make us very wealthy. However, we will soon reach the greatest rate of oil extraction possible (the "oil peak") and head down the mountain's other side, with less oil available worldwide every year. Why and when this will happen, the dangers and the opportunities that it presents, and the possible social, political, and economic consequences. Students with prior credit for Science, Technology, and Society 356 may not receive credit for this course. Prerequisite: Junior standing. *Four credit hours.* **S** REICH

**[445] Nuclear Madness** Listed as History 445. *Four credit hours.* **H**

**446f Research Seminar: Historical Epidemiology** Listed as History 446. *Four credit hours.* **H** WEBB

**483f, 484s Honors in Science, Technology, and Society** Majors may apply late in their junior year or early in their senior year for admission into the Science, Technology, and Society Honors Program. These courses require research conducted under the guidance of a faculty member and focused on an approved topic leading to the writing of a thesis. Prerequisite: Senior standing, a 3.5 grade point average in the major, a 3.25 overall grade point average, and permission of the department. *Four credit hours.* FACULTY

**485f Technology Matters** A research seminar emphasizing classical and enduring texts by historians, philosophers, and sociologists of science and technology. Each student will identify a research topic, conduct a literature review, and write a formal proposal in preparation for completing a final integrative project. Open to seniors from all majors. Prerequisite: Senior standing. *Four credit hours.* FLEMING

**486s Senior Project: The Craft of Research** Written and oral communication of research. Students complete a final integrative project and present a public seminar. Prerequisite: Science, Technology, and Society 485. *Four credit hours.* FLEMING

**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 TERESA ARENDELL*

*Professors Teresa Arendell, Cheryl Townsend Gilkes, and Thomas Morrione; Associate Professor Alec Campbell; Assistant Professor Victoria Mayer; Faculty Fellow Pamela Blake*

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, 276, and 493. Three 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 complete Sociology 215, 218, 271, 272 and two of the remaining required courses (except electives and Sociology 493) prior to study abroad. Generally, students will receive credit toward the major for one course per semester, if that course is approved in advance by the department. 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. 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 in the Sociology Department, a secondary faculty reader, and approval of the department as a whole. The program involves independent research conducted under the auspices of Sociology 483. To apply, a student must have a 3.25 overall grade point average and a 3.6 grade point average in the major or special permission of the department. Students may apply for the program at the end of the term prior to the semester in which they would begin honors work. 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**

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

**131fs Introduction to Sociology** Sociologists study processes by which people create, maintain, and change their social and cultural worlds. They investigate contemporary social issues and strive to explain relationships between what happens in peoples' lives and the societies in which they live. Sociology's research methods and theories apply to the full range of human behavior, from individual acts to global environmental, political, and economic change. An introduction to how and why sociologists study social and cultural phenomena such as inequality, race and ethnicity, gender, power, politics, the family, religion, social and cultural change, crime, and globalization. Prerequisite: First-year or sophomore standing. *Four credit hours.* S, U ARENDELL, CAMPBELL, GILKES, MAYER

**[214] 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

**215f Classical Sociological Theory** The history of sociology, and a critical survey of the systems of thought about society, centered on major schools of sociological theory and their representatives. The place of theory in social research as presented in works of major social theorists, including Comte, Spencer, Durkheim, Weber, Marx, Pareto, Simmel, and Mead. Prerequisite: Sociology 131. *Four credit hours.* GILKES

**218s Contemporary Sociological Theory** An exploration and analysis of the contemporary state of sociology as a discipline. Special attention 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.* MAYER

**231s 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 BLAKE

**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. Formerly offered as Sociology 335. Prerequisite: A 100-level sociology course. *Four credit hours.* CAMPBELL

**[236] 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

**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

**[255] Urban Sociology** An examination of urban social and cultural life in a 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.*

**259f Activism and Social Movements** An examination of the goals, ideologies, leadership, and development of reformist and revolutionary mobilization efforts both within and beyond the boundaries of the United States. Prerequisite: A 100-level sociology course or American Studies 271. *Four credit hours.* BLAKE

**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: Sociology 131 and sociology major. *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: Sociology 131 and sociology major. *Four credit hours.* MAYER

**274s Social Inequality and Power** A sociological analysis of the structure of inequality in the United States. Surveys the major sociological theories of social class and inequality and applies them to analyze the American power structure, the nature

and extent of inequality across the country, and the reasons for the persistence of racial inequality and gender inequality in contemporary society. Prerequisite: Sociology 131 and sociology major. *Four credit hours.* U MAYER

**276s Sociology of Gender** An introductory survey of the sociological study of gender, using feminist and social constructionist theoretical approaches, investigating the construction and maintenance of gendered identities and a stratified society, focusing primarily on contemporary America. Among topics examined are cultural definitions and expectations, childhood socialization, intimacies and sexualities, gendered activities and gender inequalities in marriage and family, activities and inequities in work and the economy, power and politics, and social reforms and possibilities. Variations by race and socioeconomic class are considered throughout. *Four credit hours.* S, U BLAKE

**297f Sociology of Mental Health and Illness** An examination of the social conditions that influence mental health and illness. Explores the social, cultural, psychological, and personal meanings of mental illness; developments across the past century and a half in mental illness categories and treatments; impacts of social inequalities on diagnosis and treatment; effects on family; and social policy issues and needs. Prerequisite: Sociology 131. *Four credit hours.* ARENDELL

**[311] Topics in Feminist Theory: Feminist Theories and Methodologies** Listed as Women's, Gender, and Sexuality Studies 311. *Four credit hours.* U

**315s Politics of Social Policy** Citizenship encompasses both the rights and obligations one bears as a member of the national community as well as issues concerning who gets included. Uses the concept of citizenship as a lens to study historical political struggles over the appropriate role of government in providing for community members and in regulating their behavior. How government policies regulate men's and women's participation in domestic and paid work, and how these policies have affected social inequality. Explores U.S. citizenship politics and how recent changes associated with globalization have elicited varying political responses in the United States and other Western democracies. Prerequisite: Sociology 131, 215, or 218. *Four credit hours.* MAYER

**337s Childhood in Society** A seminar exploring the social, historical, and cultural constructions of childhoods and children, with a specific focus on the American and Western European contexts, using a sociological perspective, especially the social constructionist paradigm, to explore the relationships between the social order and constructions of childhood, children and their environment, and age categories and social relations. Social policy relevant to childhoods and children. The history and development of child welfare in the United States, and selective contemporary social issues and needs, among them economic provision, education, child care, and health care. Prerequisite: Sociology 131. *Four credit hours.* ARENDELL

**[339] Sociology of Music** Sociological perspectives on musical performance, including a critical analysis of what constitutes music. Examination of the roles of 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

**[341] War and Militarism** Addresses questions such as: What are the social causes and consequences of war and militarism? How do societies organize their militarism? What role does war and militarism play in the contemporary world? Under what conditions are wars and the actions of warriors just? Prerequisite: Sociology 131 or equivalent. *Four credit hours.*



**352s 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

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

**[358] The Sociology of W.E.B. Du Bois** Intensive survey of the life and work of W.E.B. Du Bois, prolific scholar, activist, and founder of one of the oldest sociology departments and research centers. Sociology was Du Bois's chosen discipline at the same time he contributed to history, literature, and cultural studies and formed a foundation for African-American studies. This exploration of his sociological imagination includes an overview of his life and work and assesses the importance of his work for understanding racial-ethnic relations and conflict in the United States and the world. Readings include *The Souls of Black Folk*, *The Philadelphia Negro*, selected topics from the Atlanta University studies, *The Gift of Black Folk*, appropriate biographical/autobiographical texts, and critical studies. Prerequisite: A 100-level sociology course or American Studies 276. *Four credit hours.* S, U

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

**375f Contemporary Family Relations: Mothers and Daughters** An exploration of the mother-daughter relationship as examined in sociological case studies and ethnographies and depicted in myth, fairy tale, memoir, fiction, and poetry. Consideration of racial and ethnic variations, drawing on social science materials and literature 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 mothers and lesbian mothers, and the stresses on contemporary families, families with dependent children, and those consisting of adult relationships. Formerly listed as Sociology 275. Prerequisite: Sociology major and Sociology 276 or 311. *Four credit hours.* S, U ARENDELL



**[377] Sociology of Sexualities** An exploration of the social aspects of human sexuality and various sexual identities, orientations, or preferences. The social constructionist perspective and feminist approaches frame the course. Topics include human sexual desire, attraction, and gender; the interrelationship between gender and sexuality; sexual behaviors and practices; heterosexuality, lesbianism, gay male sexuality, bisexuality, transsexuality, and transgenderism; intimate relationships; sex and marriage; the politics of sexuality; heterosexism and homophobia; and cultural images of sexuality and sexual behaviors. Overlapping influences of class, race and ethnicity, and religious beliefs and traditions will be considered. 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**

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

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

**493f Senior Seminar** An examination of the social conditions that influence mental health and illness. Explores the social, cultural, psychological, and personal meanings of mental illness; developments across the past century and a half in mental illness categories and treatments; impacts of social inequalities on diagnosis and treatment; effects on family; and social policy issues and needs. Prerequisite: Senior standing in sociology, and Sociology 215, 271, and 272. *Four credit hours.* CAMPBELL

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## SPANISH

*Chair,* PROFESSOR PRISCILLA DOEL

*Professors Priscilla Doel and Jorge Olivares; Associate Professors Luis Millones, Barbara Nelson, and Betty Sasaki; Assistant Professors Lisette Balabarca, María Bollo-Panadero, María Colbert, and Emma García; Visiting Assistant Professors Jennifer Rudolph and Carlos Villacorta Gonzales; Visiting Instructors Jordi Olivar and Daniel Salas-Díaz; Language Assistant María Bastianes*

The Department of Spanish provides two programs designed to deepen students' understanding of cultural difference and diversity: a language program that fulfills the all-college distribution requirement in foreign language and an academic major program.

In its commitment to the study of foreign languages, the Department of Spanish strives to prepare students for active engagement in the Spanish-speaking world, both within the United States and abroad. Our language courses facilitate oral and written communication by presenting grammar in a cultural context. The language classroom provides a space for students to appreciate cultural connections and differences and to grow into their role as global citizens.

The academic major program offers a course of study in Spanish, Latin American, and U.S. Latino literature and culture. Spanish majors attain depth and breadth of literary and cultural knowledge across historical periods and geographical areas.

The program is committed to promoting greater critical awareness of the differentials of power that perpetuate social injustice and inform cultural and cross-cultural assumptions.

Students acquire the skills to become close readers and critical thinkers and to explore different modes of cultural production within specific social, political, and historical contexts. Our pedagogical goal is to prepare students to be productive critics of the world beyond the texts. To that end, students examine the ways in which different texts challenge or affirm aesthetic conventions and dominant social narratives, including race, class, gender, sexuality, nationality, and imperialism. In the process, our majors are encouraged to analyze the connections among systems of domination and to develop as scholars and promoters of social justice.

*Achievement Test:* If a student offers a foreign language for entrance credit and wishes to continue it in college, that student must either have taken the College Board SAT Subject Test in the language or must take the placement test during orientation.

### **Requirements for the Major in Spanish**

Spanish 135 and 231 and at least seven additional literature/culture courses numbered above 135, including at least one course in each of the following areas: Spanish, Latin American, and U.S. Latino literatures/cultures. Majors must take two courses at the 200 level or above on literature written before 1800 and two on literature written after 1800. Senior majors must enroll in 300- or 400-level classes and must take at least one senior seminar. If taken during the senior year, Spanish 231 does not replace a literature course. Independent study work does not replace required courses. Majors are strongly advised to spend one academic year studying abroad at the junior level. A minimum of one semester's study abroad at the junior level is required of majors. Majors must matriculate in a study-abroad program that offers university-level courses (not in a language acquisition program); all course work abroad must be conducted in Spanish. A minimum grade point average of 2.7 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** Introductory Spanish, emphasizing an interactive approach to the study of grammar to acquire communication skills and cultural awareness. *Four credit hours.* GARCIA, RUDOLPH

**126fs Elementary Spanish II** Introductory Spanish, emphasizing an interactive approach to the study of grammar to acquire communication skills and cultural awareness. Prerequisite: Spanish 125. *Four credit hours.* NELSON, OLIVAR, VILLACORTA GONZALES

**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, RUDOLPH, SALAS-DIAZ

**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. Cost in 2009: \$2,500. Prerequisite: Spanish 126 with a grade of B+ or better and permission of the instructor. *Three credit hours.* DOEL

**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.* GARCIA, VILLACORTA GONZALES

**131fs Conversation and Composition** Development of critical skills through analysis of nonfiction 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.* BOLLO-PANADERO, DOEL

**135fs Introduction to Hispanic Literature** Introduction to literary analysis through Spanish and Spanish-American texts. Prerequisite: Spanish 131. *Four credit hours.* L BOLLO-PANADERO, RUDOLPH, SALAS-DIAZ

**231fs Advanced Spanish** A review of Spanish grammar at the advanced level. Prerequisite: Spanish 131 or 135. *Four credit hours.* BOLLO-PANADERO

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

**[264] U.S. Latina/o Literature: "New" American Identities** Premised on the notion that U.S. Latinas/os have always been part of the American experience and cultural identity, a survey of Latina/o cultural productions in the United States. Focusing on issues of race, class, sexuality, gender, and cultural position, we explore the ways in which Latina/o identities are constructed. Readings and class are in English. Prerequisite: Spanish 135 or permission of the instructor. *Four credit hours.* L, U

**[265] The Short Novel in Spanish America** Close readings of contemporary Spanish-American short novels by representative authors. Explores representations of gender, history, human rights, politics, race, and sexualities within the context of the social and political realities of Spanish America in the 20th and 21st centuries. Also considers critical literary concepts such as narrative perspective, parody, intertextuality, and self-consciousness. Previously offered as Spanish 298A. Prerequisite: Spanish 135. *Four credit hours.* L

**[266] 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

**267f Transcultural Journeys: U.S. Latina/o Literature of Resilience** Since the arrival of Columbus in Puerto Rico in 1493 and of various Spanish explorers in what is now the Southeast and Southwest United States, the Spanish language has been part of the literature of America. With the continual influx of immigrants from Latin America and Spain, Spanish continues to be a literary presence in the United States today. Topics include exile, immigration, migration, labor, gender, and social justice. Formerly offered as Spanish 298C (Spring 2008). Prerequisite: Spanish 135. *Four credit hours.* L, U GARCIA

**[271] Questions of Identity, Spaces, and Power** An exploration through selected readings of the rich and complex multicultural heritage of the Iberoamerican world, focusing on the broad questions of identity, spaces, and power. Analysis of relationships between Arab and Christian worlds, church and state, conquering and conquered peoples, dictatorships and revolutions/civil wars, men and women. Readings from novels, short stories, drama, and poetry to study the richness of both structures and themes. Fulfills the post-1800 Spanish-American literature requirement only. Prerequisite: Spanish 135. *Four credit hours.* L, I

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

**[276] U.S. Latina/Chicana Women Writers** An examination of a selection of novels, short stories, poetry, theater, and nonfiction by U.S. Latina and Chicana women writers. Interdisciplinary in approach, focused on the relationship between the texts read and several important contemporary issues. Topics include feminism, the social and cultural construction of race and ethnicity, immigration, cultural nationalism, and identity formation. Readings and class are in English. Prerequisite: Spanish 135 or permission of the instructor. *Four credit hours.* L, U

**297f Spain and Urban Gaze: Representing the City in Spanish Literature and Film** An exploration of representations of the urban experience in Spanish literature, film, and visual culture since the 1800s. Focusing on the gaze of the city, we will explore the complex relationship of Spain with modernity, the tensions between country and city, and the struggle between local customs and globalization. Prerequisite: Spanish 135. *Four credit hours.* OLIVAR

**298As Portraits of Violence in Latin American Literature** A study of cultural texts from the Spanish Conquest to the 21st century that deal with aspects of violence in Latin America. Some of the topics included are colonization, military dictatorships, terrorism, and street violence. Prerequisite: Spanish 135. *Four credit hours.* BALABARCA

**298Bs Latin America and the United States in Spanish Narrative and Film** An exploration of the presence of the Americas in peninsular literature and culture after colonial independence in the 19th century. An examination of how Latin America and the United States are imagined in Spanish narrative, film, press, and visual culture focusing on major literary works from the 19th through 21st centuries. Prerequisite: Spanish 135. *Four credit hours.* OLIVAR

**334f 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 DOEL

**[351] 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

**[352] Don Quijote** Analysis of Miguel de Cervantes's masterpiece. A reading of the Quijote in English before taking the course is recommended. Prerequisite: A 200-level literature course. *Four credit hours.* L

**[354] Detectives and Spies: Forms of Popular Culture in Spanish-American Fiction** A consideration of how the classic detective story has permeated the realm of high or respectable art, and, in particular, how writers such as Bioy Casares, Borges, Garcia Marquez, Lenero, Padura Fuentes, Puig, Sabato, Valenzuela, and Vargas Llosa have simultaneously appropriated and subverted the genre. Focused on the function of parody and intertextual relations, and on the distinction between the mimetic and the reflexive modes; provides a framework to address questions of ideology, community, gender, sex, and sexuality. Previously offered as Spanish 398. Prerequisite: A 200-level literature course in Spanish. *Four credit hours.* L

**[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. 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

**398As Contemporary Latin American Poetry: Writing the City** A study of contemporary poetry written in the 20th and 21st centuries by Latin American writers with a focus on the representation of the city through poetic language. Works include the poetry of Vicente Huidobro, Cesar Vallejo, Oliverio Girondo, Octavio Paz, and others. Prerequisite: A 200-level literature course. *Four credit hours.* VILLACORTA GONZALES

**398Bs Epic, Romance, Chaos, Guilt: A Transatlantic Approach to Spanish Virtues** Taking a transatlantic perspective (Spain and Latin America), an examination of modern concepts of "virtue" as they appear in Hispanic texts from the 16th and 17th centuries. Prerequisite: A 200-level literature course. *Four credit hours.* SALAS-DIAZ



**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: Imagining Muslims in Spanish Golden Age Literature** An exploration of how Muslims and Islam were represented in a group of texts from the 16th and 17th centuries. We will examine pieces written both by “old Christians” and *moriscos*, so we can analyze the confrontation between reality and fiction in these works. Texts such as *Viaje de Turquía* and *El Abencerraje* and authors including Ibrahim Taybili will be studied from sociopolitical, cultural, and religious perspectives. Prerequisite: Senior standing and a 300-level literature course. *Four credit hours.* L BALABARCA

**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 GARCIA

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## THEATER AND DANCE

*Chair*; ASSOCIATE PROFESSOR LYNNE CONNER

*Adjunct Professor Christine Wentzel; Associate Professor Lynne Conner; Adjunct Associate Professor James Thurston; Assistant Professor Todd Coulter; Technical Director John Ervin; Visiting Guest Artist Jonathan Mastro*

The primary mission of the Department of Theater and Dance is to promote the historical, theoretical, and experiential study of the performing arts as vital and important areas of inquiry for liberal arts students. The study and practice of performance disciplines foster creative expression, stimulate critical and imaginative thinking, increase cultural literacy through study of the history and literature of the field, develop aesthetic judgment and analytical tools, and encourage collaborative learning through disciplinary and cross-disciplinary research. Undergraduate students in theater and dance also increase their abilities in self-reflection, multicultural sensitivity, and the comparison of social values and ethical systems; in short, they learn how to be productive citizens and professional leaders through their scholarly and applied experiences. In addition to traditional lecture and discussion courses, the program of study includes frequent opportunities for practical experience in theater and dance, including creative research and production opportunities and service learning projects. The department also seeks to entertain and to educate the larger community through its rigorous production schedule of plays, dance concerts, touring artists, and residency workshops with guest artists.

Consistent with the College's mission, the major in theater and dance is a liberal arts, not a pre-professional, major. It is, however, a major that will adequately prepare particularly interested and talented students for graduate study and further involvement 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**

An 11-course major comprising the following courses:

- I. Theater and Dance 113:* The Dramatic Experience.
- II. Practice:* Five courses, one from five of the following six areas: acting, dance, directing/choreography, design, playwriting, and applied study (Theater and Dance 064 or 264).
- III. Theater and Dance History:* Two courses: Theater and Dance 224 and 226.
- IV. Advanced Topics in Theater and Dance:* Two courses from the following: Theater and Dance 335, 349, 361.
- V. One elective in the student's area of interest* at the 300- or 400-level chosen in consultation with the advisor, or Honors in Theater and Dance.
- VI. In addition to the required courses,* students must have 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 064 or 264, Drama and Dance in Performance, counts as one of these experiences.

### **Honors in Theater and Dance**

Theater and Dance majors with a minimum cumulative grade point average in the major of 3.5 and an overall GPA of 3.25 at the end of the January term of the junior year and with unanimous approval of the department faculty are eligible to apply for the honors thesis. These projects signify a serious engagement with independent scholarship, and interested students should plan to devote a large segment of their academic time to the project during their senior year. Interested students should contact a faculty sponsor during the spring semester of the junior year to discuss a project and secure that faculty member's sponsorship. Students must then petition the department for permission to undertake honors work. With unanimous approval from the department, students can register for Theater and Dance 483. Students wishing to change their honors project topic must petition the department 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 semesters (one of which may be Jan Plan). Successful completion of the honors thesis will include an approved thesis and an oral presentation at the Colby Undergraduate Research Symposium as well as the completion of the required course work for the major. The students fulfilling these requirements and receiving at least an A- for the honors thesis will graduate "With Honors in Theater and Dance." In cases where requirements have not been fulfilled at the end of either semester, Theater and Dance 483 and 484 (Honors Thesis) will revert to graded Theater and Dance 491 and 492 (Independent Study). For specifics on the procedures and expectations for Honors in Theater and Dance (depending on the proposed area of study, i.e. dramatic literature, acting, dance, design, history, technical direction, or sound), please consult faculty in the Department of Theater and Dance.

### Requirements for the Minor in Theater and Dance

A six-course minor comprising the following courses:

*I. Theater and Dance 113:* The Dramatic Experience.

*II. Practice:* Three courses, one from three of the following six areas: acting, dance, directing/choreography, design, playwriting, and applied study (Theater and Dance 064 or 264).

*III. Theater and Dance History:* Either Theater and Dance 224 or 226.

*IV. Advanced Topics in Theater and Dance:* One course from Theater and Dance 335, 349, 361.

*V. In addition to the required courses,* students must have 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.

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

**064Af Drama and Dance: *Metamorphoses*** Contact Professor Conner. Prerequisite: Audition. *Noncredit.* CONNER

**064Bs Drama and Dance: *Musical Revue*** Contact Professor Conner. Prerequisite: Audition. *Noncredit.* MASTRO

**064Cs Drama and Dance: *This Is Our Youth*** Contact Professor Coulter. Prerequisite: Audition. *Noncredit.* COULTER

**113f The Dramatic Experience** In the digital age, why do people continue to create live performance? What makes the dramatic experience unique? This introductory level immersion course provides a foundation for the study and practice of theater and dance through observation, discussion, and creative activity. No performing arts experience is necessary. Attendance is required at department productions as well as two or three other live performances. 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** CONNER

**[131] Theater Production** An introduction and exploration of basic theatrical engineering and technical planning. Students help build a show from the ground up and apply this knowledge while collaboratively designing and drawing technical solutions to theoretical scenery. No previous experience is necessary, but students who have taken Stagecraft will find this an excellent companion course. *Three credit hours.* **A**

**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

**141s Beginning Playwriting** An introduction to playwriting for students interested in dramatic storytelling and new play development. Focus on: (1) close reading and analysis of representative plays in order to understand dramatic structure, characterization, rhythm, imagery, etc.; (2) creative experimentation through a series of writing exercises; and (3) participation in the process of workshopping class products, including offering and receiving constructive criticism. Students will have the chance to workshop a short piece at the end of the semester. *Four credit hours.* **A** CONNER

**155f Foundations of Dance** Concentration on the basic principles of dance movement: body alignment, coordination, strength and flexibility, forms of locomotion. *Four credit hours.* **A** WENTZEL

**171fs 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, by responding to each other's imagination, energy, and style, to break through thinking and movement patterns that have limited them in the past. Enrollment limited. *Four credit hours.* **A** WENTZEL

**198s Interpreting the Song** An introduction to preparing songs from the musical theater repertoire. Students will work on ensemble and solo pieces and learn how to use vocal technique for dramatic impact. Emphasis on harmony singing, vocal technique, and interpretation of lyrics. Students will also learn how to choose and develop audition pieces. *Four credit hours.* MASTRO

**224f Performance History I** Explores a wide array of world performance traditions from antiquity to the early modern era (c. 1700 CE), examining the ways in which theater, dance, and other types of live performance arise out of and give expression to their surrounding cultures. Through daily discussion, papers, presentations, exams and archival exercises, students analyze the larger contexts of theatrical events by carefully considering social and political history and aesthetic trends. Course material includes primary documents, architectural/scenic renderings, photographs, videos, representative works of dramatic literature, performance memoirs, and theoretical treatises on staging practices from around the globe. *Four credit hours.* **L** COULTER

**226s Performance History II** Explores a wide array of world performance traditions from the early modern era (c. 1700 CE) to the post-WWII period, examining the ways theater, dance, and other types of live performance arise out of and give expression to their surrounding cultures. Through daily discussions, papers, presentations, exams, and archival exercises, students analyze the larger contexts of theatrical events by carefully considering social and political history and aesthetic trends. Course material includes primary documents, architectural/scenic renderings, photographs, videos, representative works of dramatic literature, performance memoirs, and theoretical treatises on staging practices from around the globe. *Four credit hours.* **L** CONNER

**[235] Intermediate Design** A studio course concentrating on the exploration of viable design solutions for dramatic texts and choreographic ideas. Conceptual choices are informed by research and expressed through a variety of media including computer design, rendering, modeling, and technical drawings. 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**

**239fs 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

**[246] American Musical Theater in the 20th Century** Listed as Music 236. *Four credit hours.* A

**255s 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; may be repeated for credit. Prerequisite: Theater and Dance 155. *Four credit hours.* A WENTZEL

**259f 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. Open to first-year students with permission of the instructor. Formerly listed as Theater and Dance 359. *Four credit hours.* WENTZEL

**264Af Drama and Dance: *Metamorphoses*** Contact Professor Conner. Prerequisite: Audition. *One or two credit hours.* CONNER

**264Bs Drama and Dance: *Musical Revue*** Contact Professor Conner. Prerequisite: Audition. *One or two credit hours.* MASTRO

**264Cs Drama and Dance: *This Is Our Youth*** Contact Professor Coulter. Prerequisite: Audition. *One or two credit hours.* COULTER

**271f 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.* COULTER

**335s Topics in Design: Advanced Scenography** Advanced studies in design and technical production. Emphasis is placed on the theoretical and historical role of design in theater and dance. Topics vary from semester to semester and focus on the historical context of design, design theory, production design, technical theater, and theater architecture. Prerequisite: Theater and Dance 135 or 139. *Four credit hours.* THURSTON

**339s Stagecraft III** Further exploration of scenic construction, lighting production, and prop-making concepts, techniques, equipment, and materials. In addition to expanding 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.* ERVIN



**[349A] Topics in Dramatic Literature: Political Theater from *Lysistrata* to *Stuff Happens*** References to the “political stage” during elections remind us that since ancient times theater and politics have been closely linked. The Greeks used plays to expose enemies as well as to model behavior for democratic governance. More recently, British playwright David Hare’s *Stuff Happens* turned real speeches, meetings, and press conferences into an evening of controversial theater about the Iraq war. The focus will be on dramatic texts and live performance (from street theater to sketch satire) that explore the complexities of the political realm. *Four credit hours.*

**[349B] Topics in Dramatic Literature: Script Analysis** Focuses on developing close reading and interpretation skills for directors, actors, designers, dramaturgs, playwrights, and others whose work involves the process of moving plays from the page to the stage. Through in-depth analysis of a wide range of dramatic texts from a variety of cultures, students will be able to identify and meaningfully discuss genres, structural components, plotting elements, tonal/stylistic aspects, and thematic constructs. Class projects will involve conceptualizing the analyzed plays for imagined productions. *Four credit hours.*

**361As Musical Theater Skills Lab** Scenes and songs from the musical theater repertoire. Working in groups of two and three, students learn how to turn the transition between speech and singing into a character choice. Emphasis on scene work, vocal technique, and pursuing character objectives through song. *Four credit hours.* MASTRO

**361Bs Topics: Theater as Laboratory** Through a combination of seminar and applied work, explores the history of alternative theater models in the United States in the 20th and early 21st century. With papers, presentations, exams, archival exercises, and possible on-site study, students will analyze the ways lab theaters have challenged and complemented established theater models in relationship to contemporary cultural trends. The final project will invite students to create and test a design for a new laboratory-style theater company in residence at Colby Theater and Dance. *Four credit hours.* COULTER

**361Jj Topics in Performance: Performing Colby’s 200th Birthday** Colby celebrates its bicentennial in 2013. Imagine the stories that 200 years of college life have generated. In this experimental class, students will research the history of the College using archival materials (photographs, yearbooks, memoirs, letters, college publications and records, scrapbooks, etc.) to discover the raw material for building original monologues, stand-up acts, songs, spoken word, short plays, raps/rhymes, and other forms of creative, performative storytelling. Culminates in an informal performance opportunity. *Three credit hours.* CONNER

**379s Directing** Theories and techniques of staging theater. Emphasizing the collaborative nature of theater, allows students to explore a wide variety of performance styles. Includes practical matters such as casting, the design process, and working with actors, as well as the historical role of the director and its place in contemporary theater. Students cast and direct scenes and present a final directing concept for a longer, more substantial piece of work. Equal parts studio and lecture. Requires rigorous attendance and preparatory/rehearsal time outside of class. *Four credit hours.* COULTER

**483f, 484js Honors Thesis in Theater and Dance** Majors may apply for admission in spring of their junior year. Requires research conducted under the guidance of a faculty member and focused on an approved topic leading to the writing of a thesis, an oral public presentation or performance, and a presentation in the Colby Undergraduate

Research Symposium. Prerequisite: Senior standing, a 3.25 grade point average, a 3.5 major average at the end of January of the junior year, and unanimous approval of the department. *Three or 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

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## WOMEN'S, GENDER, AND SEXUALITY STUDIES

*Director,* ASSISTANT PROFESSOR LISA ARELLANO

APPOINTMENTS IN WOMEN'S, GENDER, AND SEXUALITY STUDIES: *Assistant Professor Lisa Arellano; Postdoctoral Fellow Brooke Campbell*

PROGRAM FACULTY FOR WOMEN'S, GENDER, AND SEXUALITY STUDIES: *Professors Teresa Arendell (Sociology), Debra Barbezat (Economics), Jennifer Finney Boylan (English), Lyn Mikel Brown (Education), Cedric Gael Bryant (English), Debra Campbell (Religious Studies), Priscilla Doel (Spanish), James Fleming (Science, Technology, and Society), Cheryl Townsend Gilkes (Sociology and African-American Studies), Jill Gordon (Philosophy), Paul Josephson (History), Elizabeth Leonard (History), Phyllis Mannonchi (English), Mary Beth Mills (Anthropology), Jorge Olivares (Spanish), Laurie Osborne (English), Adrianna Paliyenko (French), Tamae Prindle (East Asian Studies), Nikky Singh (Religious Studies), Mark Tappan (Education), and Larissa Taylor (History); Associate Professors Kimberly Besio (East Asian Studies), Ben Fallaw (History and Latin American Studies), Margaret McFadden (American Studies), Elisa Narin van Court (English), Tarja Raag (Psychology), Anindyo Roy (English), Elizabeth Sagaser (English), Laura Saltz (Art and American Studies), Betty Sasaki (Spanish), Katherine Stubbs (English), and Andrea Tilden (Biology); Assistant Professors Lisa Arellano (American Studies and WGSS), Emma García (Spanish), Karen Kusiak (Education), Tilar Mazzeo (English), and John Turner (History); Faculty Member without Rank Marilyn Pukkila (Library)*

The Women's, Gender, and Sexuality Studies Program is a feminist interdisciplinary program designed to acquaint students with scholarship on women, gender, sexuality, and feminist theory. 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 WGSS 201); a course in feminist theory (typically WGSS 311); a senior seminar (typically WGSS 493); and nine additional courses designated as WGSS courses or courses cross-listed under WGSS, at least two of which must be at the 300 or 400 level. Students may also petition the program director to have a non-listed course counted toward the major by demonstrating that the majority of their own course work is on WGSS topics.

Students may count toward fulfillment of the major requirements a maximum of one semester of independent study (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 3.5 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 3.5 major average at the end of the senior year and a public oral presentation of the project are conditions for successful completion of this program. Honors course credits do not count toward elective credits in the major. The final project will usually consist of 50 pages or more of superior quality.

### **Requirements for the Minor in Women's, Gender, and Sexuality Studies**

Six courses, including an introductory course (typically WGSS 201); a course in feminist theory (typically WGSS 311); and a senior seminar (typically WGSS 493); and three additional courses designated as WGSS courses or cross-listed under WGSS, at least two of which must be at the 300 or 400 level. No more than one semester of independent study (WGSS 491 or 492) may be counted toward fulfillment of the minor requirements.

The point scale for retention of the minor applies to all courses taken toward fulfillment of the minor. Courses counted toward the minor may not be taken satisfactory/unsatisfactory.

**Courses from other departments that may be applied to women's, gender, and sexuality studies major or minor** (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
	393 American Masculinities
<i>Anthropology</i>	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
<i>English</i>	336 Early American Women Writers
	343 African-American Literature
	348 Postcolonial Literature
	412 Shakespeare (when appropriate)
	413 Author Course (when appropriate)
	429 Passionate Expression: Love, Sex, and Sexuality in

	Western Literature
	493 Seminar (when appropriate)
<i>Environmental Studies</i>	113 Women Working for the Environment
<i>French</i>	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
	340 Seminar: Biographies and Autobiographies of Great American Women
	413 Seminar: Joan of Arc: History, Legend, and Film
<i>Philosophy</i>	215 Feminist Philosophies
<i>Psychology</i>	352 Sex and Gender Seminar
<i>Religious Studies</i>	257 Women in American Religion
	275 Contemporary Wicca: Formalists, Feminists, and Free Spirits
	312 South Asian Women at the Crossroads: Tradition and Modernity
<i>Sociology</i>	276 Sociology of Gender
	355 African-American Women and Social Change
	375 Contemporary Family Relations: Mothers and Daughters
	377 Sociology of Sexualities
<i>Spanish</i>	276 U.S. Latina/Chicana Women Writers
	334 Women in Hispanic Texts
	493B The Latina Body
<i>Theater and Dance</i>	349 Topics in Dramatic Literature (when appropriate)

## Course Offerings

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

**[211] 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

**[213] 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. Formerly listed as Women's, Gender, and Sexuality Studies 113. Prerequisite: English 115. *Four credit hours.* L, I

**[217] Boys to Men** An exploration of the thoughts, feelings, physical responses, life choices, and aspirations of boys and men throughout the life cycle as they act and

interact with girls and women, with each other, and with the larger sociocultural context in which they live. From an explicit social justice perspective, how power, privilege, and difference shape boys' and men's lives, and how the social construction and reproduction of masculinity differ based on sexual orientation, race, ethnicity, social class, and age. Particular attention to the problem of men's violence against women and other men. Students work with boys and young men in schools and after-school programs. *Four credit hours.* S, U

**232f 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

**275f Gender and Popular Culture** Listed as American Studies 275. *Four credit hours.* U MCFADDEN

**276s Sociology of Gender** Listed as Sociology 276. *Four credit hours.* S, U BLAKE

**311f Topics in Feminist Theory: Feminist Theories and Methodologies** Introduces students to the interdisciplinary field of feminist theory, which seeks to understand the creation and perpetuation of gender and sexual identities, differences, and inequalities. Surveys contemporary feminist issues including representation, sexuality, labor, family, activism, and politics. Draws on historical analysis and pays close attention to the variety of women's experiences over time. Incorporates some international perspectives on women and feminism, but the primary focus is on the United States. *Four credit hours.* U B. CAMPBELL

**334f Film and Society** Listed as American Studies 334. *Four credit hours.* U SALTZ

**375f Contemporary Family Relations: Mothers and Daughters** Listed as Sociology 375. *Three credit hours.* S, U ARENDELL

**376s Queer Popular Cultures** Listed as American Studies 376. *Four credit hours.* U MCFADDEN

**393f Proseminar: American Masculinities** Listed as American Studies 393. Prerequisite: Junior standing as American studies major. *Four credit hours.* U ARELLANO

**398s Intimate Labors and the Commodification of Care** Taking sex work to be an especially provocative case study of the increasingly pervasive commodification of care/intimate labors, the agenda of this course is to make space for you to create your own body of interdisciplinary, intersectional thinking and writing about post-1980s "feminist debates on prostitution" in the United States and Canada. We will seriously consider intersections of gender and sexuality with other important vectors of privilege and oppression, including race and ethnicity, work and class, body image and ability, citizenship and the law, religion, and activism. *Four credit hours.* B. CAMPBELL

**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** An examination of current debates about social and political identity in an effort to understand the terrain of these debates by examining (and in some cases forcing) conversations between and among projects that attempt to offer ways of thinking about the relationship between identity formation and social movements. Students will complete an independent project on a topic of their own choosing. *Four credit hours.* I ARELLANO



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J. ROBERT ALPERT '54, M.A. '81, 1981-1985

FRANK O. APANTAKU '71, M.A. '87, 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

SUSAN COMEAU '63, M.A. '87, 1987-1993, 1994-2000, 2001-2009

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, Ph.D., 1998-2004

JEROME F. GOLDBERG '60, M.A. '89, J.D., 1989-1994

WILLIAM H. GOLDFARB '68, M.A. '85, J.D., 1985-1993, 1994-2002, 2003-2009

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., 1992-2005

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

TIMOTHY B. HUSSEY '78, M.A. '03, M.B.A., 2003-2009

- NANCY JOACHIM '98, M.A. '02, J.D., 2001-2007  
 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  
 JOANNE WEDDELL MAGYAR '71, M.A. '02, 2001-2007  
 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  
 DAVID PULVER '63, M.A. '83, M.B.A., 1983-1991, 1992-2000, 2001-2009  
 PATRICIA RACHAL '74, M.A. '80, Ph.D., 1980-1986  
 WILLIAM J. ROUHANA JR. '72, M.A. '99, J.D., 1999-2007  
 ROBERT C. ROWELL '49, M.A. '61, 1961-1967  
 WILLIAM J. RYAN, M.A. '00, M.B.A., 2000-2006  
 ROBERT SAGE '49, M.A. '74, 1974-1986, 1987-1993  
 RICHARD R. SCHMALTZ '62, M.A. '76, M.A., 1989-1995, 2001-2009  
 PAUL J. SCHUPF, B.A., 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, Ph.D., 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), Visiting Committee on Women's, Gender, and Sexuality Studies

LAURIE HALEY ALLEN '87, Dover, Massachusetts (2013), Visiting Committees on African Studies and on Mathematics

LESLIE DOUGHERTY BIDDLE '89, M.A., New York, New York, Partner, *Goldman Sachs & Company* (2011), Visiting Committee on East Asian Studies

SUSAN E. BOLAND '83, M.A., New York, New York (2011), Visiting Committees on Classics, on French and Italian, and on International Studies

G. ARTHUR BRENNAN '68, J.D., York, Maine, *Superior Court Judge, State of Maine Superior Court* (2013), Visiting Committee on Off-Campus Study

REMI J. BROWNE '74, M.S., Boston, Massachusetts, *Managing Director/International Equity, Munder Capital* (2010), Visiting Committee on Sociology

ROBERT J. BRUCE '59, West Chester, Pennsylvania, *Retired President, Widener University* (2010), Visiting Committees on Off-Campus Study and on Athletics

SANDY BUCK '78, Cumberland Foreside, Maine, *Horizon Foundation Inc.* (2012)

SARA J. BURNS '79, Manchester, Maine, *President and Chief Executive Officer, Central Maine Power Company* (2011), Visiting Committee on Physical Plant

JULIE SANDS CAUSEY '85, Saint Paul, Minnesota, *Chairman, Western Bank* (2010), Visiting Committee on Admissions and Financial Aid

MALCOLM CHACE JR. '90, Providence, Rhode Island (2012)

DAVID H. CODY '92, New York, New York, *Managing Director, Fortress Investment Group LLC* (2010)

ROBERT A. DAVIDSON '80, Duxbury, Massachusetts, *Chief Investment Officer, Longwood Investment Advisors* (2012)

ALICE D. DOMAR '80, Ph.D., Sudbury, Massachusetts, *Executive Director, Domar Center for Complementary Healthcare* (2010) Visiting Committee on Student Services

CHRISTOPHER A. FEISS '85, Baltimore, Maryland, *Founder, 83 North Partners* (2010), Visiting Committees on Student Services and on Libraries

DEBORAH WATHEN FINN '74, M.A., Westfield, New Jersey, *Senior Vice President and Director of Transit and Rail, CH2M Hill* (2013), Visiting Committee on Classics

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., Cambridge, Massachusetts, *Vice President of Academic Affairs, Suffolk University* (2013), Visiting Committees on Religious Studies, on Chemistry, and on Sociology

DAN B. HARRIS '93, LL.D. '05, New York, New York, *Anchor, ABC News, Inc.* (2011)

MARK W. HOWARD '85, M.B.A., New York, New York, *Managing Director and Global Head of Credit Research, Barclays Capital* (2011), Visiting Committee on Music

MARJORIE CYR ISAKSEN, M.A., Oyster Bay, New York (2013), Visiting Committee on Dining Services

GREGORY G. JOHNSON, B.S., Harpswell, Maine, *Retired Admiral, United States Navy* (2010), Visiting Committee on Chemistry

PAUL D. KAZILIONIS '79, Boston, Massachusetts, *Chief Executive Officer, Westbrook Partners* (2011)

HENRY R. KENNEDY '80, Cumberland Center, Maine, *Executive Director, Kieve-Wavus Education Inc.* (2011), Visiting Committee on Student Services

JASON A. KLEIN '97, West Harrison, New York, *Curator, Edith G. Read Wildlife Sanctuary* (2013)

PETER H. LUNDER '56, D.F.A. '98, Scarborough, Maine, *Chairman, Kenilworth, Inc.* (Life Overseer)

EDWARD MARCHETTI '60, Essex, Massachusetts, *SOC Signatory, Pearson Pilings LLC* (2013)

LYNN MCKINLEY-GRANT '69, M.D., Washington, District of Columbia, *Dermatologist, Lynn McKinley-Grant, M.D., P.C.* (2010)

R. JAMES O'NEIL '83, M.B.A., '88, Malvern, Pennsylvania, *Partner/Equity Portfolio Manager, Cooke & Bieler* (2013)

RANDY PAPAPELLIS '79, Hopkinton, Massachusetts, *President and Chief Executive Officer, Ocean Spray Cranberries, Inc.* (2012), Visiting Committee on Admissions and Financial Aid

GRAHAM POWIS '90, M.B.A. '97, Greenwich, Connecticut, *Managing Director, Head of U.S. Equity Capital Markets, Lazard Freres & Co. LLC* (2013)

ELIZABETH RAFTERY '98, Wilton, Connecticut, *Senior Manager of Contract Billing Services, Intelsat Corporation* (2013)

KATHLEEN PINARD REED '86, M.D., Woolwich, Maine (2010)

LOU RICHARDSON '67, Wellesley, Massachusetts, *Controller, Xerox Corporation* (2011), Visiting Committees on Economics, on Theater and Dance, and on Psychology

STUART ROTHENBERG '70, Ph.D., Potomac, Maryland, *Editor/Publisher, Rothenberg Political Report* (2010), Visiting Committee on Government

EDWIN F. SCHEETZ III '87, M.B.A., Belvedere Tiburon, California, *Founder and Managing Director, Aphelion Capital* (2012)

PETER SCHMIDT-FELLNER '78, Darien, Connecticut, *Chief Investment Officer, NewStar Financial Inc.* (2012)

JENNIFER ALFOND SEEMAN '92, Weston, Massachusetts (2011), Visiting Committee on Dining Services

GEORGE M. SHUR '64, J.D., Dekalb, Illinois, *Retired General Counsel, Northern Illinois University; Retired Professor of Higher Education Law, Northern Illinois University* (2013)

MOSES SILVERMAN '69, J.D., New York, New York, *Partner, Attorney, Paul Weiss Rifkind Wharton & Garrison* (2010), Visiting Committees on Spanish, on Religious Studies, and on Education

MICHAEL D. SULLIVAN '72, Trappe, Maryland, *Managing Director, Wachovia Corporation* (2013)

AMY WALTER '91, Arlington, Virginia, *Editor-in-chief, The Hotline* (2013)

## Overseers Visiting Committees 2008-2009

**Sociology (October 5-7, 2008):** Janice Griffith '62, chair; Remi Browne '74; Mark Hutter, Rowan University, consultant; Steven Barkan, University of Maine, consultant.

**East Asian Studies (October 19-21, 2008):** Colleen Khoury '64, chair; Leslie Biddle '89; Paul Ropp, Clark University, consultant; Phyllis Larson, St. Olaf College, consultant.

**Athletics (November 2-4, 2008):** Robert Bruce '59, chair; Jan Magyar '71; Linda Moulton, Clark University, consultant; John Biddiscombe, Wesleyan University, consultant.

**Admissions and Financial Aid (November 16-18, 2008):** Robert Hoopes '89, chair; Julie Sands Causey '85; Randy Papadellis '79; Joshua Woodfork '97; Karl Furstenberg, Dartmouth College, consultant; Heather McDonnell, Sarah Lawrence College, consultant.

**Music (March 15-17, 2009):** Libby Corydon-Apicella '74, chair; Mark Howard '85; Suzanne Cusick, New York University, consultant; Stephen Dembski, University of Wisconsin, consultant.

## Alumni Council Executive Committee

JESSICA D'ERCOLE STANTON '92, *chair, president of the Alumni Association*

DAVID C. FERNANDEZ '89, *vice chair*

MARGARET BERNIER BOYD '81, *executive secretary/treasurer*

KARI CHRISTENSEN ANDERSON '98, *chair, Admissions Committee*

STEPHEN E. CHASE '61, *member at large*

ALEXANDER CHIN '96, *chair, Athletics Committee*

MICHAEL J. CUZZI '98, *chair, Nominating Committee*

DAVID S. EPSTEIN '86, *chair, Career Center Committee*

LANE MAHONEY '09, *past president, Student Alumni Association*

STEPHEN C. PFAFF '81, *chair, Awards Committee*

HILARY SMYTH WIRTZ '00, *chair, Colby Fund Committee*

JACQUELYN LINDSEY WYNN '75, *member at large*



# FACULTY 2008-2010

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**

DONALD B. ALLEN, M.A. '82, Ph.D., 1967-2007  
*Professor of Geology, Emeritus*

DOUGLAS N. ARCHIBALD, M.A. '73, Ph.D., 1973-2004  
*Roberts Professor of Literature, Emeritus; Vice President for Academic Affairs and Dean of Faculty, 1982-1988; Editor of Colby Quarterly, 1986-2004; Curator of the Healy Collection, 1993-1998*

TOM C. AUSTIN, B.S., 1986-2005  
*Adjunct Associate Professor of Physical Education and Athletics, Emeritus*

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, Emerita*

SIDNEY W. FARR '55, M.A. '95, M.B.A., 1960-1995

*Professor, Emeritus; Alumni Secretary; Secretary of the Corporation*

CHARLES A. FERGUSON, Ph.D., 1967-1995

*Associate Professor of French and Italian, Emeritus*

GUY T. FILOSOF, M.A. '81, Ph.D., 1969-2001

*Professor of French, Emeritus*

BRUCE E. FOWLES, Ph.D., 1967-2003

*Associate Professor of Biology, Emeritus*

HENRY A. GEMERY, M.A. '77, Ph.D., 1961-2002

*Pugh Family Professor of Economics, Emeritus*

HUGH J. GOURLEY III, A.B., April, 1966-2003

*Faculty Member without Rank: Carolyn Muzzy Director of the Museum of Art, Emeritus*

ADEL HEINRICH, A.Mus.D., 1964-1988

*Associate Professor of Music, Emerita; Director of Chapel Music, Emerita*

JAN S. HOGENDORN, M.A. '76, Ph.D., 1963-2003

*Grossman Professor of Economics, Emeritus*

HENRY HOLLAND, M.A. '66, Ph.D., 1952-1988

*Professor of Modern Languages [Spanish], Emeritus; Resident Director of Colby in Cuernavaca Program, Emeritus*

SUSAN McILVAINE KENNEY, M.A. '86, Ph.D., 1968-2007

*Dana Professor of Creative Writing, Emerita*

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*

CHARLES R. LAKIN, M.L.S., 1985-2007

*Faculty Member without Rank: Reference Librarian, Emeritus*

EVA LINFIELD, Ph.D., 1993-2008

*Associate Professor of Music, Emerita*

THOMAS R.W. LONGSTAFF, M.A. '84, Ph.D., 1969-2003

*Crawford Family Professor of Religious Studies, Emeritus*

COLIN E. MacKAY, M.A. '73, Ph.D., 1956-1990

*Professor of English, Emeritus*

MARILYN S. MAVRINAC, Ph.D., 1963-1995

*Associate Professor of Education and Human Development, Emerita*

ROBERT L. McARTHUR, M.A. '83, Ph.D., 1972-2007

*Christian A. Johnson Professor of Integrative Liberal Learning, Emeritus; Dean of Admissions and Financial Aid, 1982-1985; Vice President for Academic Affairs and Dean of Faculty, 1988-1998*

SHEILA M. MCCARTHY, Ph.D., 1987-2009

*Associate Professor of Russian, Emerita*

RICHARD J. MCGEE, M.A. '86, M.S., 1967-1998

*Professor of Physical Education, Emeritus; Director of Athletics*

JAMES R. MCINTYRE, Ph.D., 1976-2006

*Associate Professor of German, Emeritus, Director of Career Services, 1982-1991*

C. ABBOTT MEADER, M.A. '96, M.F.A., 1983-1998

*Professor of Art, Emeritus*

JANE M. MOSS, M.A. '90, Ph.D., 1979-2009

*Robert E. Diamond Professor of Women's Studies, Professor of French, Emerita*

RICHARD J. MOSS, M.A. '90, Ph.D., 1978-2005

*John J. and Cornelia V. Gibson Professor of History, Emeritus*

SUANNE WILSON MUEHLNER, M.L.S., 1981-2003

*Faculty Member without Rank: Director of the Colby Libraries, Emerita*

BRADFORD P. MUNDY, M.A. '92, Ph.D., 1992-2003

*Miselis Professor of Chemistry, Emeritus*

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*

PATRICIA A. ONION, M.A. '00, Ph.D., 1974-2008

*Professor of English, Emerita*

FRANCES M. PARKER, M.L.S., 1974-2002

*Faculty Member without Rank: Assistant Director for Public Services, Library, Emerita*

HAROLD R. PESTANA, M.A. '85, Ph.D., 1959-1997

*Professor of Geology, Emeritus*

PETER J. RÉ, M.A. '65, M.A., 1951-1984

*Professor of Music, Emeritus*

CLIFFORD E. REID, M.A. '89, Ph.D., 1987-2009

*Charles A. Dana Professor of Economics, Emeritus*

URSULA REIDEL-SCHREWE, Ph.D., 1989-2008

*Associate Professor of German, Emerita*

DOROTHY SWAN REUMAN, M.A., 1966-1992

*Associate Professor of Music, Emerita*

NICHOLAS L. ROHRMAN, M.A. '77, Ph.D., 1977-2005

*Professor of Psychology, Emeritus*

YVONNE R. ROWE '55, M.A. '79, M.B.A., 1958-1994

*Professor of Administrative Science, Emerita*

JEAN DONOVAN SANBORN, M.A. '97, Ph.D., 1984-2005

*Professor of English, Emerita*

RICHARD C. SEWELL, M.A., 1974-2003, 2004-2005

*Adjunct Associate Professor of Theater and Dance, Emeritus; Director of Powder and Wig, Emeritus; 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

*NEH/Class of 1940 Distinguished Teaching Professor of Humanities, English, Emeritus*

LINDA TATELBAUM, M.A. '04, Ph.D., 1982-2007

*Professor of English, Emerita*

THOMAS H. TIETENBERG, M.A. '84, Ph.D., 1977-2008

*Mitchell Family Professor of Economics, Emeritus*

DACE WEISS, M.A., 1981-2001

*Assistant Professor of French, Emerita*

JONATHAN M. WEISS, M.A. '86, Ph.D., 1972-2008

*NEH/Class of 1940 Distinguished Professor of Humanities, French, Emeritus*

JAMES B. WESCOTT, M.A. '01, M.S., 1978-2003

*Adjunct Professor of Physical Education and Athletics, Emeritus*

JOYLYNN W.D. WING, M.A. '04, Ph.D., 1988-2008

*Professor of Theater and Dance, Emerita*

DIANE S. WINN, M.A. '89, Ph.D., 1974-2007

*Professor of Psychology, Emerita*

G. DORIN ZOHNER, Ph.D., 1963-1966; 1969-1996

*Associate Professor of Psychology, Emeritus*

## Named Chairs, Their Donors, and Current Chairholders 2009-10

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. '56. 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. Gouvêa, mathematics.

The William R. Cotter Distinguished Teaching Professorship (2000) by members of the Colby community. Kenneth A. Rodman, government.

The Crawford Family Chair in Religion (1994) by James B. Crawford '64, chair of the Colby Board of Trustees, and Linda Johnson Crawford '64 in memory of Colby Professor Gustave H. Todrank. Nikky-Guninder Singh, religious studies.

The Charles A. Dana Professorship Fund (1966) by the Charles A. Dana Foundation of New York City. Jill P. Gordon, philosophy; Luis Millones, Spanish; Thomas J. Morrione, sociology; Adrianna Paliyenko, French; and Steven Saunders, music.

The Robert E. Diamond Professorship in Humanities (1993) by Robert E. Diamond Jr. '73, Colby trustee, in memory of his father. Jennifer A. Yoder, government and international relations.

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, M.A. '62. Mrs. Jetté and her husband, Ellerton M. Jetté, LL.D.'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 '75, 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, Valerie Reynolds, geology, and Stephanie R. Taylor, computer science.

The John D. and Catherine T. MacArthur Foundation Professorship (1981) by the John D. and Catherine T. MacArthur Foundation. Cheryl Townsend Gilkes, sociology and African-American studies.

The J. Warren Merrill Professorship in Chemistry and Natural History (1865) by J. Warren Merrill, Colby trustee. Andrea R. Tilden, biology.

The Dr. Frank and Theodora Miselis Chair in Chemistry (1991) by Frank J. '43 and Theodora Miselis. D. Whitney King, chemistry.

The Mitchell Family Professorship in Economics (1993) by Edson V. Mitchell '75, Colby trustee. Debra A. Barbezat, economics.

The Carolyn Muzzy Museum of Art Chair (1992) by Colby friend Carolyn Muzzy, who had been involved with the museum since its inception. Sharon L. Corwin, museum.

The NEH/Class of 1940 Distinguished Professorship in Humanities (1990) by the National Endowment for the Humanities and alumni from the Class of 1940. Laurie E. Osborne, English.

The Oak Chair in Biological Sciences (1993) by The Oak Foundation, the family foundation of the parents of a Colby alumnus. F. Russell Cole, biology.

The Oak Chair in East Asian Language and Literature (2000) by The Oak Foundation, the family foundation of the parents of a Colby alumnus. Tamae K. Prindle, East Asian studies.

The Paul D. and Marilyn Paganucci Chair in Italian Language and Literature (2000) by Paul D. Paganucci, M.A. '75, Colby trustee, and Marilyn Paganucci. Allison Cooper, 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, Class of 1914. David H. Firmage, biology.

The Pugh Family Professorship in Economics (1992) by Lawrence R. Pugh '56, chair of the Colby Board of Trustees, and Jean Van Curan Pugh '55. David W. Findlay, economics.

The Pulver Family Chair in Jewish Studies (1996) by David Pulver '63, Colby trustee, and Carol Pulver. David Freidenreich, religious studies.

The Arthur Jeremiah Roberts Professorship of Literature (1928) by the Board of Trustees as an expression of their regard for the late President Roberts, Colby's 13th president, who had taught English literature at Colby. Ira Sadoff, English.

The William A. Rogers Professorship in Physics (2000) by an anonymous donor. Murray F. Campbell, physics.

The Sunrise Chair (2000) by anonymous parents of Colby alumni. Robert T. Bluhm Jr., physics.

The Julian D. Taylor Professorship in Classics (1956) by a bequest from Professor Julian D. Taylor, who taught Latin and Greek at Colby from 1868 to 1931. Kerill N. O'Neill, classics.

The Herbert E. Wadsworth Professorship in Economics (1940) by Herbert E. Wadsworth, Class of 1892, Colby trustee. James W. Meehan Jr., economics.

The Whipple-Coddington Chair in Geology (1994) by Jane Whipple Coddington '55, Colby trustee, and F. Chandler Coddington Jr. Robert A. Gastaldo, geology.

The Harriet S. 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. Kimberly A. Besio, East Asian studies.

## Faculty

*The faculty is arranged alphabetically. In parentheses are listed colleges and universities from which earned degrees have been received, followed by years of employment. Faculty members on leave are listed at the end of the alphabetical list. Footnotes indicate part-time and shared appointments.*

HIDEKO ABE, Ph.D. (Shikoku Christian College [Japan], Arizona State), 1993-1995; 2006-  
*Assistant Professor of East Asian Studies*

THOMAS PHILIP ABOWD, Ph.D. (Michigan, Columbia), 2009-  
*Visiting Assistant Professor of Anthropology*

WILLIAM D. ADAMS, M.A. '00, Ph.D. (Colorado College, California at Santa Cruz), 2000-  
*President; Professor of Philosophy*

SYED TARIQ AHMAD, Ph.D. (Aligarh Muslim University [India], Postgraduate Institute of Medical Education & Research [India], Notre Dame), 2009-  
*Assistant Professor of Biology*

DEBRA A. AITKEN, M.A. '01, B.A. (Plymouth State, Frostburg State), 1985-  
*Adjunct Professor of Athletics*

RICHARD A. AMMONS, M.B.A. (Amherst, Stanford), 2003-  
*Professor of American Studies; Vice President for College Relations*

JEFFREY D. ANDERSON, Ph.D. (Knox, Chicago), 1996-  
*Associate Professor of Anthropology*

LISA ARELLANO, Ph.D. (Bryn Mawr, San Francisco State, Stanford), 2005-  
*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*

MARTHA ARTERBERRY, Ph.D. (Pomona, Minnesota), 2006-  
*Professor of Psychology*

CATHERINE ASHCRAFT, M.S. (Pennsylvania, Yale), 2008-  
*Visiting Instructor in Government*

JOSEPH E. ATKINS, Ph.D. (Vassar, Rochester), 2002-  
*Visiting Assistant Professor of Psychology; Coordinator of Multicultural Student Programs and Support*

SALLY A. BAKER, A.B. (Duke), 1989-1998; 2002-  
*Faculty Member without Rank: Vice President and Secretary of the College*

LISETTE BALABARCA, Ph.D. (Pontificia Universidad [Peru], Boston University), 2006-  
*Assistant Professor of Spanish*

DEBRA A. BARBEZAT, M.A. '04, Ph.D. (Smith, Michigan), 1992-  
*Mitchell Family Professor of Economics*

JAMES C. BARRETT, Ph.D.<sup>1</sup> (California at Santa Cruz, Cornell), 2000-  
*Visiting Assistant Professor of Anthropology and English*

JARED R. BEERS '01, B.A. (Colby), 2006-  
*Adjunct Instructor in Athletics*

JAMES BEHUNIAK JR., Ph.D. (Southern Maine, Hawaii at Manoa), 2006-  
*Assistant Professor of Philosophy*

AMY C. BERNATCHEZ, B.S. (Maine), 2004-  
*Adjunct Assistant Professor of Athletics*

KIMBERLY A. BESIO, Ph.D. (Hawaii at Manoa, California at Berkeley), 1992-  
*Ziskind Associate Professor of East Asian Studies [Chinese]*

CATHERINE L. BESTEMAN, M.A. '05, Ph.D. (Amherst, Arizona), 1993-  
*Professor of Anthropology*

PARKER J. BEVERAGE, M.A. (Dartmouth, Stanford), 1985-  
*Dean of Admissions and Financial Aid*

CATHERINE R. BEVIER, Ph.D. (Indiana, Connecticut), 1999-  
*Associate Professor of Biology*

CHANDRA D. BHIMULL, Ph.D. (Kenyon, Michigan)  
*Assistant Professor of Anthropology and African-American Studies*

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*

MARÍA DOLORES BOLLO-PANADERO, Ph.D. (Seville [Spain], Michigan State), 2008-  
*Assistant Professor of Spanish*

TODD M. BORGERDING, Ph.D. (Mankato State, Minnesota, Michigan), 1997-1998, 2008-  
*Associate Professor of Music*

LILIANA BOTCHEVA-ANDONOVA, Ph.D. (Mount Holyoke, Harvard), February 2004-2009  
*Assistant Professor of Government and Environmental Studies*

LAURA CHAKRAVARTY BOX, Ph.D. (California State at Fullerton, San Diego State,  
Hawaii at Manoa), February 2002-2009  
*Assistant Professor of Theater and Dance*

JENNIFER FINNEY BOYLAN, M.A. '01, M.A.<sup>1</sup> (Wesleyan, Johns Hopkins), 1988-  
*Professor of English*

OTTO K. BRETSCHER, Ph.D.<sup>1</sup> (Zurich [Switzerland], Harvard, Zurich [Switzerland]), 1998-  
*Assistant Professor of Mathematics*

BETSY BROWN, Ph.D. (Boston University, Delaware), 1990-2008  
*Visiting Assistant Professor of Biology, Associate Director of Corporate, Government, and  
Foundation Relations, 1990-2008; Research Scientist in Biology, 2008-*

LYN MIKEL BROWN, M.A. '05, Ed.D.<sup>2</sup> (Ottawa, Harvard), 1991-  
*Professor of Education*

PHILIP H. BROWN, Ph.D. (Colorado, School for International Training, Michigan), 2003-  
*Assistant Professor of Economics*

AUDREY BRUNETAU, Ph.D. (Poitiers [France], Michigan State), 2008-  
*Assistant Professor of French*

CEDRIC GAEL BRYANT, M.A. '05, Ph.D. (San Diego State, California at San Diego), 1988-  
*Lee Family Professor of English*

KYLE TIMOTHY BULTHUIS, Ph.D. (Calvin, Utah State, California at Davis), 2009-  
*Visiting Assistant Professor of History*

PATRICIA A. BURDICK, A.L.M. (Cedar Crest, Georgia Institute of Technology,  
Simmons, Harvard), 2001-  
*Faculty Member without Rank: Special Collections Librarian*

MICHAEL D. BURKE, M.A. '09, M.F.A.<sup>1</sup> (California at Berkeley, Massachusetts at  
Amherst), 1987-  
*Professor of English*

THOMAS K. BURTON, B.A. (Hamilton), 1999-  
*Adjunct Associate Professor of Athletics*

ALEC D. CAMPBELL, Ph.D. (Columbia, UCLA), 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*

JAMES CAPREEDY, Ph.D. (Hamilton, Tufts, British Columbia [Canada]), 2008-2009  
*Visiting Assistant Professor of Classics*

GAIL CARLSON, Ph.D.<sup>1</sup> (St. Olaf, Wisconsin at Madison), 2004-  
*Visiting Assistant Professor of Environmental Studies*

COLIN CARMAN, Ph.D.<sup>1</sup> (Hamilton, California at Santa Barbara)  
*Visiting Assistant Professor of English*

JENNIFER COANE, Ph.D. (Illinois State, Washington University [St. Louis]), 2008-  
*Assistant Professor of Psychology*

DANIEL H. COHEN '75, M.A. '00, Ph.D. (Colby, Indiana), 1983-  
*Professor of Philosophy; Christian A. Johnson Professor of Integrative Liberal Learning*

MARÍA 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.<sup>1</sup> (Knox, Illinois), 1978-  
*Faculty Member without Rank: Science Librarian*

LYNNE CONNER, Ph.D. (Oberlin, Stony Brook, Pittsburgh), 2008-  
*Associate Professor of Theater and Dance*

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*

ALLISON A. COOPER, Ph.D. (Knox, UCLA), 2002-  
*Paul D. and Marilyn Paganucci Assistant Professor of Italian Language and Literature*

ANTHONY J. CORRADO JR., M.A. '01, Ph.D. (Catholic University, Boston College),  
February 1986-  
*Professor of Government*

SHARON L. CORWIN, M.A. '06, Ph.D. (New College of Florida, California at Berkeley),  
2003-  
*Professor of Art; Carolyn Muzzy Director of the Colby College Museum of Art and Chief  
Curator*

TRACEY A. COTE, M.S. (Northern Michigan, Wyoming), 1998-  
*Adjunct Associate Professor of Athletics; Assistant Director of Athletics 2008-*

TODD JAMES COULTER, Ph.D. (St. Olaf, Colorado at Boulder), 2009-  
*Assistant Professor of Theater and Dance*

ERIN F. CURREN '97, Ph.D. (Colby, Columbia), 2005-2006, 2007-2009  
*Visiting Assistant Professor of French and Italian*

G. RUSSELL DANNER, D.V.M.<sup>1</sup> (Wisconsin at Madison, Idaho at Moscow, Wisconsin at  
Madison), 2004-2009  
*Visiting Assistant Professor of Biology 2004-2009; Research Scientist in Biology, 2009-*

MICHAEL J. DELL'OLIO, J.D.<sup>1</sup> (Maine, New Hampshire College, Massachusetts School  
of Law), January-May 2004; 2005-  
*Visiting Assistant Professor of Administrative Science*

GUILAIN P. DENOEU, M.A. '03, Ph.D. (Grenoble [France], Georgetown, Princeton), 1990-  
*Professor of Government*

JULIE W. DE SHERBININ, M.A. '07, Ph.D. (Amherst, Yale, Cornell), 1993-  
*Professor of Russian*

STEPHAN DESROCHERS, Ph.D.<sup>1</sup> (Nevada-Reno, California State at San Bernardino),  
2008-2009  
*Visiting Assistant Professor of Psychology*

THOMAS A. DEXTER, M.S. (SUNY at Cortland), 1989-  
*Adjunct Associate Professor of Athletics*

VALERIE M. DIONNE, M.A. (Montreal [Canada], Princeton), 2008-  
*Assistant Professor of French*

PETER B. DITMANSON, Ph.D. (Minnesota, Harvard), 1999-2009  
*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, M.A. '07, Ph.D. (Colby, Michigan), 1989-  
*Professor of Economics; Associate Vice President for Academic Affairs and Associate Dean of Faculty, 2008-*

PATRICK S. DONNELLY, M.F.A.<sup>1</sup> (Warren Wilson), 2007-2009  
*Visiting Instructor in English*

LINWOOD C. DOWNS '83, M.A.<sup>1</sup> (Colby, Columbia, Maine), 2003-  
*Assistant Professor of Administrative Science*

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-  
*Associate Professor of History and Latin American Studies*

JOSEPH A. FEELY, M.Arch. (Williams, Washington), 1995-  
*Visiting Assistant Professor of Art; Supervisor of Special Projects/Architect*

FRANK A. FEKETE, M.A. '96, Ph.D. (Rhode Island, Rutgers), 1983-  
*Professor of Biology*

DAVID W. FINDLAY, M.A. '99, Ph.D. (Acadia [Canada], Purdue), 1985-  
*Pugh Family Professor of Economics*

DAVID H. FIRMAGE, M.A. '88, Ph.D. (Brigham Young, Montana), 1975-  
*Clara C. Piper Professor of Environmental Studies*

JAMES R. FLEMING, M.A. '02, Ph.D. (Pennsylvania State, Colorado State, Princeton), 1988-  
*Professor of Science, Technology, and Society*

GILLIAN FRANK, Ph.D. (York [Canada], Brown), 2008-2009  
*Visiting Assistant Professor of American Studies*

PATRICE M. FRANKO, M.A. '00, Ph.D. (Bucknell, Notre Dame), 1986-  
*Grossman Professor of Economics; Director, Oak Human Rights Institute 2006-*

TONI M. FREDETTE '89, M.S.<sup>1</sup>(Colby, Lehigh), February-May 2009  
*Visiting Instructor in Computer Science*

DAVID M. FREIDENREICH, Ph.D. (Brandeis, Columbia), 2008-  
*Pulver Family Assistant Professor of Jewish Studies*

LILY FUNAHASHI, D.M.A. (Wisconsin at Madison, UCLA, Julliard), 2009-  
*Visiting Assistant Professor of Music*

NORA GANTER, Ph.D. (Bonn [Germany], MIT), 2007-2009

*Assistant Professor of Mathematics*

EMMA GARCÍA, Ph.D. (California at Santa Cruz, Michigan at Ann Arbor), 2005-

*Assistant Professor of Spanish*

ROBERT A. GASTALDO, M.A. '99, Ph.D. (Gettysburg, Southern Illinois), 1999-

*Whipple-Coddington Professor of Geology*

LORI A. GEAR MCBRIDE, M.A. (North Carolina at Chapel Hill, Seton Hall), 2005-

*Adjunct Instructor in Athletics*

ALEXANDRU GHITZA, Ph.D. (McGill, MIT), 2006-2009

*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*

MELISSA J. GLENN, Ph.D. (Memorial [Canada], Concordia [Canada]), 2007-

*Assistant Professor of Psychology*

JILL P. GORDON, M.A. '04, Ph.D. (Claremont McKenna, Brown, Texas at Austin), 1991-

*Charles A. Dana Professor of Philosophy*

FERNANDO Q. GOUVÊA, M.A. '01, Ph.D. (Universidade de Sao Paulo [Brazil], Harvard), 1991-

*Carter Professor of Mathematics*

GARY M. GREEN, M.F.A.<sup>1</sup> (SUNY Empire State, Bard), 2007-

*Assistant Professor of Art*

ARTHUR D. GREENSPAN, M.A. '91, Ph.D. (Columbia, Indiana), 1978-

*Professor of French and Italian*

PAUL G. GREENWOOD, M.A. '04, Ph.D. (Knox, Florida State), 1987-

*Professor of Biology and Dr. Charles C. and Pamela W. Leighton Research Fellow*

LODOVICA GUIDARELLI, B.A. (Universita Di Bologna [Italy]), 2009-

*Visiting Instructor in Italian*

SAMARA R. GUNTER, Ph.D. (Chicago, Michigan, Michigan), 2008-

*Assistant Professor of Economics*

CLEMENT P. GUTHRO, Ed.D. (Manitoba [Canada], Point Loma Nazarene, Western Ontario [Canada], Nova Southeastern), 2003-

*Faculty Member without Rank: Director of the Colby Libraries*

JONATHAN F. HALLSTROM, Ph.D. (Oregon State, Iowa), 1984-

*Associate Professor of Music*

LYNN HANNUM, Ph.D. (Bates, Yale), 2001-

*Associate Professor of Biology*

FREDERICK ANDREW HANSEN, Ph.D. (Johns Hopkins, Chicago), 2009-

*Associate Professor of Economics*

- PAULA HARRINGTON, Ph.D.<sup>1</sup> (Columbia, San Francisco State, California at Davis), 2008-  
*Visiting Assistant Professor of English; Director of the Writers' Center 2009-2010*
- NATALIE B. HARRIS, Ph.D.<sup>1</sup> (Indiana), 1978-1980, 1982-1985, 1986-  
*Associate Professor of English*
- PETER B. HARRIS, M.A. '89, Ph.D. (Middlebury, Indiana), 1974-  
*Zacamy Professor of English*
- STEPHEN HARRISON, Ph.D. (Portsmouth [U.K.], Connecticut), 2009-  
*Visiting Assistant Professor of Psychology*
- WALTER F. HATCH, Ph.D. (Macalester, Washington), 2002-  
*Assistant Professor of Government*
- CAROL HAWKINS, Ph.D. (Montana State, Colorado, New Hampshire), 2008-2009  
*Visiting Assistant Professor of English (Rhetoric and Composition) and Director of the Writers' Center*
- KAREN L. HENNING, M.A. (Maryland, Adelphi), August 2007-  
*Adjunct Instructor in Athletics*
- JAN E. HOLLY, Ph.D. (New Mexico, Illinois), 1996-  
*Associate Professor of Mathematics*
- JENNIFER L. HOLSTEN '90, M.Ed. (Colby, Springfield), 1995-  
*Adjunct Associate Professor of Athletics*
- M. ADAM HOWARD, Ph.D. (Berea, Harvard, Cincinnati), 2003-2004, 2008-  
*Associate Professor of Education*
- ANTHONY HUNTER, M.A. (Canterbury [New Zealand]), 2008-2009  
*Visiting Instructor in Classics*
- ANUPAMA JAIN, Ph.D. (Bryn Mawr, Wisconsin at Madison), 2009-  
*Visiting Assistant Professor of English*
- RUSSELL R. JOHNSON, Ph.D. (Colorado College, Washington State), 1996-  
*Associate Professor of Biology*
- PAUL R. JOSEPHSON, Ph.D. (Antioch, Harvard, MIT), 2000-  
*Professor of History*
- BROOKE A. JUDE '00, Ph.D. (Colby, Dartmouth), 2007-2009  
*Visiting Assistant Professor of Biology*
- BRIAN KARL, M.A. (UCLA, Columbia), 2008-2009  
*Visiting Instructor in Anthropology*
- KRISTINA KATORI, M.Ed. (Plymouth State), 2009-  
*Adjunct Instructor in Athletics*
- JEFFREY L. KATZ, Ph.D. (Pennsylvania, Harvard), 2002-  
*Associate Professor of Chemistry*
- TONI D. KATZ, M.S. (Maine at Portland, Simmons), 1983-  
*Faculty Member without Rank: Assistant Director for Technical Services, Colby Libraries*

PETER JOSHUA KAVALER, Ph.D. (Haverford, Pennsylvania), 2004-  
*Assistant Professor of Biology*

SARAH K. KELLER, Ph.D. (St. Olaf, Western Michigan, Chicago), 2008-  
*Assistant Professor of English*

MARTIN F. KELLY, M.L.S. (New College of Florida, San Jose State), 2006-  
*Faculty Member without Rank: Visual Resources Librarian*

ANNE KENNEY, M.F.A.<sup>1</sup> (Amherst, Yale), 2008-2009  
*Irving D. Suss Visiting Guest Artist, Theater and Dance*

SAKHI KHAN, M.A. (Tufts, Harvard), 2001-  
*Adjunct Assistant Professor of Athletics*

D. WHITNEY KING, M.A. '02, Ph.D. (St. Lawrence, Rhode Island), 1989-  
*Dr. Frank and Theodora Miselis Professor of Chemistry*

ARNE KOCH, Ph.D. (Kenyon, Pennsylvania State, North Carolina at Chapel Hill), 2007-  
*Assistant Professor of German*

KAREN KUSIAK '75, M.Ed.<sup>1</sup> (Colby, Lesley), 1990-  
*Assistant Professor of Education*

ELIZABETH LACOUTURE, M.I.A. (Barnard, Columbia), 2009-  
*Instructor in History and East Asian Studies*

SCOTT A. LAMBERT, Ph.D. (Maine at Farmington, Binghamton, Montana at Missoula),  
2008-2009  
*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*

LEO LIVSHITS, M.A. '08, Ph.D. (Waterloo [Canada], Toronto [Canada]), 1994-  
*Professor of Mathematics*

JASON M. LONG, Ph.D. (Wheaton, Northwestern), 2002-  
*Associate Professor of Economics*

VIRGINIA C. LONG, Ph.D. (Williams, North Carolina), 2000-2009  
*Clare Boothe Luce Assistant Professor of Physics*

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, 1987-1995; 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-  
*Associate Professor of Religious Studies*

PHYLLIS F. MANNOCCI, M.A. '96, Ph.D. (Pennsylvania, Columbia), 1977-  
*Professor of English*

MICHAEL A. MARLAIS, M.A. '95, Ph.D. (St. Mary's of California, California at Hayward, Michigan), 1983-  
*James M. Gillespie Professor of Art*

D. BENJAMIN MATHES, M.A. '03, Ph.D. (Middlebury, New Hampshire), 1990-  
*Professor of Mathematics*

HARRIETT MATTHEWS, M.A. '84, M.F.A. (Sullins Junior, Georgia), 1966-  
*Professor of Art*

BÉNÉDICTE NICOLE MAUGUIÈRE, Ph.D. (Université d'Angers [France], Université Paris Sorbonne [France]), 2009-  
*Professor of French*

BRUCE A. MAXWELL, Ph.D. (Swarthmore, Cambridge [England], Carnegie Mellon), 2007-  
*Associate Professor of Computer Science*

VICTORIA L. MAYER, Ph.D. (Cornell, North Carolina at Chapel Hill, Wisconsin at Madison), 2007-  
*Assistant Professor of Sociology*

TILAR J. MAZZEO, Ph.D. (New Hampshire, Washington), 2004-  
*Assistant Professor of English*

BRENDA MCALEER, Ph.D.<sup>1</sup> (St. Mary's College, Vermont College, Walden), 2003-  
*Visiting Associate Professor of Administrative Science*

JONATHAN HOWARD MCCOY, Ph.D. (Haverford, Maryland, Cornell), 2009-  
*Assistant Professor of Physics*

MARGARET T. MCFADDEN, Ph.D. (Wells, Duke, Yale), 1996-  
*Associate Professor of American Studies*

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*

CAROLYN MEGAN, M.F.A.<sup>1</sup> (Boston College, Vermont College), 2006-2009  
*Visiting Instructor in English*

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 MICHAELIS, B.A. (Bates), 2005-  
*Adjunct Assistant Professor of 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-  
*Charles A. Dana 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, M.A. '07, Ph.D. (Western Ontario [Canada], California at Berkeley), 1992-  
*Professor of Anthropology*

GARRY J. MITCHELL, M.F.A.<sup>1</sup> (Hawaii at Honolulu, Pratt Institute), 1996-1998; 1999-  
*Assistant Professor of Art*

LYDIA MOLAND, Ph.D. (Boston University), 2008-  
*Assistant Professor of Philosophy*

ELENA I. MONASTIREVA-ANSELL, Ph.D. (Piatigorsk State Institute of Foreign Languages [Russia], Iowa, Indiana), 2009-  
*Assistant Professor of Russian*

CATERINA MONGIAT FARINA, M.A. (Universita di Padova [Italy], Harvard), 2009-  
*Instructor in Italian*

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.<sup>1</sup> (Princeton, Virginia), 2001-2009  
*Instructor in German*

ELISA M. NARIN VAN COURT, Ph.D. (California at Berkeley), 1996-  
*Associate Professor of English*

BARBARA KUCZUN NELSON '68, M.A.<sup>1</sup> (Colby, Middlebury), 1978-  
*Associate Professor of Spanish*

RANDY A. NELSON, M.A. '90, Ph.D. (Northern Illinois, Illinois), 1987-  
*Douglas Professor of Economics and Finance*

ROBERT E. NELSON, M.A. '96, Ph.D. (San Francisco State, Washington), 1982-  
*Professor of Geology*

MOUHAMEDOUL AMINE NIANG, M.A. (Université Gaston Berger [Senegal], East Tennessee State, Wisconsin at Madison), 2009-  
*Instructor in French*

RONALD N. NORTON, Ph.D., (Southern Maine, Iowa, Boston College), February 2009-  
*Visiting Professor of Economics*

DANIEL W. NOYES '02, M.Ed. (Colby, St. Lawrence), 2007-  
*Adjunct Assistant Professor of Athletics*

- STEVEN R. NUSS, Ph.D. (Wisconsin at Madison, CUNY), February 1996-  
*Associate Professor of Music*
- PHILIP NYHUS, Ph.D. (St. Olaf, Wisconsin at Madison), 1999-2001; 2004-  
*Assistant Professor of Environmental Studies*
- LIAM O'BRIEN, Ph.D. (Colorado School of Mines, Harvard), 2003-  
*Associate Professor of Mathematics*
- JORDI OLIVAR, M.A. (Barcelona [Spain], Illinois at Urbana-Champaign), 2009-  
*Visiting Instructor in Spanish*
- JORGE OLIVARES, M.A. '93, Ph.D. (Miami [Florida], Michigan), 1982-  
*Allen Family Professor of Latin American Literature*
- KERILL N. O'NEILL, Ph.D. (Trinity College [Dublin, Ireland], Cornell), 1992-  
*Julian D. Taylor Associate Professor of Classics*
- JASON M. OPAL, Ph.D. (Cornell, Brandeis), 2003-2009  
*Assistant Professor of History and George C. Wiswell Jr. Research Fellow*
- LAURIE E. OSBORNE, M.A. '03, Ph.D. (Yale, Syracuse), 1990-  
*NEH/Class of 1940 Distinguished Professor of Humanities, English*
- ADRIANNA M. PALIYENKO, M.A. '04, Ph.D. (Boston University, North Carolina at  
Chapel Hill), 1989-  
*Charles A. Dana Professor of French*
- CANDICE B. PARENT, B.S. (Maine at Farmington), 1998-  
*Adjunct Associate Professor of Athletics; Assistant Director of Athletics 2008-*
- KEITH R. PETERSON, Ph.D. (Kent State, Louisiana State, DePaul), 2008-  
*Visiting Assistant Professor of Philosophy*
- RAYMOND B. PHILLIPS, Ph.D. (Pomona, California at Berkeley), 1984-  
*Assistant Professor of Biology; Director of Information Technology Services*
- THANE S. PITTMAN, M.A. '04, Ph.D. (Kent State, Iowa), 2004-  
*Professor of Psychology*
- VÉRONIQUE B. PLESCH, Ph.D. (Swiss Maturite Federale [Switzerland], Geneva  
[Switzerland], Princeton), 1994-  
*Professor of Art*
- DALE PLUMMER, B.S.<sup>1</sup> (Maine), 2007-  
*Adjunct Instructor in Athletics*
- SARA L. PRAHL, M.A.<sup>1</sup> (Oberlin, Iowa), 2004-  
*Faculty Member without Rank: Reference Librarian*
- TAMAE K. PRINDLE, M.A. '98, Ph.D. (SUNY at Binghamton, Washington State,  
Cornell), 1985-  
*Oak Professor of East Asian Language and Literature [Japanese]*
- DARYLYNE M. PROVOST, M.L.S.<sup>1</sup> (Trinity College, Maryland at College Park), 2007-  
*Faculty Member without Rank: Reference Librarian*

- MARILYN R. PUKKILA, M.L.S.<sup>1</sup> (Michigan, Aberystwyth [Wales], Columbia), March 1984-  
*Faculty Member without Rank: Head of Instructional Services, Colby Libraries*
- TARJA RAAG, Ph.D. (Skidmore, Indiana), 1995-  
*Associate Professor of Psychology*
- MAPLE J. RAZSA, Ph.D. (Vassar, Harvard), 2007-  
*Assistant Professor of International Studies*
- SCOTT H. REED III, M.F.A.<sup>1</sup> (South Florida, Rhode Island School of Design), February 1987-  
*Associate Professor of Art*
- LEONARD S. REICH, M.A. '95, Ph.D. (Bucknell, Johns Hopkins), February 1986-  
*Professor of Administrative Science and Science, Technology, and Society*
- DOUGLAS E. REINHARDT '71, M.B.A. (Colby, Babson), 1972-  
*Faculty Member without Rank: Associate Vice President for Investments*
- JOSEPH R. REISERT, Ph.D. (Princeton, Harvard), 1997-  
*Harriet S. Wiswell and George C. Wiswell Jr. Associate Professor of American Constitutional Law*
- VALERIE REYNOLDS, Ph.D. (North Carolina at Wilmington, Tennessee at Knoxville), 2008-  
*Assistant Professor of Geology*
- MARK RHODES, Ph.D. (SUNY at Binghamton, New Mexico State), 2006-  
*Visiting Assistant Professor of Mathematics*
- KEVIN P. RICE '96, Ph.D. (Colby, Wisconsin at Madison), 2005-  
*Assistant Professor of Chemistry*
- MICHAEL J. RICHARDSON, Ph.D. (Canterbury [New Zealand], Connecticut), 2006-2009  
*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*
- ANINDYO ROY, Ph.D. (Delhi [India], Illinois, Texas at Arlington), 1995-  
*Associate Professor of English*
- JENNIFER L. RUDOLPH, Ph.D. (St. Xavier, Loyola, Illinois at Chicago), 2008-2009  
*Visiting Assistant Professor of Spanish*
- BRUCE F. RUEGER, Ph.D. (Salem State, Colorado), 1984-  
*Visiting Assistant Professor of Geology, 2003-; Senior Teaching Associate*
- IRA SADOFF, M.A. '88, M.F.A.<sup>1</sup> (Cornell, Oregon), 1977-  
*Arthur Jeremiah Roberts Professor of Literature*

ELIZABETH H. SAGASER, Ph.D. (Brown, Brandeis), 1994-  
*Associate Professor of English*

DANIEL SALAS-DIAZ, M.A. (Pontificia Universidad Catolica [Peru], Colorado at  
Boulder), 2009-  
*Instructor in Spanish*

LAURA SALTZ, Ph.D. (Chicago, Yale), 2001-  
*Associate Professor of Art and American Studies*

MAMADOU SAMB, M.A. (University Cheikh Anta [Senegal]), 2008-2009  
*Visiting Instructor in French and Italian*

BETTY G. SASAKI, Ph.D. (California at Santa Barbara, California at Berkeley), 1991-  
*Associate Professor of Spanish*

YOSHIHIRO SATO, Ph.D. (Hokkaido [Japan], Tokyo [Japan], Texas at Austin), 2009-  
*Visiting Assistant Professor of Physics*

STEVEN E. SAUNDERS, M.A. '04, Ph.D. (Carnegie Mellon, Pittsburgh), 1990-  
*Charles A. Dana Professor of Music*

RAFFAEL M. SCHECK, M.A. '06, Ph.D. (Kantonsschule Wettingen [Switzerland],  
Universitat Zurich [Switzerland], Brandeis), 1994-  
*Professor of History*

CARL SCHWINN, Ph.D.<sup>1</sup> (Wisconsin at Madison, Cornell), September-December 2008  
*Visiting Professor of Economics*

JAMES CARL SCOTT, Ph.D. (Macalester, California at Berkeley), 2009-  
*Assistant Professor of Mathematics*

YUKIKO SEKINO, Ph.D. (Harvard, Julliard, Stony Brook), 2008-2009  
*Visiting Assistant Professor of Music*

MARK R. SERDJENIAN '73, B.A. (Colby), 1982-  
*Adjunct Associate Professor of Athletics*

CYRUS SHAHAN, Ph.D.<sup>1</sup> (Virginia Polytechnic, North Carolina at Chapel Hill), 2008-  
*Assistant Professor of German*

THOMAS W. SHATTUCK, M.A. '00, Ph.D. (Lake Forest, California at Berkeley), 1976-  
*Professor of Chemistry*

YAMILE SILVA GUALTEROS, M.A. (Universidad de los Andes [Colombia], Massachusetts  
at Amherst), 2008-2009  
*Visiting Instructor in Spanish*

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*



WALTER A. SKYA, Ph.D. (Washington, Chicago), 2008-2009

*Visiting Assistant Professor of East Asian Studies and History*

CHRISTOPHER J. SOTO, Ph.D. (Harvard, California at Berkeley), January 2009-

*Assistant Professor of Psychology*

DEBRA A. SPARK, M.A. '03, M.F.A.<sup>1</sup> (Yale, Iowa), 1995-

*Professor of English*

ELISABETH F. STOKES, M.F.A.<sup>1</sup> (Smith, Massachusetts at Amherst), 2001-

*Visiting Assistant Professor of English*

STEWART M. STOKES, M.A. (Massachusetts at Amherst, Trinity), 2000-

*Adjunct Assistant Professor of Athletics*

JUDY L. STONE, Ph.D. (Michigan, Yale, SUNY at Stony Brook), 1999-

*Associate Professor of Biology*

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*

WALTER A. SULLIVAN, Ph.D. (Concord, Virginia Polytechnic, Wyoming), 2007-

*Assistant Professor of Geology*

TEREZA M.W. SZEGHI DEMPSTER, Ph.D. (Cincinnati, Arizona), 2007-2009

*Visiting Assistant Professor of English*

MARK B. TAPPAN, M.A. '05, Ed.D.<sup>2</sup> (Oberlin, Ohio State, Harvard), 1991-

*Professor of Education*

SIMGE TARHAN, M.A. (Bogazici [Turkey], Minnesota), 2009-

*Visiting Instructor in Economics*

DUNCAN A. TATE, M.A. '06, Ph.D. (Oxford [England]), 1992-

*Professor of Physics*

WINIFRED L. TATE, Ph.D. (Wesleyan, New York University), 2008-

*Assistant Professor of Anthropology*

LARISSA J. TAYLOR, M.A. '05, Ph.D. (Harvard, Brown), 1994-

*Professor of History*

SCOTT A. TAYLOR, M.A. (Gordon, Pennsylvania State), 2008-2009

*Visiting Assistant Professor of Mathematics*

STEPHANIE R. TAYLOR, Ph.D. (Gordon, California at Santa Barbara), 2008-

*Clare Boothe Luce Assistant Professor of Computer Science*

JAMES S. TERHUNE, M.Ed. (Middlebury, Harvard), 2006-

*Faculty Member without Rank: Vice President for Student Affairs and Dean of Students*

DOUGLAS C. TERP '84, M.B.A. (Colby, Thomas)

*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*

JOHN JASON THOMPSON, Ph.D. (Texas at Austin, Chicago), 2008-2009  
*Visiting Associate Professor of History*

JONATHON P. THOMPSON, B.A. (Brown), 2008-  
*Adjunct Instructor in Athletics*

JENNIFER J. THORN, Ph.D. (SUNY at Binghamton, Columbia), 2003-2009  
*Assistant Professor of English*

JAMES C. THURSTON, M.F.A. (Ohio Wesleyan, Northwestern), 1988-  
*Adjunct Associate Professor of Theater and Dance*

ANDREA R. TILDEN, Ph.D. (Alma, Oklahoma), 1999-  
*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 at Ann Arbor), 2006-  
*Assistant Professor of History*

DAVID M. VENDITTI, B.A. (Southern Maine), 2004-  
*Adjunct Assistant Professor of Athletics*

CARLOS E. VILLACORTA GONZALES, Ph.D. (Pontificia Universidad Catolica [Peru], Boston University), 2009-  
*Visiting Assistant Professor of Spanish*

GUILLERMO J. VULETIN, Ph.D. (National University of La Plata [Argentina], Maryland), 2007-  
*Assistant Professor of Economics*

ANDREAS WALDKIRCH, Ph.D. (Tuebingen [Germany], Boston College), 2005-  
*Assistant Professor of Economics*

DOANH WANG, M.S. (SUNY at Binghamton, Wisconsin at Madison), 2007-  
*Adjunct Instructor in Athletics*

JAMES L.A. WEBB JR., M.A. '03, Ph.D. (Johns Hopkins), 1987-  
*Professor of History*

ROBERT S. WEISBROT, M.A. '90, Ph.D. (Brandeis, Harvard), 1980-  
*Christian A. Johnson Distinguished Teaching Professor of History*

ANKENEY WEITZ, Ph.D. (Cornell, Kansas), 1998-  
*Associate Professor of Art and East Asian Studies*

GEORGE 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*

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*

WYNN YAMAMI, M.M.<sup>1</sup> (SUNY at Fredonia, Cincinnati), 2009-  
*Artist in Residence in Music*

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-  
*Robert E. Diamond Associate Professor of Government and International Studies*

FEI YU, Ph.D. (Dalian University of Technology [China], Princeton, Harvard), 2008-  
*Assistant Professor of Economics*

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-  
*Associate Professor of East Asian Studies*

JAMES K. ZIMMERMAN, Ph.D. (Nebraska, Northwestern), 2008-2009  
*Visiting Professor of Chemistry*

1 Part time.

2 Professors Lyn Mikel Brown and Mark Tappan share a joint appointment.

## **SABBATICAL LEAVES, 2009-2010**

### **Semester I:**

Clement Guthro, Libraries

Robert Nelson, Geology

### **Semester II:**

Cedric Bryant, English

David Findlay, Economics

### **Full Year:**

Debra Barbezat, Economics

Catherine Besteman, Anthropology

Catherine Bevier, Biology

Lyn Brown, Education

Allison Cooper, French and Italian

Jill Gordon, Philosophy

Elizabeth Leonard, History

Paul Machlin, Music

Luis Millones, Spanish

Thomas Morrione, Sociology

Jorge Olivares, Spanish

Betty Sasaki, Spanish

David Simon, Art

Mark Tappan, Education

Andrea Tilden, Biology

Duncan Tate, Physics and Astronomy

Hong Zhang, East Asian Studies

### **Full-Year Leave Without Pay**

Jeffrey Anderson, Anthropology

María Colbert, Spanish

**Applied Music Associates**

MICHAEL P. ALBERT, 2006-  
*Oboe*

GRAYBERT BEACHAM, 2005-  
*Violin*

MESSAN JORDAN BENISSAN,  
Master Drummer, 1999-  
*African Drumming*

RICHARD BISHOP, 1993-  
*Bass Guitar*

MARILYN BUZY, B.A., 1999-2002; 2005-  
*Percussion*

ANGELA CAPPS, M.M., 1995-  
*Bassoon*

CARL DIMOW, B.Mus., 1981-  
*Guitar*

D. LOREN FIELDS, B.A., 2008-  
*French Horn*

ANNABETH FRENCH, 1996-  
*Voice*

MOLLY HAHN, February 2008-  
*Harp*

DENNIS G. HARRINGTON, M.Ed., 1987-92;  
1994-  
*Trumpet*

SEBASTIAN JEROSCH, 2000-  
*Trombone*

MARGERY F. LANDIS, 2003-  
*French Horn*

MARK LEIGHTON, M.A., 1981-  
*Classical Guitar*

MARK G. MACKSOUD, 2004-  
*Set Drumming*

GAYLE E. MAROON, B.Mus., 1995-  
*Piano*

ELIZABETH E. PATCHES, M.M., 1992-  
*Voice*

NICOLE RABATA, M.M., 2007-  
*Flute*

PAUL ROSS, Artist's Diploma, 1986-  
*Cello*

ERIC B. THOMAS, B.Mus., 1998-  
*Clarinet, Saxophone, Director of Band Activities*

JOANN WESTIN, February 1996-  
*Piano*

**Associates and Assistants**

TINA M. BEACHY '93, M.S., 1999-  
*Teaching Associate in Biology*

BETSY BROWN, Ph.D., 2008-  
*Research Scientist in Biology*

TIMOTHY J. CHRISTENSEN, B.S., 1985-  
*Senior Teaching Associate in Biology*

LINDSEY W. COLBY, M.S., 1986-  
*Senior Teaching Associate in Biology*

G. RUSSELL DANNER, D.V.M., 2009-  
*Research Scientist in Biology*

JOHN D. ERVIN, M.A., 1989-  
*Technical Director, Theater and Dance*

BRENDA L. FEKETE, B.S., 1996-  
*Senior Teaching Associate in Chemistry*

PETER D. FOSTER, Ph.D., Jan. 2009-  
*Teaching Assistant in Chemistry*

SARAH C. GIBBS, M.S., 2007-  
*Teaching Assistant in Biology*

TRACEY R. GREENWOOD, B.A., 2007-  
*Teaching Assistant in Biology*

SCOTT L. GUAY, M.A., 1993-  
*Senior Teaching Associate in Biology*

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*

BRUCE F. RUEGER, Ph.D., 1984-  
*Visiting Assistant Professor of Geology, 2003-;*  
*Senior Teaching Associate*



AUSTIN SEGEL, M.A., 1986-  
*Animal Care Technician in Biology*

MELISSA WALT, Ph.D., 2009-  
*Research Associate in East Asian Studies*

RICHARD A. WYNNE JR., M.S., 2008-  
*Teaching Associate in Chemistry*

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## Fellows and Interns

ELIZABETH ANNE ADDIS, B.A., 2009-  
*Faculty Fellow in Biology*

MARÍA BASTIANES, 2009-2010  
*Language Assistant in Spanish*

PAMELA A. BLAKE, Ph.D., 2008-  
*Faculty Fellow in Sociology*

JANETTE BULKAN, M.A., 2008-  
*Mellon Postdoctoral Fellow in International  
Environmental Human Rights*

BROOKE MEREDITH CAMPBELL, Ph.D.,  
2009-  
*Mellon Postdoctoral Fellow in Women's,  
Gender, and Sexuality Studies*

JULIE LEVIN CARO, Ph.D., 2009-  
*Mellon Postdoctoral Fellow in American Art  
History*

SHANNON MAXINE CHASE, Ph.D., 2009-  
*Faculty Fellow in Music*

ERIKA WHITE DYSON, M.A., 2008-2009  
*Faculty Fellow in Religious Studies*

BRIAN STEWART EASTWOOD, B.S., 2009-  
*HHMI Postdoctoral Fellow in Computer  
Science*

VALENTINA GERI, 2009-2010  
*Language Assistant in Italian*

KARIANN ELAINE GOLDSCHMITT, M.A.,  
2009-  
*Mellon Postdoctoral Fellow in Music*

PING HE, M.A., 2009-  
*Faculty Fellow in Chinese*

VITA KAN, 2009-2010  
*Language Assistant in Russian*

NOAH M. KIESERMAN, Ph.D., 2008-  
*Faculty Fellow in Mathematics*

DARLA L. LINVILLE, M.L.S., 2009-  
*Faculty Fellow in Education*

AMY KATHERINE LIPPERT, M.A., 2009-  
*Faculty Fellow in History*

HUNG-YING LIU, 2009-2010  
*Language Assistant in Chinese*

CHRISTINA M. MAHER, M.S., 2008-2009  
*Faculty Fellow in Mathematics*

DANIEL CARL MAINS, Ph.D., 2009-  
*Faculty Fellow in Anthropology*

HOLLY GRACE MOORE, M.A., 2009-  
*Faculty Fellow in Philosophy*

HADLEY Z. RENKIN, Ph.D., 2008-2009  
*Faculty Fellow in International Studies and  
Anthropology*

CONOR RODDY, M.A., 2008-2009  
*Faculty Fellow in Philosophy*

ANNE-SOPHIE SAUDRAIS, 2009-2010  
*Language Assistant in French*

JOSEPH ANDREW SEGGIO, B.A., 2009-  
*Faculty Fellow in Biology*

JANET LEE SPURGEON, M.A., 2008-2009  
*Faculty Fellow in East Asian Studies*

AYAKO TAKEDA, 2009-2010  
*Language Assistant in Japanese*

SCOTT A. TAYLOR, M.A., 2009-  
*Faculty Fellow in Mathematics*

RYAN H. VIGIL, M.A., 2007-2009  
*Faculty Fellow in Music*

MARÍA DONATA VON HOFF, 2009-2010  
*Language Assistant in German*

PETRA WIRTH, Ph.D., 2008-2009  
*Faculty Fellow in French and Italian*

## 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
- Health-Care 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
- Environmental Advisory Group
- Faculty Lounge Committee
- Graduate Scholarship, Fellowship, and Professional Preparation Committees
- Harassment Advisory Group
- Interdisciplinary Studies Council
- 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 2009-2010

*President*, William D. Adams, M.A. '00, Ph.D., 2000-

*Administrative Assistant to the President*, Jacqueline Edgar Person, B.S., 1994-

*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-

*Lunder Curator of American Art*, Elizabeth J. Finch, Ph.D., 2008-

*Mirken Curator of Education*, Lauren K. Lessing, Ph.D., 2007-

*Assistant Director for Administration and Collections Management*, 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 Vice President for Academic Affairs and Associate Dean of Faculty*, Michael R. Donihue '79, M.A. '07, Ph.D., 1989-

*Director of Off-Campus Study*, Nancy Downey, Ph.D., 2007-

*Associate Director of Off-Campus Study*, Juliette Monet, M.A., 2007-

*Director of Colby in Dijon*, Jonathan M. Weiss, M.A. '86, Ph.D., 1972-

*Director of Colby in Salamanca*, Javier Gonzalez-Alonso, Ph.D., 1985-

*Registrar*, Elizabeth N. Schiller, M.F.A., 1987-

*Associate Registrar*, Valerie M. Sirois, M.S., 2008-

*Director of Institutional Research*, William P. Wilson, Ph.D., 2007-

*Director of the Colby 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-

*Assistant Director for Public Services*, Margaret P. Menchen, M.L.S., 1989-

*Circulation and Reserve Supervisor*, Eileen F. Richards, 1988-

*Art and Music Librarian*, Margaret D. Ericson, M.L.S., 1998-

*Head of Instructional Services*, Marilyn R. Pukkila, M.S.L.S., M.A., 1984-

*Reference Librarian*, Michael C. McGuire '89, M.L.S., 2000-

*Library Technology Specialist*, Lawrence W. Brown, M.A., 1994-

*Reference Librarian*, Sara L. Prahl, M.A., 2004-

*Science Librarian*, Susan W. Cole, M.S., 1978-

*Electronic Resources Librarian*, Karen J. Gillum '76, M.A., 1994-

*Visual Resources Librarian*, Martin F. Kelly, M.L.S., 2006-

*Special Collections Librarian*, Patricia A. Burdick, 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-

*Assistant Athletic Director and 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 Human Rights Institute*, Patrice 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-

*Assistant Director of the Goldfarb Center for Community Outreach and*

*Programming*, Alice D. Elliott, B.S., 2004-

*Assistant Director of the Goldfarb Center*, Susanna H. Thompson, B.A., 2008-

*Coordinator for the Colby Cares About Kids Program*, Lori Morin, M.S., 2009-

- Vice President for Administration and Treasurer*, Douglas C. Terp '84, M.B.A., 1987-  
*Director of Human Resources*, Mark Crosby, M.Ed., 2007-  
*Associate Director of Human Resources*, Bonnie L. Smith, B.S., 1986-  
*Associate Director of Human Resources*, Richard C. Nale, J.D., 1994-  
*Human Resources Analyst*, Jane Robertson, B.A., 1990-  
*Director of Safety*, Bruce A. McDougal, C.S.P., B.B.A., 1993-  
*Assistant Vice President for Finance*, Scott H. Jones, M.B.A., 2005-  
*Assistant Director of Financial Planning*, Nora I. Dore, M.B.A., 2001-  
*Director of the Bookstore*, Barbara C. Shutt, A.B., 1994-  
*Associate Vice President for Investments*, Douglas E. Reinhardt '71, M.B.A., 1972-  
*Investment Analyst*, Walter C. Schaeffler, B.A., 2007-  
*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*, Jeff Coombs, A.S., 2000-  
*Director of Information Technology Services*, Raymond B. Phillips, Ph.D., 1984-  
*Director of Academic Information Technology Services*, L. Jason Parkhill, B.A.,  
 2007-  
*GIS and Quantitative Analysis Specialist*, Manuel Gimond, Ph.D., 2007-  
*Scientific Computing Administration*, Randall H. Downer, B.A., 2007-  
*Technology Training Coordinator*, Melinda J. Regnell, M.Ed., 2005-  
*Instructional Technologist*, Ellen L. Freeman, M.A. 2008-  
*Instructional Media Specialist*, Qiuli Wang, M.A., 2009-  
*Director of Administrative Information Technology Services*, Catherine L. Langlais,  
 B.A., 1996-  
*Senior Systems Analyst*, Paul R. Meyer, M.S., 1999-  
*Information Systems Analyst*, Elizabeth M. Rhineland '93, 2006-  
*Web Technology Specialist*, Keith A. McGlauflin, B.S., 1989-  
*Web Server Administrator*, Scott K. Twitchell, A.S., 2006-  
*Senior Server Administrator*, Sean P. Boyd, B.A., 2008-  
*Senior UNIX Systems Administrator*, Jeff A. Earickson, Ph.D., 1995-  
*Server Administrator*, Jason E. Kaliveas, B.A., 2009-  
*Director of Personal Computer Support Services*, Rurik Spence, 1988-  
*User Services Consultant*, Paula A. Lemar, 1983-  
*Windows/Macintosh Technical Consultant*, Marc A. Cote, B.S., 2006-  
*Director of Network Services*, David W. Cooley, M.Div., 1978-  
*Network Specialist*, Daniel S. Siff, M.S., 2002-  
*Network Administrator*, Brian Zemrak, 1998-  
*Director of Media Resources*, Kenneth T. Gagnon, B.A., 1981-  
*Sound and Video Services Coordinator*, David C. Pinkham, B.S., 2003-

- Director of Dining Services*, Varun Avasthi, M.S., 1999-  
*Associate Director of Dining Services*, Joseph Klaus, A.A.S., 1998-  
*Executive Chef, Roberts Dining Hall*, Wendy A. Benney, 2000-  
*Assistant Manager, Roberts Dining Hall*, Keith Cole, 2006-  
*Manager, Dana Dining Hall*, Paul Boucher, I.F.S.E.A., 1998-  
*Assistant Manager, Dana Dining Hall*, Andrew Goodspeed, 2001-  
*Production Manager, Dana Dining Hall*, Michael Ingalls, 2006-  
*Manager, Foss Dining Hall*, Terry Landry, 1997-  
*Retail Manager, Spa*, David Hartley, B.S., 2007-  
*Catering Manager*, Heather Vigue, B.A., 1997-  
*Assistant Catering Manager*, Tony Barrows, B.A., 2007-  
*Director of Equal Employment Opportunity*, Maria C. Clukey, M.A., 1999-  
*Director of Special Programs*, Jacques R. Moore, M.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-  
*Assistant Director of Capital Planning and Construction*, Kelly E. Doran, M.A., 2008-  
*Supervisor, Building Trades*, Dane A. Stetson, 2000-  
*Supervisor, Grounds and Custodial*, Donald J. Zavadil, B.A., 2007-  
*Supervisor, Mechanical and Electrical Services*, Anthony J. Tuell, B.S., 2006-  
*Assistant Supervisor, Custodial Services*, David Grazulis, A.S., 2007-  
*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-  
*Major Gifts Officer*, Nancy M. Fox, M.B.A., 1996-2004, 2005-  
*Major Gifts Officer*, Kelly L. Dodge '83, 1999-  
*Major Gifts Officer*, Kim K. Krueger, B.A., 1991-96, 2007-  
*Major Gifts Officer*, Suzanne J. Telfeian, B.A., 2009-  
*Director of Planned Giving*, Susan F. Cook '75, M.B.A., 1981-  
*Associate Director of Planned Giving*, M. Kathleen O'Halloran, M.B.A., 2004-  
*Director of the Colby Fund*, Carolyn G. Kimberlin, B.A., 2003-  
*Associate Director of the Colby Fund*, NICHOLE E. BLANCHARD, M.A., 2008-  
*Associate Director of the Colby Fund*, Buffy C. Higgins, B.A., 1999-  
*Associate Director of the Colby Fund*, Lisa L. Burton, B.A., 2006-  
*Assistant Director of the Colby Fund*, Elizabeth S. Danner, B.A., 2006-  
*Director of Corporate, Foundation, and Government Relations*, Marcella J. Bernard, B.A., 2006-  
*Assistant Director of Corporate, Foundation, and Government Relations*, Seven S. Grenier '94, M.A., 1985-  
*Assistant Vice President and 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-  
*Web Developer*, Seth J. Mercier, B.S., 2005-  
*Information Systems Analyst*, Jesse L. Jacobs, B.A., 2008-



- 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 Bernier Boyd '81, 1997-  
*Assistant Director of Alumni Relations*, Karin R. Weston, B.A., 1993-  
*Assistant Director of Alumni Relations*, Todd E. Gordon, B.A., 2006-  
*Assistant Director of Alumni Relations*, Palmer J. McAuliff '08, 2008-  
*Director of Donor Relations*, Lisa B. Tessler, M.S., 2004-  
*Assistant Director of Donor Relations for Stewardship*, Ellen M. Corey '04, 1982-  
  
*Vice President and Secretary of the Corporation*, Sally A. Baker, A.B., 1989-98, 2002-  
*Director of Communications*, David T. Eaton, B.A., 2008-  
*College Editor*, Stephen B. Collins '74, 1993-  
*Managing Editor/Associate Director of Communications*, Gerard E. Boyle '78, 1999-  
*Associate Director of Communications for News and Information*, Ruth N. Jacobs, M.S., 2004-  
*Director of Integrated Marketing and Design*, Brian D. Speer, B.F.A., 1993-  
*Web/New Media Communications Manager*, Robert C. Clockedile, B.A., 2004-  
*Senior Graphic Designer*, Robert P. Hernandez, B.A., 2007-  
*Web Design/Usability Specialist*, Mark A. Nakamura, B.A., 2004-  
*Web Programmer*, Ben R. Greeley, B.A., 2007-  
  
*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*, Penny Ann Spear, A.S., 1973-  
*Associate Dean of Admissions and Financial Aid*, Sammie Robinson, M.A., 2004-  
*Associate Dean of Admissions and Financial Aid*, Nancy R. Morrione '65, M.Ed., 1982-  
*Associate Dean of Admissions and Financial Aid*, David S. Jones, M.B.A., 1987-  
*Associate Director of Admissions and Director of Multicultural Enrollment*, Denise R. Walden, M.A., 2003-  
*Associate Director of Admissions and Financial Aid*, Jamie W. Brewster '00, 2000-  
*Associate Director of Admissions and Financial Aid*, Sui Kim Cheah '99, M.Ed., 2004-  
*Associate Director of Admissions and Financial Aid*, Karen C. Ford, M.Ed., 1998-  
*Associate Director of Admissions and Financial Aid*, Sandra I. Sohne-Johnston, 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-  
*Assistant Director of Admissions and Financial Aid*, William Keton Jack, B.A., 2008-  
  
*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-  
*Associate Dean of Students*, Barbara E. Moore, M.A., 2007-  
*Associate Dean of Students*, Susan M. McDougal, B.A., 1996-  
*Associate Dean of Students/Director of the Pugh Center*, Noel James, B.I.S., 2008-  
*Coordinator of Multicultural Student Programs and Support*, Joseph E. Atkins,  
 Ph.D., 2002-  
*Assistant Dean of Students and Director of Campus Life*, Kelly L. Wharton, M.Ed.,  
 2004-  
*Associate Director of Campus Life for Residential Education and Living*, Kimberly  
 A. Kenniston, M.A. 2008-  
*Assistant Director of Campus Life for Campus Programs and Leadership  
 Development*, David M. McGraw, M.S., 2009-  
*Assistant Director of Campus Life for Residential Education*, Katrina T.  
 Danby, B.A., 2008-  
*Director of the Career Center*, Roger W. Woolsey, M.A., 2008-  
*Associate Director of the Career Center*, Cate T. Ashton '80, M.A., 1987-  
*Assistant Director of the Career Center*, Todd R. Herrmann, B.A., 2008-  
*Assistant Director of the Career Center/Internship Coordinator*, Erica L. Humphrey,  
 M.B.A., 2007-  
*Career Counselor*, Diana P. Avella, M.A., 2004-

*Chaplains:*

- Catholic*, Daniel Baillargeon, 2008-  
*Jewish*, Rabbi Raymond Krinsky, M.H.L., 1984-  
*Protestant*, Ronald E. Morrell, 1984-  
*Medical Director*, Paul D. Berkner, D.O., 2004-  
*Physician Assistant*, Jimmie J. Woodlee, B.S., P.A.-C., 1988-  
*Nurse Practitioner*, Lydia Bolduc-Marden, M.S.W., R.N., N.P., 1992-  
*Head Nurse*, Denise L. Osgood, M.H.A., 2008-  
*Coordinator of Alcohol and Drug Programs*, Rachel C. Henderson, M.A., 2004-  
*Head 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-  
*Staff Athletic Trainer*, Natalie B. Pierce, B.S., 2008-  
*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

Forty-six U.S. states and the District of Columbia and 62 countries outside of the United States were represented in the 2008-2009 student body.

2008-2009 Enrollment	Men 848	Women 999	Total 1,847
<b>Countries</b>	Poland	Michigan	
Afghanistan	Republic of Korea	Minnesota	
Albania	Romania	Missouri	
Argentina	Russia	Montana	
Australia	Senegal	Nebraska	
Bangladesh	South Africa	New Hampshire	
Barbados	Sri Lanka	New Jersey	
Bhutan	Swaziland	New Mexico	
Bosnia and Herzegovina	Sweden	New York	
Botswana	Switzerland	North Carolina	
Bulgaria	Taiwan	Ohio	
Burma/Myanmar	Tanzania	Oklahoma	
Canada	Trinidad and Tobago	Oregon	
Chile	Turkey	Pennsylvania	
China	Ukraine	Puerto Rico	
Colombia	United Kingdom	Rhode Island	
Costa Rica	Uruguay	South Carolina	
Czech Republic	Venezuela	Tennessee	
Denmark	Vietnam	Texas	
Dominican Republic	Zimbabwe	Utah	
Ecuador		Vermont	
Ethiopia	<b>U.S. States</b>	Virginia	
France	Alabama	Washington	
Germany	Alaska	West Virginia	
Ghana	Arizona	Wisconsin	
Greece	Arkansas	Wyoming	
Guyana	California		
Honduras	Colorado		
Hong Kong	Connecticut		
India	District of Columbia		
Indonesia	Delaware		
Ireland	Florida		
Israel	Georgia		
Italy	Hawaii		
Japan	Idaho		
Kenya	Illinois		
Latvia	Indiana		
Malaysia	Iowa		
Nepal	Kentucky		
Netherlands	Louisiana		
New Zealand	Massachusetts		
Nicaragua	Maryland		
Pakistan	Maine		
Philippines			

# DEGREES AWARDED AT COMMENCEMENT, SUNDAY, MAY 24, 2009

## *As of the Class of 2004*

Caitlin Anderson Stuart, *Saint Helena, Calif.*

## *As of the Class of 2008*

Matthew Adam Warshaw, *Wellesley, Mass.*

## *The Class of 2009*

Ayaz Khan Achakzai, *Islamabad, Pakistan*

Matthew Chin Ahern, *Melrose, Mass.*

Michael Christopher Ambrogi, *Oneco, Conn.*

Qiamuddin P. Amiry, *Kabul, Afghanistan*

Devon Eric Anderson, *Carson City, Nev.*

Cynthia Claire Anderson-Bauer,

*Grand Rapids, Minn.*

Daniela Andreeva Andreevska, *Sofia, Bulgaria*

Laura Elizabeth Anning,

*Ingramport, N.S., Canada*

Elyse Marye Apantaku, *Wilmette, Ill.*

Darren James Argabright, *Groton, Mass.*

Randi Lynn Arsenault, *South Paris, Maine*

Hallie Jean Atwater, *Catonsville, Md.*

Julia Townsend Bacon, *Boston, Mass.*

Rachel Lyn Baird, *Scarborough, Maine*

Emma Elizabeth Balazs, *Northfield, Mass.*

Ivan Stefanov Balbuzanov, *Burgas, Bulgaria*

Nicholas John Baranowski, *Central Valley, N.Y.*

Nikolai Allan Barnwell, *Hojlslev, Denmark*

Lauren Ella Barrett, *Fairfield, Conn.*

Michael Patrick Barrett Jr., *Troy, N.Y.*

Brooke Deborah Barron, *Waterville Valley,*

*N.H.*

Erin Marie Beasley, *LaGrange, Maine*

Ashley Marie Beaulieu, *Falmouth, Maine*

James Oliver Beltran, *New York, N.Y.*

Zoe Elise Benezet-Parsons, *Seattle, Wash.*

Lucas Basil Bennett, *Concord, Mass.*

Emily Greta Berghoff, *Chicago, Ill.*

Nathaniel Swift Betz, *Kwigillingok, Alaska*

Ratul Bhattacharyya, *New Providence, N.J.*

Kevin Andrew Bird, *Dover, N.H.*

Laura Bourne Bisbee, *Princeton, Mass.*

Lauren Elizabeth Bizzari, *Stowe, Vt.*

Zachary Maxwell Bloom, *Santa Monica, Calif.*

Adam Garvey Boe, *Mabwah, N.J.*

Todd Russell Boertzel, *Mountain Lakes, N.J.*

Patrick Morrow Boland, *Pasadena, Calif.*

Rachel Marie Bonenfant, *North Dighton, Mass.*

Elly Kathryn Bookman, *Atlanta, Ga.*

Olivia Lily Bordiuk, *Newton, Mass.*

Esther Elizabeth Boyd, *Broomall, Pa.*

Matthew Todd Briggs, *Concord, Mass.*

Kelly Meghan Brooks, *Rangeley, Maine*

Stephen Cadwallader Brooks, *Stowe, Vt.*

Bryan Jaret Brown, *Bangor, Maine*

Fiona Polian Brown, *Scarsdale, N.Y.*

Lacey Anne Brown, *Portland, Maine*

Kathleen Rose Brzozowski, *Goffstown, N.H.*

Samantha Kathleen Buck, *Wimbrop, Maine*

Phoebe Abbott Bunker, *Marlborough, N.H.*

Sara Ann Burbine, *Boylston, Mass.*

Jennifer Kelley Burke, *Pound Ridge, N.Y.*

Christopher Michael Buros, *Monroeville, Pa.*

Katherine Margaret Butler, *Winnetka, Ill.*

Elizabeth Lauren Byrne, *Solebury, Pa.*

John Patrick Campbell, *Braintree, Mass.*

Brittany Elizabeth Canniff, *Boston, Mass.*

Zheng Cao, *Nagoya, Japan*

Scott Omre Carberry, *Königsstein, Germany*

Andrew Ashton Carey, *Boxford, Mass.*

Stephen Michael Carlin, *Warwick, R.I.*

Charlotte Terry Carrigan, *Dover, Mass.*

Jennifer Noelle Caruso, *Darien, Conn.*

Caitlin Gerlach Casey, *Denver, Colo.*

Alyssa Claire Cass, *Denver, Colo.*

Seth Alexander Chanin, *Tiburon, Calif.*

Alyssa Marie Charsky, *Sudbury, Mass.*

Andrew Michael Cheit, *Davis, Calif.*

Andrew William Cherne, *Minneapolis, Minn.*

Courtney Byram Chilcote, *Pepper Pike, Ohio*

Alex Sayming Chin, *Anaheim, Calif.*

Sundine Mai Chizzonite, *South Kent, Conn.*

Michele Chia-Cheng Chu, *S Sharon, Mass.*

Lana Nicole Ciociolo-Hinkell, *Sterling, Mass.*

Lauren Justine Cipriani, *Everett, Mass.*

Justin Stedman Clark, *Brunswick, Maine*

Alexandra Catherine Clegg, *Hudson, Ohio*

Julia Peck Coffin, *Carrabassett Valley, Maine*

Catherine Susanne Coffman, *Portola Valley, Calif.*

Elana Cogliano, *Andover, Mass.*

Kimberly Brooke Cohen, *Dunbarton, N.H.*

Max Fowler Cohen, *Waterville, Maine*

Elizabeth Ryan Cole, *Baltimore, Md.*

Nolan MacLean Collins, *Eliot, Maine*

Pamela Colon, *Staten Island, N.Y.*

Amanda Elizabeth Comeau, *Southbury, Conn.*

Elizabeth Gerry Comeau, *Atkinson, Maine*

David Edward Connick, *Pembroke, Mass.*

Hannah Aniela Converse, *Hampden, Mass.*

Andrew Marshall Cook, *Golden Valley, Minn.*  
 Craig Pierce Cooper, *Trumbull, Conn.*  
 Shirmila Noelani Cooray, *Honolulu, Hawaii*  
 Molly Elizabeth Corbett, *Baltimore, Md.*  
 Stephanie Elaine Cotherman, *Lake Forest, Ill.*  
 Allison Blake Coughlin, *Quincy, Mass.*  
 Soren Alan Craig-Muller, *Saint Cloud, Minn.*  
 Danielle Mary Crochiere, *Amesbury, Mass.*  
 Nicole Marie Crocker, *Dover, Mass.*  
 Denis Christopher Cronin, *Canton, Mass.*  
 Jessica Margaret Crouch, *Bethesda, Md.*  
 Alyssa Carlyn Crowell, *Gilford, N.H.*  
 Philip Abraham Crystal, *Mapleton, Maine*  
 Colin Robert Cummings, *Woodstock, Conn.*  
 Ian William Cummins, *Pittsburgh, Pa.*  
 Elizabeth Bailey Cunningham, *Tallahassee, Fla.*  
 John William Curran, *Canton, Mass.*  
 Garretson Rockefeller Currier, *Scarborough, Maine*  
 Arthur Paul Cutrone, *Garden City, N.Y.*  
 Charlotte Kay Cutter, *Chelmsford, Mass.*

Thomas John Daley, *North Bridgton, Maine*  
 Katherine Barbara Dammann, *Hopkinton, N.H.*  
 Franklin Lee Davison, *Chicago, Ill.*  
 Megan Leslie Dean, *Freeport, Maine*  
 Sarah Kay deLiefde, *Lakewood, Colo.*  
 Christian Michael DeRoo, *Newtown, Conn.*  
 Robert William Dillon, *Rocky Hill, Conn.*  
 Michael James DiMaggio, *Sudbury, Mass.*  
 Elizabeth Anne Doran, *Amherst, Mass.*  
 Lindsay Marie Dreiss, *Farmington, Conn.*  
 Sally Eleanor Drescher, *Center Barnstead, N.H.*  
 Kirsten Anastasia Duda, *Chatham, Mass.*  
 Caitlin Elise Dufraine, *Greenfield, Mass.*  
 Jordanne Brooke Dunn, *Manchester, Maine*  
 Katherine Sarah Dutcher, *Belchertown, Mass.*  
 Lauren Elizabeth Duval, *Shrewsbury, Mass.*

Chelsea Victoria Eakin, *New York, N.Y.*  
 Sommer Haering Engels, *Wellesley, Mass.*

Catherine Elizabeth Fanning, *Concord, Mass.*  
 Alexander Taylor Farmer, *Madison, Conn.*  
 Allyson Diane Felser, *Alfred, Maine*  
 Dean Addison Feole, *Windham, N.H.*  
 Colette Terese Finley, *Saint Paul, Minn.*  
 Cary Bogle Finnegan, *West Hartford, Conn.*  
 Joanna Helen Fisher, *Charlotte, N.C.*  
 Christine Mary Fitzgerald, *Medfield, Mass.*  
 Devan Kathleen FitzPatrick, *Greenwich, Conn.*  
 Colin David Flaherty, *Woolwich, Maine*  
 Kenneth Mark Flynn, *Duxbury, Mass.*  
 Evan Joseph Footer, *Penllyn, Pa.*  
 Emily Elizabeth Foraker, *Poulsbo, Wash.*  
 Jason Frederick Forino, *Sudbury, Mass.*  
 Eric Foster-Moore, *Northampton, Mass.*

Abbie Madeline Frederick, *North Attleboro, Mass.*  
 Rachel Marie Freierman, *Cambridge, Mass.*  
 Frederick Joel Freudenberger, *Hendersonville, N.C.*  
 Alexandra Palmer Freyer, *Danvers, Mass.*  
 Max Meyer Friedman, *San Francisco, Calif.*  
 Timothy Craig Fuhriman, *Salt Lake City, Utah*

Victor Shawn Gagne, *Smithfield, Maine*  
 Christine Burgess Gardner, *Honeoye Falls, N.Y.*  
 Miranda Christine Geranios, *Spokane, Wash.*  
 Silas Pendleton Gill, *Jackson, N.H.*  
 Samantha Naomi Given-Dennis,  
*Santa Monica, Calif.*

Nina Beth Gold, *Newton Highlands, Mass.*  
 Benjamin Daniel Goldenberg, *Newton, Mass.*  
 Adam Michael Goldfarb, *Buffalo, N.Y.*  
 James David Goldring, *Newton, Mass.*  
 Henry Hall Goldstein, *Chicago, Ill.*  
 Daniel Gómez Díaz, *Bogotá, Colombia*  
 Charles Alexander Goodman, *Annapolis, Md.*  
 Emily Christine Goodnow, *Portland, Maine*  
 Sarah Coyne Gordon, *Littleton, Mass.*  
 Leah Jane Gourlie, *Concord, Mass.*  
 Laura Richmond Gray, *Pittsfield, Vt.*  
 Benjamin Bragdon Green, *Kingston, Mass.*  
 Eitan Shalom Green, *Needham, Mass.*  
 Kevin Paul Green, *Wellesley, Mass.*  
 Alexi Engbar Greenberg, *Weston, Conn.*  
 Madison Nicole Gregor, *Highlands Ranch, Colo.*  
 Margaret Russell Gribbell, *Freeport, Maine*  
 Stephanie Brigitte Grocke, *Novelty, Ohio*  
 Brett Joseph Guenther, *Port Murray, N.J.*  
 Jonathan Corey Guerrette, *Wells, Maine*  
 Rachel Leah Guest, *Sierra Madre, Calif.*  
 Maxime Pierre Jean Guillaume, *Newton, Mass.*  
 Sara Elizabeth Gutt, *Atlanta, Ga.*

John Andrew Hall, *Traverse City, Mich.*  
 Alexander Anthony Halls, *Potomac, Md.*  
 Tucker L. Hancock, *Gray, Maine*  
 Samuel Hale Handler, *Beverly Hills, Calif.*  
 Kerry Ann Hanney, *Roswell, Ga.*  
 Emily Lauren Hansen, *Port Washington, N.Y.*  
 Trevor Alexander Hardigan, *Savannah, Ga.*  
 Katharine Jeanne Harmon, *Essex, Vt.*  
 Sara Stratemeyer Harr, *Washington, D.C.*  
 Garrett Donald Hatton, *Boston, Mass.*  
 Benjamin Todd Hauptman, *Brunswick, Maine*  
 Margaret Helene Hayes, *Mansfield, Mass.*  
 Jonathan David Heimbach, *Bethlehem, Pa.*  
 Daniel Geyer Heinrich, *Edina, Minn.*  
 Zachary Roy Helm, *Palermo, Maine*  
 Elizabeth Thomson Hester, *Silver Spring, Md.*  
 Hannah Leigh Hickok, *Harvard, Mass.*  
 Lawson Andrew Hill, *Rome, N.Y.*



Nathan Alexander Hill, *Rowley, Mass.*  
 Jason Fehmer Hine, *Madison, Conn.*  
 Kamenya Mungai Hinga, *Medfield, Mass.*  
 Kristen Marie Hitchcox, *Hollis, Maine*  
 Alexander Bering Hoder, *Lexington, Mass.*  
 Samuel Ryan Hoff, *Newton, Mass.*  
 Ashlee Nichole Holm, *Barker, N.Y.*  
 Stephen Roberts Holt Jr., *Manchester, Mass.*  
 Samuel Christopher Hough, *New Canaan, Conn.*  
 Libbie Rose Howley, *Millis, Mass.*  
 Pollee Jeanne Hruby, *Boxborough, Mass.*  
 Marguerite Audrain Hulett, *Hellertown, Pa.*  
 Frazer Hillman Humes, *Greenwood Village, Colo.*  
 Katherine Porteous Humphrey, *Tuxedo Park, N.Y.*  
 Caroline Greene Hunt, *Providence, R.I.*  
 Brian Thomas Huntington, *Boise, Idaho*  
 Sara Storm Hutchins, *New Canaan, Conn.*

Michael Kiyoshi Itaya, *Stockton, Calif.*

Carla Frances Jacobs, *Burlington, Conn.*  
 Joshua Brenner Jamner, *Weston, Conn.*  
 Fern Angela Jeremiah, *Penang, Malaysia*  
 Ana Maria Jijon Nermalceff, *Quito, Ecuador*  
 James Robert Jones, *Bucksport, Maine*  
 Sarah Joseph Kurien, *Cochin, Kerala, India*  
 Nihit Raj Joshi, *Kathmandu, Nepal*  
 Rebecca Nicholas Julian, *South Windsor, Conn.*  
 Katja Ellen Jylkka, *Rockport, Mass.*

Katharine Elizabeth Kalkstein, *San Carlos, Calif.*  
 Rebecca Dora Kamins, *Westport, Conn.*  
 Amy Elizabeth Keefe, *Shirley, Mass.*  
 James Brendan Kelly, *Sudbury, Mass.*  
 Samuel Spence Kennedy, *Cumberland, Maine*  
 Brandon Neil Kessler, *New York, N.Y.*  
 Robert Ernest Kievit, *Farmington, Conn.*  
 Peter Kendall Kilkelly, *Wakefield, Mass.*  
 Sei Benni Kim, *Huntingdon Valley, Pa.*  
 Mollie Elyse Kimmel, *Madison, Conn.*  
 Logan Ladd King, *Hingham, Mass.*  
 Peter James Kirn, *Short Hills, N.J.*  
 Benjamin Philip Knight, *Westbrook, Maine*  
 Brianna Noelle Kondrat, *Conway, N.H.*  
 Alexander Pericles Parsons Kotsanos, *Arlington, Mass.*  
 John Blane Koury, *Nashville, Tenn.*  
 Brian Jay Kupke, *Leesburg, Fla.*  
 Escar Tadiwanashe Kusema, *Harare, Zimbabwe*  
 Andrew S. Kwak, *Incheon, Republic of Korea*  
 Amy Mg Mg Kyaw, *Elmhurst, N.Y.*

Kenneth Anthony LaMantia, *Jamestown, R.I.*  
 Margaret Prescott Lancaster, *Seattle, Wash.*  
 Kristina Marie Langenborg, *Quakertown, Pa.*  
 Ruth Bronwyn Langton, *Edgecomb, Maine*

Christopher Paul Lapointe, *Berlin, N.H.*  
 Jay Sigurd Larmon, *Keene, N.H.*  
 Meredith Ann Lawler, *Lynnfield, Mass.*  
 Genevieve McNear Lawrence, *Lafayette, Calif.*  
 Justin Brandt Leavens, *Longmeadow, Mass.*  
 Jonathan S. Lefcheck, *Suffield, Conn.*  
 Caitlin Rebecca Leibenhaut, *Cochranville, Pa.*  
 Jake K. L. Leiby, *Short Hills, N.J.*  
 Christopher Ray Lemmons, *Melrose, Mass.*  
 Wai To Leung, *Hong Kong, China*  
 Simon Levy, *Plattsburgh, N.Y.*  
 Margit Elisabet Damgaard Liander, *Belmont, Mass.*  
 Rebecca Edie Lipson, *Evanston, Ill.*  
 Gustaf Nicolaus Maxwell Lonaeus, *Washington, D.C.*  
 Ellen Joye London, *Topsham, Maine*  
 Adam Matthew Lowenstein, *Denver, Colo.*  
 Amy Lu, *New York, N.Y.*  
 Alexandra MacNeill Luce, *Decatur, Ga.*  
 Jessica Abigail Lueders-Dumont, *Lincoln, Vt.*  
 Ena Maxine Lupine, *Waldo, Maine*  
 Jared Alexander Luther, *Barrington, R.I.*  
 Margaret Louise Lyford, *Amsterdam, N.Y.*  
 Brian Patrick Lynch, *Ridgewood, N.J.*  
 Casey Morrow Lynch, *Newton, Mass.*  
 Rebecca Della Lynch, *Glen Oaks, N.Y.*  
 Whitney Reed Lynn, *Dallas, Texas*  
 Elizabeth Ann Lyons, *Glenmont, N.Y.*

Jennifer Kathleen MacDowell, *Portland, Maine*  
 Michael Thomas MacNicoll, *Fayston, Vt.*  
 Tatenda Mahlokozera, *Gweru, Zimbabwe*  
 Lane Janet Mahoney, *Gorham, Maine*  
 Geoffrey Thomas Malick, *Monroe, Conn.*  
 Thora Rebecca Maltais, *Thomaston, Maine*  
 Tarini Manchanda, *New Delhi, India*  
 Matthew Francis Manning, *Scituate, Mass.*  
 Benjamin Jack Many, *Goldens Bridge, N.Y.*  
 Jeronimo Alexander Maradiaga, *Bronx, N.Y.*  
 Andreas Anton Marcotty, *Shaker Heights, Ohio*  
 Melissa Miller Martin, *Summit, N.J.*  
 Tiffany Shada Martin, *Bronx, N.Y.*  
 Delia Irene Massey, *Glastonbury, Conn.*  
 Kathleen Blake Maynard, *Jackson, N.H.*  
 Lauren Gail McClurg, *Johannesburg, South Africa*  
 Evan Patrick McCulloch, *Lilburn, Ga.*  
 Andrew Charles McEvoy, *Woodbine, Md.*  
 Kyle Philip McKay, *Bedford, N.H.*  
 Michael Vincent McKeon, *Nashua, N.H.*  
 Kelly Marie McKone, *Superior, Wis.*  
 Emma McLeavey-Weeder, *Jackson, N.H.*  
 Byron Ashley Meinerth, *Darien, Conn.*  
 Amanda Jean Mello, *Peabody, Mass.*  
 Suzanne Mara Merkelson, *Westfield, N.J.*  
 David Oliver Metcalf, *Wayland, Mass.*  
 Joseph Michael Meyer, *Waldorf, Md.*

Christy Peter Mihos IV, *West Yarmouth, Mass.*  
 Thomas William Milaschewski, *Beverly, Mass.*  
 Kirstin Dianne Miller, *New Alexandria, Pa.*  
 Lucie Bancker Miller, *Lincoln, Mass.*  
 Whitney Allen Miller, *Scituate, Mass.*  
 Carley Grace Millian, *Costa Mesa, Calif.*  
 Carlie Marie Minichino, *Stamford, Conn.*  
 Kris Azriel Rosales Miranda,  
 Shafeek Mohamed, *Jamaica, N.Y.*  
 Justin Donn Mohler, *Poulsbo, Wash.*  
 Christina Laura Mok, *Old Greenwich, Conn.*  
 Catherine Andree Monrad, *New Canaan, Conn.*  
 Brookes Whitridge Moody, *Whitehouse Station, N.J.*  
 Samuel Alexey Morales Flores, *Lanikai, Hawaii*  
 Benjamin Sherman Morse, *St. Davids, Pa.*  
 Meghan Ruth Moynihan, *North Attleboro, Mass.*  
 Carly Mika Munekiyo, *Wailuku, Hawaii*  
 Jessica Anne Murphy, *Boise, Idaho*  
 John Thomas Murphy, *Hingham, Mass.*  
 Henry Emmet Murphy Beck, *Waterville, Maine*  
 Melissa Van Meter Murray, *Englewood, Colo.*  
 Adam Wojciech Musial, *Katowice, Poland*  
 Jennifer Abby Myers, *Berwick, Maine*

Nicholas John Nassikas, *McLean, Va.*  
 Amelia Molinda Nebenzahl, *Sharon, Mass.*  
 Mather Humphrey Neill IV, *Kentfield, Calif.*  
 Katherine Lea Nelson, *Andover, Mass.*  
 Heather Nickerson, *East Falmouth, Mass.*  
 Thomas Charles Nicol, *Westerly, R.I.*  
 Danielle Marie Nielsen, *Saint Charles, Ill.*  
 Sinéad Mary Nyhan, *Baltimore, Md.*

Ivan Patricio Obarski Lopez, *Montevideo, Uruguay*  
 Kelsey Elizabeth O'Brien, *Merrimack, N.H.*  
 Jacob Naftali Gerace Obstfeld, *New Rochelle, N.Y.*  
 Marjorie Mae Song Ogorzaly, *Austin, Texas*  
 Marissa Mitsuko Onaga, *Wailuku, Hawaii*  
 Elizabeth Karagianis O'Neill, *Milton, Mass.*  
 Brendan William O'Riordan, *Waterville Valley, N.H.*  
 Cassandra Erin Ornell, *North Andover, Mass.*  
 Martha Sturgeon Ortinau, *Barrington, Ill.*  
 Kristen-Marie Puanini Young Ortiz,  
*Pearl City, Hawaii*

Daniel James O'Sullivan, *Portland, Maine*  
 Mark Christopher Ozarowski, *Concord, Mass.*

Hannah Mertens Pajolek, *Osterville, Mass.*  
 Jessica Mary Palffy, *Grosse Pointe, Mich.*  
 Lydia Caprice Pardini, *Alexandria, Va.*  
 Gardiner Reed Parker, *Woolwich, Maine*  
 Geoffrey John Parr, *Darien, Conn.*  
 Sejal Piyush Patel, *San Diego, Calif.*  
 Katherine Sara Paul, *Wayland, Mass.*  
 Shelley Louise Payne, *Santa Barbara, Calif.*  
 Samuel Nute Pelletier, *Montpelier, Vt.*

Paolo Joseph Pepe, *New York, N.Y.*  
 Rosemary Eileen Perkins, *Westbrook, Maine*  
 Dylan John Perry, *Hingham, Mass.*  
 Peter Quentin Perry-Friedman, *Loudonville, N.Y.*  
 Elizabeth Jane Pfeffer, *Morristown, N.J.*  
 Mark David Phillips, *Golden, Colo.*  
 Joel Michael Pitt, *East Aurora, N.Y.*  
 Nicholas Jude Planeta, *Westwood, Mass.*  
 Tyler S. Plourde, *Topsham, Maine*  
 Sarah Faye Pollack, *Newton, Mass.*  
 Lauren Michelle Pongan, *Langhorne, Pa.*  
 Kathryn Ludington Porter, *Birmingham, Ala.*  
 Timothy David Porter, *Sleepy Hollow, N.Y.*  
 Lisa Marie Portis, *Urbana, Ill.*  
 Kelsey James Potdevin, *Juneau, Alaska*  
 Carrie Michelle Potter, *Newton, Mass.*  
 Henry Wilhite Powell, *Princeton, N.J.*  
 Bryan Garret Pregovisk, *Oakland, Maine*  
 Michelle Ann Presby, *Buxton, Maine*  
 Sean Templeton Prockter, *South Salem, N.Y.*

Jamie Oliva Quine, *Methuen, Mass.*

Prabhav Rakhra, *Bangalore, India*  
 Maria Arden Ramrath, *Framingham, Mass.*  
 Andrew Constantine Ramsay, *Piedmont, Calif.*  
 Lauren Paula Rand, *Mill Valley, Calif.*  
 Zoe Elizabeth Ray, *Wilmette, Ill.*  
 Peter Glidden Raymond, *Goffstown, N.H.*  
 Garrett Rogers Rayner, *Andover, Mass.*  
 Zachary Dorsey Redlitz, *Los Angeles, Calif.*  
 Krishan Rele, *Mumbai, India*  
 Denis Enrique Reyna Ruiz, *Managua, Nicaragua*  
 Amy Marian Reynolds, *Hopkinton, Mass.*  
 Alexander Trebbi Richards, *Cos Cob, Conn.*  
 Griffin Hanley Richards, *Santa Barbara, Calif.*  
 John Fletcher Roberts, *Riverside, Conn.*  
 Nicolas Andre Robichaud, *Gilford, N.H.*  
 Daniel Alexander Roboff, *Tuckaboe, N.Y.*  
 Patrick John Roche, *Hopkinton, Mass.*  
 Veronica Cristina Romero, *Caracas, Venezuela*  
 Linnea Elise Rooke, *Shoreline, Wash.*  
 Hope Magen Rosenfeld, *East Greenwich, R.I.*  
 Chelsea Rosenheimer, *Nashotah, Wis.*  
 Nicholas Paul Rosen-Wachs, *Scarsdale, N.Y.*  
 Sarah Elizabeth Ross-Benjamin, *Stamford, Conn.*  
 Nadège Louise Roux, *Geneva, Switzerland*  
 Robert Prentiss Rudolph, *Swampscott, Mass.*  
 Jeffrey James Ruhle, *Brookside, N.J.*  
 Justin Thomas Russell, *Amherst, Mass.*  
 Mollie Elizabeth Ryan, *Bath, Maine*  
 Maria Ann Ryden, *Saint Paul, Minn.*

Guy Richard Sack, *Laconia, N.H.*  
 Joshua Michael Sadownik, *Newton, Mass.*  
 Megan Carol Saunders, *Reading, Mass.*

Talia Alyssa Savic, *Berlin, Conn.*  
 Megan Natalie Schafer, *Livingston, N.J.*  
 Kelly Ann Schauwecker, *West Yarmouth, Mass.*  
 Hanna Lynne Schenk, *Warren, Vt.*  
 Nichole Marie Schmidt, *Red Wing, Minn.*  
 Emily Jane Schofield, *Marblehead, Mass.*  
 Jonathan William Schroth, *Pawling, N.Y.*  
 Margaret Davis Schroth, *Milton, Mass.*  
 Jacob Jelin Schwarz, *South Orange, N.J.*  
 Henry Wickham Sears, *Clayton, Mo.*  
 Katyayni Seth, *Meerut, India*  
 Lewis Jacobson Seton, *Newton, Mass.*  
 Soelma Namzhilovna Shagdarova, *Columbia, Mo.*  
 Paula Hillary Shagin, *Ridgewood, N.J.*  
 Matthew McHale Shatkin, *Brookline, Mass.*  
 Casey Timothy Shea, *Salem, N.Y.*  
 Catherine Erin Sheridan, *Hingham, Mass.*  
 Andrew Michael Sherman, *Pittsburgh, Pa.*  
 Christine Elizabeth Shu, *San Marino, Calif.*  
 Mackenzie Paul Simpson, *Casco, Maine*  
 Prabhdeep Singh, *New Delhi, India*  
 Thomas John Sisto, *Mechanicsburg, Pa.*  
 Joseph Kennedy Slater, *Needham, Mass.*  
 Amanda Marie Smith, *Middleton, Wis.*  
 Megan Elizabeth Smith, *Wallingford, Conn.*  
 Naomi Lei Smith, *Mars Hill, Maine*  
 Mary Clare Snediker, *New Canaan, Conn.*  
 Jessica Leigh Snyder, *Melrose, Mass.*  
 Soulé Sow, *Diaba Lydoubé, Senegal*  
 Jed Michael Standen, *South Freeport, Maine*  
 Victoria Anne Starr, *Dunbarton, N.H.*  
 Jeremy Michael Steed, *Chevy Chase, Md.*  
 Olivia Evans Sterling, *New York, N.Y.*  
 Jessica Simone Stern, *Paris, France*  
 Diana Amy Sternberg, *Saint Louis, Mo.*  
 Sarah Muschamp Stevens, *New Canaan, Conn.*  
 Allison Huntress Stewart, *Lexington, Ky.*  
 Catherine Crothers Cope Stieglitz, *Columbia, S.C.*  
 Jason Stigliano, *Rockport, Mass.*  
 Emily Kate Stimpson, *Shelbyville, Tenn.*  
 Daniel Paul Stipanuk, *Ithaca, N.Y.*  
 Emily Jenna Stoller-Patterson, *Everett, Wash.*  
 Sarah Hill Storms, *Far Hills, N.J.*  
 Lauren Elizabeth Strazzula, *Norwell, Mass.*  
 Jessica Alexandra Suarez, *Marietta, Ga.*  
 Abigail Kuttner Sussman, *Williamstown, Mass.*  
 Kelsey Ann Sutcliffe, *Pittsburgh, Pa.*

Christopher James Talbert, *Hinesburg, Vt.*  
 Christian Robert Talmage, *Kingfield, Maine*  
 Hannah Deering Taska, *Lowell, Vt.*  
 Elissa Lauren Teasdale, *Penacook, N.H.*  
 Alea Rachel Thompson, *Ashland, Mass.*  
 Rebecca Ruth Thorburn, *Maynard, Mass.*  
 Alexander John Tisch, *Pound Ridge, N.Y.*

Lokesh Todi, *Kathmandu, Nepal*  
 Kate Elizabeth Tommasino, *Newburyport, Mass.*  
 Robert Theodore Tourek, *Wexford, Pa.*  
 Travis Armand Townsend, *Oakland, Calif.*  
 Katie-Elyse Turner, *Annandale, N.J.*  
 William Kevin Tyson, *Walpole, N.H.*

Gregory Michael Valenski, *Massapequa Park, N.Y.*  
 Christopher John Van Alstyne, *Potomac, Md.*  
 Christopher Moot Vancisin, *Hamilton, Mass.*  
 Kate Ellen Vasconi, *Staten Island, N.Y.*  
 Nicole Marie Veilleux, *Silver Lake, N.H.*  
 Miguel Luis Barrios Vergel de Dios,  
*San Francisco, Calif.*  
 Jessica Lauren Vogel, *West Hartford, Conn.*

Brian Andrew Wadugu, *Shirati, Tanzania*  
 John Francis Wagner, *Gardner, Mass.*  
 Benjamin Locke Wakana, *Caribou, Maine*  
 Kirby Rebecca Walker, *Rollinsford, N.H.*  
 James Watt Wallace, *Marblehead, Mass.*  
 Samuel Rogers Wampler, *Glencoe, Ill.*  
 Jamie Mincer Warner, *Shawnee Mission, Kan.*  
 Daniel Benjamin Wasserman, *Englewood, Colo.*  
 Rachel Elyse Watson, *China, Maine*  
 David Mattern Way, *Stow, Mass.*  
 Collin Alan Weiss, *McLean, Va.*  
 Cara Elizabeth Whalen, *Lunenburg, Mass.*  
 Robert Michael Whelan III, *Boston, Mass.*  
 Kalliope Rodes White, *Cohasset, Mass.*  
 Sarah Marie Whitfield, *Wiscasset, Maine*  
 Katherine Rose Wight, *South Hero, Vt.*  
 Courtney Jean Williams, *Norwood, Mass.*  
 Maxwell James Williams, *Wolcott, Conn.*  
 Eben Blake Witherspoon, *Sutton, Vt.*  
 Samuel Hayes Witherspoon, *Kingfield, Maine*  
 Po Yin Wong, *Hong Kong, China*  
 Wilfred Wong, *New York, N.Y.*  
 Althea Nicole Wong-Achorn, *Amherst, Maine*  
 Catherine Hope Woodiwiss, *Greenwood, S.C.*  
 Caroline Woolmington, *North Bennington, Vt.*

Yilin Xu, *Beijing, China*

Andrew Hudson Young, *Larchmont, N.Y.*

Elizabeth Audrey Zagroba, *Ridgewood, N.J.*  
 Zachary Bestor Zalinger, *Simsbury, Conn.*  
 Gregory Neel Zartarian, *Falmouth, Mass.*  
 Daniel Howard Zawitoski, *West Friendship, Md.*  
 Scott Michael Zeller, *Newton, Mass.*  
 Kayla Houghton Zemsky, *Buffalo, N.Y.*  
 Lei Zhang, *Wuhan, China*  
 Chen Zhou, *Shanghai, China*  
 Ling Zhu, *Kunshan, China*



# HONORS

## SENIOR MARSHAL Yilin Xu

### *Summa Cum Laude*

Michael Christopher Ambrogio  
Cynthia Claire Anderson-Bauer  
Daniela Andreeva Andreevska  
Ivan Stefanov Balbuzanov  
Nikolai Allan Barnwell  
Erin Marie Beasley  
Lauren Elizabeth Bizzari  
Kathleen Rose Brzozowski  
Christopher Michael Buros  
Kimberly Brooke Cohen  
Hannah Aniela Converse  
Andrew Marshall Cook  
Allison Blake Coughlin  
Elizabeth Anne Doran  
Caitlin Elise Dufraigne  
Lauren Elizabeth Duval  
Evan Joseph Footer  
Nina Beth Gold  
Emily Lauren Hansen  
Benjamin Todd Hauptman  
Margaret Helene Hayes  
Jonathan David Heimbach  
Carla Frances Jacobs  
Fern Angela Jeremiah  
James Robert Jones  
Katja Ellen Jylkka  
Brianna Noelle Kondrat  
Kenneth Anthony LaMantia  
Justin Brandt Leavens  
Jonathan S. Lefcheck  
Wai To Leung  
Margaret Louise Lyford  
Whitney Reed Lynn  
Lane Janet Mahoney  
Joseph Michael Meyer  
Carley Grace Millian  
Kris Azriel Rosales Miranda  
Jennifer Abby Myers  
Katherine Lea Nelson  
Hannah Mertens Pajolek  
Shelley Louise Payne  
Carrie Michelle Potter  
Jamie Oliva Quine  
Krishan Rele  
John Fletcher Roberts  
Patrick John Roche  
Guy Richard Sack  
Megan Carol Saunders  
Talia Alyssa Savic  
Hanna Lynne Schenk

Christine Elizabeth Shu  
Jason Stigliano  
Abigail Kuttner Sussman  
Alea Rachel Thompson  
Rebecca Ruth Thorburn  
Nicole Marie Veilleux  
Daniel Benjamin Wasserman  
Rachel Elyse Watson  
Po Yin Wong  
Yilin Xu  
Elizabeth Audrey Zagroba  
Ling Zhu

### *Magna Cum Laude*

Ayaz Khan Achakzai  
Matthew Chin Ahern  
Devon Eric Anderson  
Elyse Marye Apantaku  
Emma Elizabeth Balazs  
Brooke Deborah Barron  
Zoe Elise Benezet-Parsons  
Laura Bourne Bisbee  
Adam Garvey Boe  
Rachel Marie Bonenfant  
Elly Kathryn Bookman  
Kelly Meghan Brooks  
John Patrick Campbell  
Zheng Cao  
Caitlin Gerlach Casey  
Alyssa Claire Cass  
Seth Alexander Chanin  
Alyssa Marie Charsky  
Andrew William Cherne  
Courtney Byram Chilcote  
Sundine Mai Chizzonite  
Michele Chia-Cheng Chu  
Alexandra Catherine Clegg  
Catherine Susanne Coffman  
Max Fowler Cohen  
Nolan MacLean Collins  
Pamela Colon  
Stephanie Elaine Cotherman  
Soren Alan Craig-Muller  
Nicole Marie Crocker  
Colin Robert Cummings  
Ian William Cummins  
Charlotte Kay Cutter  
Katherine Barbara Dammann  
Megan Leslie Dean  
Sarah Kay deLiefde  
Lindsay Marie Dreiss  
Katherine Sarah Dutcher  
Colette Terese Finley  
Christine Mary Fitzgerald

Devan Kathleen FitzPatrick  
Kenneth Mark Flynn  
Emily Elizabeth Foraker  
Alexandra Palmer Freyer  
Benjamin Daniel Goldenberg  
Daniel Gómez Díaz  
Emily Christine Goodnow  
Laura Richmond Gray  
Eitan Shalom Green  
Madison Nicole Gregor  
Stephanie Brigitte Grocke  
Brett Joseph Guenther  
Jonathan Corey Guerrette  
Trevor Alexander Hardigan  
Katharine Jeanne Harmon  
Elizabeth Thomson Hester  
Jason Fehmer Hine  
Ashlee Nichole Holm  
Pollee Jeanne Hruby  
Katherine Porteous Humphrey  
Sara Storm Hutchins  
Ana Maria Jijon Nermalceff  
Sarah Joseph Kurien  
Rebecca Dora Kamins  
James Brendan Kelly  
Sei Benni Kim  
Mollie Elyse Kimmel  
Peter James Kirn  
Benjamin Philip Knight  
Kristina Marie Langenberg  
Ruth Bronwyn Langton  
Christopher Paul Lapointe  
Genevieve McNear Lawrence  
Caitlin Rebecca Leibenhaut  
Rebecca Edie Lipson  
Gustaf Nicolaus Maxwell Lonaeus  
Adam Matthew Lowenstein  
Ena Maxine Lupine  
Jared Alexander Luther  
Casey Morrow Lynch  
Elizabeth Ann Lyons  
Jennifer Kathleen MacDowell  
Michael Thomas MacNicol  
Tatenda Mahlokozero  
Matthew Francis Manning  
Lauren Gail McClurg  
Andrew Charles McEvoy  
Kelly Marie McKone  
Amanda Jean Mello  
Suzanne Mara Merkelson  
Thomas William Milaschewski  
Benjamin Sherman Morse  
Meghan Ruth Moynihan  
Carly Mika Munekiyo

Amelia Molinda Nebenzahl  
Thomas Charles Nicol  
Kelsey Elizabeth O'Brien  
Elizabeth Karagianis O'Neill  
Cassandra Erin Ornell  
Kristen-Marie Puanini Young Ortiz  
Daniel James O'Sullivan  
Sejal Piyush Patel  
Katherine Sara Paul  
Rosemary Eileen Perkins  
Dylan John Perry  
Elizabeth Jane Pfeffer  
Mark David Phillips  
Lauren Michelle Pongan  
Lisa Marie Portis  
Prabhav Rakhra  
Maria Arden Ramrath  
Peter Glidden Raymond  
Garrett Rogers Rayner  
Amy Marian Reynolds  
Alexander Trebbi Richards  
Veronica Cristina Romero  
Sarah Elizabeth Ross-Benjamin  
Justin Thomas Russell  
Maria Ann Ryden  
Kelly Ann Schauwecker  
Katya Seth  
Joseph Kennedy Slater  
Amanda Marie Smith  
Mary Clare Snediker  
Soule Sow  
Victoria Anne Starr  
Jessica Simone Stern  
Diana Amy Sternberg  
Emily Kate Stimpson  
Lauren Elizabeth Strazzula  
Jessica Alexandra Suarez  
Lokesh Todi  
Gregory Michael Valenski  
Jessica Lauren Vogel  
Brian Andrew Wadugu  
John Francis Wagner  
David Mattern Way  
Eben Blake Witherspoon  
Catherine Hope Woodiwiss  
Gregory Neel Zartarian  
Scott Michael Zeller  
Kayla Houghton Zemsky

### *Cum Laude*

Qiamuddin P. Amiry  
Randi Lynn Arsenault  
Michael Patrick Barrett Jr.  
Ashley Marie Beaulieu

Emily Greta Berghoff  
 Olivia Lily Bordiuk  
 Esther Elizabeth Boyd  
 Matthew Todd Briggs  
 Bryan Jaret Brown  
 Fiona Polian Brown  
 Phoebe Abbott Bunker  
 Sara Ann Burbine  
 Elizabeth Lauren Byrne  
 Brittany Elizabeth Canniff  
 Charlotte Terry Carrigan  
 Alex Sayming Chin  
 Lauren Justine Cipriani  
 Elana Cogliano  
 Elizabeth Ryan Cole  
 Elizabeth Gerry Comeau  
 David Edward Connick  
 Alyssa Carlyn Crowell  
 Philip Abraham Crystal  
 John William Curran  
 Garretson Rockefeller Currier  
 Arthur Paul Cutrone  
 Sally Eleanor Drescher  
 Jordanne Brooke Dunn  
 Chelsea Victoria Eakin  
 Sommer Haering Engels  
 Catherine Elizabeth Fanning  
 Allyson Diane Felser  
 Dean Addison Feole  
 Cary Bogle Finnegan  
 Joanna Helen Fisher  
 Jason Frederick Forino  
 Eric Foster-Moore  
 Abbie Madeline Frederick  
 Rachel Marie Freierman  
 Frederick Joel Freudenberger  
 Timothy Craig Fuhrman  
 Miranda Christine Geranios  
 Silas Pendleton Gill  
 Samantha Naomi Given-Dennis  
 James David Goldring  
 Sarah Coyne Gordon  
 Leah Jane Gourlie  
 Kevin Paul Green  
 Rachel Leah Guest  
 Maxime Pierre Jean Guillaume  
 Sara Elizabeth Gutt  
 Alexander Anthony Halls  
 Samuel Hale Handler  
 Kerry Ann Hanney  
 Sara Stratemeyer Harr  
 Garrett Donald Hatton  
 Hannah Leigh Hickok  
 Lawson Andrew Hill  
 Nathan Alexander Hill  
 Kristen Marie Hitchcox  
 Alexander Bering Hoder  
 Samuel Ryan Hoff  
 Stephen Roberts Holt Jr.

Libbie Rose Howley  
 Katharine Elizabeth Kalkstein  
 Brandon Neil Kessler  
 Robert Ernest Kievit  
 Logan Ladd King  
 Alexander Pericles Parsons  
 Kotsatos  
 Escar Tadiwanashe Kusema  
 Margaret Prescott Lancaster  
 Meredith Ann Lawler  
 Margit Elisabeth Damgaard Liander  
 Ellen Joye London  
 Amy Lu  
 Jessica Abigail Lueders-Dumont  
 Brian Patrick Lynch  
 Rebecca Della Lynch  
 Tarini Manchanda  
 Jeronimo Alexander Maradiaga  
 Melissa Miller Martin  
 Delia Irene Massey  
 Evan Patrick McCulloch  
 Kirstin Dianne Miller  
 Whitney Allen Miller  
 Carlie Marie Minichino  
 Christina Laura Mok  
 Brookes Whitridge Moody  
 Samuel Alexey Morales Flores  
 Jessica Anne Murphy  
 John Thomas Murphy  
 Melissa Van Meter Murray  
 Adam Wojciech Musial  
 Nicholas John Nassikas  
 Mather Humphrey Neill IV  
 Heather Nickerson  
 Danielle Marie Nielsen  
 Sinéad Mary Nyhan  
 Martha Sturgeon Ortinau  
 Lydia Caprice Pardini  
 Geoffrey John Parr  
 Peter Quentin Perry-Friedman  
 Kelsey James Potdevin  
 Henry Wilhite Powell  
 Sean Templeton Prockter  
 Andrew Constantine Ramsay  
 Lauren Paula Rand  
 Denis Enrique Reyna Ruiz  
 Griffin Hanley Richards  
 Nicolas Andre Robichaud  
 Daniel Alexander Roboff  
 Linnea Elise Rooke  
 Hope Magen Rosenfeld  
 Chelsea Rosenheimer  
 Nadège Louise Roux  
 Robert Prentiss Rudolph  
 Jeffrey James Ruhle  
 Joshua Michael Sadownik  
 Megan Natalie Schafer  
 Nichole Marie Schmidt  
 Emily Jane Schofield

Jonathan William Schroth  
 Jacob Jelin Schwarz  
 Henry Wickham Sears  
 Lewis Jacobson Seton  
 Soelma Namzhilovna Shagdarova  
 Paula Hillary Shagin  
 Matthew McHale Shatkin  
 Catherine Erin Sheridan  
 Mackenzie Paul Simpson  
 Thomas John Sisto  
 Megan Elizabeth Smith  
 Naomi Lei Smith  
 Olivia Evans Sterling  
 Sarah Muschamp Stevens  
 Allison Huntress Stewart  
 Emily Jenna Stoller-Patterson  
 Sarah Hill Storms  
 Elissa Lauren Teasdale  
 Kate Elizabeth Tommasino  
 Travis Armand Townsend  
 Christopher John Van Alstyne  
 Kate Ellen Vasconi  
 James Watt Wallace  
 Cara Elizabeth Whalen  
 Katherine Rose Wight  
 Althea Nicole Wong-Achorn  
 Caroline Woolmington  
 Zachary Bestor Zalinger

## HONORS PROGRAMS

### *Honors in American Studies*

Melissa Miller Martin  
 Henry Wilhite Powell  
 Jamie Oliva Quine  
 Hope Magen Rosenfeld

### *Honors in Anthropology*

Eitan Shalom Green

*Honors in Biology*  
 Kimberly Brooke Cohen  
 Philip Abraham Crystal  
 Katharine Jeanne Harmon  
 Escar Tadiwanashe Kusema  
 Ruth Bronwyn Langton  
 Andrew Charles McEvoy  
 Jennifer Abby Myers  
 Zachary Bestor Zalinger

*Honors in Chemistry*  
 Christopher Michael Buros  
 Jordanne Brooke Dunn  
 Abbie Madeline Frederick  
 Jonathan Corey Guerrette

John Andrew Hall  
 Zachary Roy Helm  
 Kristen Marie Hitchcox  
 Rebecca Dora Kamins  
 Kristina Marie Langenberg  
 Christopher Paul Lapointe  
 Tatenda Mahlokozer  
 Thora Rebecca Maltais  
 Delia Irene Massey  
 Joseph Michael Meyer  
 Whitney Allen Miller  
 Nichole Marie Schmidt  
 Thomas John Sisto  
 Rebecca Ruth Thorburn  
 Brian Andrew Wadugu

### *Honors in Economics*

Ivan Stefanov Balbuzanov  
 Ian William Cummins  
 Prabhav Rakhra  
 John Fletcher Roberts  
 Po Yin Wong  
 Yilin Xu  
 Gregory Neel Zartarian  
 Ling Zhu

### *Honors in English*

Cynthia Claire Anderson-Bauer  
 Michael Patrick Barrett, Jr.  
 Elly Kathryn Bookman  
 Kathleen Rose Brzozowski  
 John Patrick Campbell  
 Elana Cogliano  
 Colin Robert Cummings  
 Charlotte Kay Cutter  
 Tucker L. Hancock  
 Emily Lauren Hansen  
 Katja Ellen Jylkka  
 Peter James Kirn  
 Brianna Noelle Kondrat  
 Ellen Joye London  
 Brookes Whitridge Moody  
 Elizabeth Karagianis O'Neill  
 Lauren Michelle Pongan  
 Victoria Anne Starr  
 Po Yin Wong

### *Honors in Environmental Studies*

Lindsay Marie Dreiss  
 Caitlin Elise Dufraigne  
 Patrick John Roche  
 Megan Carol Saunders

### *Honors in Government*

Patrick Morrow Boland  
 Brian Patrick Lynch  
 Daniel James O'Sullivan



Sarah Marie Whitfield  
*Honors in History*  
 Catherine Susanne Coffman

*Honors in Human  
 Development  
 (Independent)*  
 Pamela Colon

*Honors in  
 International Studies*  
 Daniela Andreeva Andreevska  
 Christine Elizabeth Shu

*Honors in Latin-  
 American Studies*  
 Sarah Kay deLiefde

*Honors in Mathematics*  
 Ivan Stefanov Balbuzanov  
 Wai To Leung  
 Soulé Sow  
 Yilin Xu  
 Ling Zhu

*Honors in Physics and  
 Astronomy*  
 David Edward Connick  
 Nathan Alexander Hill  
 Tatenda Mahlokozera  
 Katherine Lea Nelson  
 Lauren Paula Rand

*Honors in Philosophy*  
 Carlie Marie Minichino  
 Kris Azriel Rosales Miranda  
 Jason Stigliano

*Honors in Psychology*  
 Michele Chia-Cheng Chu  
 Carla Frances Jacobs  
 Carrie Michelle Potter

*Honors in Religious  
 Studies*  
 Sejal Piyush Patel  
 Joseph Kennedy Slater

*Honors in Sociology*  
 Elizabeth Anne Doran  
 Abigail Kuttner Sussman

*Honors in Science,  
 Technology, and  
 Society*  
 Sally Eleanor Drescher  
 Caitlin Elise Dufraigne

## DISTINCTION IN MAJOR

*African-American/  
 American Studies*  
 Tiffany Shada Martin

*American Studies*  
 Melissa Miller Martin  
 Henry Wilhite Powell  
 Jamie Oliva Quine  
 Hope Magen Rosenfeld

*Anthropology*  
 Erin Marie Beasley  
 Eitan Shalom Green  
 Catherine Hope Woodiwiss

*Art*  
 Phoebe Abbott Bunker  
 Brittany Elizabeth Canniff  
 Alex Sayming Chin  
 Charlotte Kay Cutter  
 Margaret Russell Gribbell  
 Kerry Ann Hanney  
 Stephen Roberts Holt Jr.  
 Sara Storm Hutchins  
 Katharine Elizabeth Kalkstein  
 Casey Morrow Lynch  
 Whitney Reed Lynn  
 Lucie Bancker Miller  
 Katherine Sara Paul  
 Emily Jenna Stoller-Patterson  
 Nicole Marie Veilleux  
 Kayla Haughton Zemsky

*Biology*  
 Michael Christopher Ambrogio  
 Devon Eric Anderson  
 Emma Elizabeth Balazs  
 Lauren Elizabeth Bizzari  
 Lauren Justine Cipriani  
 Kimberly Brooke Cohen  
 Hannah Aniela Converse  
 Soren Alan Craig-Muller  
 Trevor Alexander Hardigan  
 Katharine Jeanne Harmon  
 Jason Fehmer Hine  
 Escar Tadiwanashe Kusema  
 Ruth Bronwyn Langton  
 Jonathan S. Lefcheck  
 Lane Janet Mahoney  
 Andrew Charles McEvoy  
 Jennifer Abby Myers  
 Hannah Mertens Pajolek  
 Dylan John Perry  
 Lisa Marie Portis  
 Denis Enrique Reyna Ruiz

Talia Alyssa Savic  
 Emily Kate Stimpson  
 Scott Michael Zeller

*Biology and  
 Administrative  
 Science (Independent)*  
 Lauren Elizabeth Strazzula

*Chemistry*  
 Christopher Michael Buros  
 Jordanne Brooke Dunn  
 Jonathan Corey Guerrette  
 Rebecca Dora Kamins  
 Kristina Marie Langenborg  
 Christopher Paul Lapointe  
 Tatenda Mahlokozera  
 Joseph Michael Meyer  
 Rebecca Ruth Thorburn  
 Brian Andrew Wadugu

*Classical Civilization*  
 Alex Sayming Chin  
 Matthew Francis Manning  
 Katherine Sara Paul

*Classics*  
 Kenneth Anthony LaMantia  
 Matthew Francis Manning

*Computer Science*  
 Andrew William Cherne

*East Asian Studies*  
 Amy Lu  
 Carly Mika Munekiyo

*Economics*  
 Ayaz Khan Achakzai  
 Matthew Chin Ahern  
 Daniela Andreeva  
 Andreevska  
 Ivan Stefanov Balbuzanov  
 Seth Alexander Chanin  
 Andrew William Cherne  
 Michele Chia-Cheng Chu  
 Ian William Cummins  
 Sarah Kay deLiefde  
 Eric Foster-Moore  
 Miranda Christine Geranios  
 Alexander Bering Hoder  
 Fern Angela Jeremiah  
 Sei Benni Kim  
 Adam Wojciech Musial  
 Geoffrey John Parr  
 Maria Arden Ramrath  
 Krishan Rele  
 Linnea Elise Rooke

Robert Prentiss Rudolph  
 Joshua Michael Sadownik  
 Katyayni Seth  
 Soulé Sow  
 Lokesh Todi  
 Gregory Michael Valenski  
 Po Yin Wong  
 Yilin Xu  
 Gregory Neel Zartarian  
 Ling Zhu

*Economics-  
 Mathematics*  
 Evan Joseph Footer  
 Wai To Leung  
 Brendan William O'Riordan  
 Prabhav Rakhra  
 John Fletcher Roberts

*English*  
 Cynthia Claire Anderson-Bauer  
 Zoe Elise Benezet-Parsons  
 Elly Kathryn Bookman  
 Kathleen Rose Brzozowski  
 John Patrick Campbell  
 Sundine Mai Chizzonite  
 Catherine Susanne Coffman  
 Allison Blake Coughlin  
 Colin Robert Cummings  
 Charlotte Kay Cutter  
 Allyson Diane Felser  
 Devan Kathleen FitzPatrick  
 Emily Lauren Hansen  
 Katja Ellen Jylkka  
 James Brendan Kelly  
 Peter James Kirn  
 Brianna Noelle Kondrat  
 Alexander Pericles Parsons  
 Kotsatos  
 Ellen Joye London  
 Brookes Whitridge Moody  
 Meghan Ruth Moynihan  
 Elizabeth Karagianis O'Neill  
 Daniel James O'Sullivan  
 Elizabeth Jane Pfeffer  
 Lauren Michelle Pongan  
 Alea Rachel Thompson  
 James Watt Wallace  
 Po Yin Wong  
 Kayla Haughton Zemsky

*Environmental Studies*  
 Michael Christopher Ambrogio  
 Caitlin Gerlach Casey  
 Seth Alexander Chanin  
 Courtney Byram Chilcote  
 Lindsay Marie Dreiss  
 Caitlin Elise Dufraigne

Leah Jane Gourlie  
 Kelly Marie McKone  
 Cassandra Erin Ornell  
 Patrick John Roche  
 Megan Carol Saunders

#### *French Studies*

Katherine Porteous  
 Humphrey  
 Sarah Joseph Kurien  
 Caitlin Rebecca Leibenhaut  
 Ena Maxine Lupine  
 Margaret Louise Lyford  
 Kelly Ann Schauwecker  
 Sarah Hill Storms  
 Katherine Rose Wight

#### *Geology*

Alyssa Marie Charsky  
 Stephanie Brigitte Grocke  
 Rachel Leah Guest  
 Caroline Greene Hunt  
 Jacob Jelin Schwarz  
 Amanda Marie Smith

#### *German Language and Literature*

Justin Donn Mohler

#### *German Studies*

Katherine Sarah Dutcher  
 Sommer Haering Engels

#### *Government*

Randi Lynn Arsenault  
 John Patrick Campbell  
 Alyssa Claire Cass  
 Alexandra Catherine Clegg  
 Andrew Marshall Cook  
 Ian William Cummins  
 Garretson Rockefeller Currier  
 James David Goldring  
 Sarah Coyne Gordon  
 Jonathan David Heimbach  
 Brian Patrick Lynch  
 Benjamin Sherman Morse  
 Daniel James O'Sullivan  
 Alea Rachel Thompson  
 Lokesh Todi  
 John Francis Wagner

#### *History*

Max Fowler Cohen  
 Lauren Elizabeth Duval

Justin Brandt Leavens  
 Whitney Reed Lynn  
 Shelley Louise Payne  
 Alexander Trebbi Richards  
 Nicole Marie Veilleux

#### *Human Development (Independent)*

Pamela Colon  
 Margaret Prescott Lancaster

#### *Human and Community Development (Independent)*

Caroline Woolmington

#### *International Studies*

Daniela Andreeva Andreevska  
 Zoe Elise Benezet-Parsons  
 Caitlin Gerlach Casey  
 Katherine Sarah Dutcher  
 Chelsea Victoria Eakin  
 Sommer Haering Engels  
 Katherine Porteous Humphrey  
 Fern Angela Jeremiah  
 Caitlin Rebecca Leibenhaut  
 Ena Maxine Lupine  
 Margaret Louise Lyford  
 Kelly Marie McKone  
 Suzanne Mara Merkelson  
 Krishan Rele  
 Katyayni Seth  
 Christine Elizabeth Shu  
 Eben Blake Witherspoon

#### *Latin-American Studies*

Sarah Kay deLiefde  
 Samantha Naomi Given-Dennis  
 Rachel Elyse Watson

#### *Mathematical Science*

Christine Mary Fitzgerald  
 Benjamin Todd Hauptman  
 Wai To Leung  
 Katherine Lea Nelson  
 John Fletcher Roberts

#### *Mathematics*

Ivan Stefanov Balbuzanov  
 Emily Lauren Hansen  
 Yilin Xu  
 Ling Zhu

#### *Medieval and Renaissance Studies (Independent)*

Sarah Elizabeth Ross-Benjamin

#### *Music*

Nicholas John Baranowski  
 Nikolai Allan Barnwell  
 Daniel Gómez Díaz  
 Nicolas Andre Robichaud  
 Maria Ann Ryden

#### *Philosophy*

Kenneth Anthony LaMantia  
 Kris Azriel Rosales Miranda  
 Jessica Simone Stern  
 Jason Stigliano

#### *Physics*

Nolan MacLean Collins  
 Daniel Gómez Díaz  
 Jonathan Corey Guerrette  
 James Robert Jones  
 Gustaf Nicolaus Maxwell Lonaeus  
 Michael Thomas MacNicoll  
 Tatenda Mahllokzera  
 Joseph Michael Meyer  
 Katherine Lea Nelson  
 Garrett Rogers Rayner

#### *Privilege, Oppression and Human Rights (Independent)*

Shirmila Noelani Cooray

#### *Psychology*

Ashley Marie Beaulieu  
 Kelly Meghan Brooks  
 Michele Chia-Cheng Chu  
 Megan Leslie Dean  
 Nina Beth Gold  
 Madison Nicole Gregor  
 Margaret Helene Hayes  
 Pollee Jeanne Hruby  
 Carla Frances Jacobs  
 Ana Maria Jijon Nermalceff  
 Mollie Elyse Kimmel  
 Lauren Gail McClurg  
 Kelsey Elizabeth O'Brien  
 Carrie Michelle Potter  
 Zoe Elizabeth Ray  
 Amy Marian Reynolds  
 Veronica Cristina Romero  
 Guy Richard Sack

Hanna Lynne Schenk  
 Megan Elizabeth Smith  
 David Mattern Way

#### *Religious Studies*

Esther Elizabeth Boyd  
 Elizabeth Lauren Byrne  
 Emily Christine Goodnow  
 Sejal Piyush Patel  
 Lisa Marie Portis  
 Joseph Kennedy Slater

#### *Russian Language and Culture*

Nicole Marie Crocker  
 Emily Elizabeth Foraker  
 Christine Elizabeth Shu

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

Sally Eleanor Drescher  
 Caitlin Elise Dufraime

#### *Sociology*

Laura Bourne Bisbee  
 Rachel Marie Bonenfant  
 Elizabeth Anne Doran  
 Carley Grace Millian  
 Abigail Kuttner Sussman

#### *Spanish*

Courtney Byram Chilcote  
 Benjamin Philip Knight  
 Justin Brandt Leavens  
 Lydia Caprice Pardini  
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#### *Theater and Dance*

Esther Elizabeth Boyd  
 Ashlee Nichole Holm

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

Katherine Barbara Dammann  
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**PHI BETA  
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 Tatenda Mahlokozera  
 Lane Janet Mahoney  
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 Jamie Oliva Quine  
 Krishan Rele  
 John Fletcher Roberts  
 Patrick John Roche  
 Guy Richard Sack  
 Megan Carol Saunders  
 Talia Alyssa Savic  
 Hanna Lynne Schenk  
 Christine Elizabeth Shu  
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 Alea Rachel Thompson  
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*\* Elected in their  
 junior year*

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 Lauren Michelle Pongan  
 Kelsey James Potdevin  
 Megan Natalie Schafer  
 Benjamin Locke Wakana

**SENIOR  
SCHOLAR**

Katherine Lea Nelson  
*High Mass Star Formation  
 and Modeling High Mass  
 Protostellar Object IRAS  
 18151-1208*



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# COLLEGE CALENDAR 2009-2010

## First Semester

Tuesday, Sept. 1	Class of 2013 arrives for orientation
Tuesday, Sept. 1 - Tuesday, Sept. 8	Orientation and COOT
Monday, Sept. 7	Residence halls open; upper classes return
Wednesday, Sept. 9	First classes
Friday, Sept. 25 - Sunday, Sept. 27	Family Homecoming Weekend
Monday and Tuesday, Oct. 12 and 13	Fall break (no classes)
Wednesday, Nov. 25 - Sunday, Nov. 29	Thanksgiving recess
Friday, Dec. 11	Last classes of first semester
Saturday, Dec. 12	Last day for scheduled events
Wednesday, Dec. 16 - Monday, Dec. 21	Semester examinations
Tuesday, Dec. 22	Residence halls close for winter recess

## January Term

Monday, Jan. 4 - Thursday, Jan. 28	January Program
------------------------------------	-----------------

## Second Semester

Wednesday, Feb. 3	First classes
Saturday, March 20 - Sunday, March 28	Spring recess (residence halls closed)
Friday, May 7	Last classes of second semester
Saturday, May 8	Last day for scheduled events
Wednesday, May 12 - Monday, May 17	Semester examinations
Saturday, May 22	Baccalaureate
Sunday, May 23	Commencement

## Summer 2010

Thursday, June 3 - Sunday, June 6	Reunion Weekend
-----------------------------------	-----------------



# COLLEGE CALENDAR 2010-2011

## First Semester

Tuesday, Aug. 31	Class of 2014 arrives for orientation
Tuesday, Aug. 31 - Tuesday, Sept. 7	Orientation and COOT
Monday, Sept. 6	Residence halls open; upper classes return
Wednesday, Sept. 8	First classes
Monday and Tuesday, Oct. 11 and 12	Fall break (no classes)
Wednesday, Nov. 24 - Sunday, Nov. 28	Thanksgiving recess
Friday, Dec. 10	Last classes of first semester
Saturday, Dec. 11	Last day for scheduled events
Wednesday, Dec. 15 - Monday, Dec. 20	Semester examinations
Tuesday, Dec. 21	Residence halls close for winter recess

## January Term

Monday, Jan. 3 - Thursday, Jan. 27	January Program
------------------------------------	-----------------

## Second Semester

Wednesday, Feb. 2	First classes
Saturday, March 19 - Sunday, March 27	Spring recess (residence halls closed)
Friday, May 6	Last classes of second semester
Saturday, May 7	Last day for scheduled events
Wednesday, May 11 - Monday, May 16	Semester examinations
Saturday, May 21	Baccalaureate
Sunday, May 22	Commencement

## Summer 2011

Thursday, June 2 - Sunday, June 5	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/](http://www.colby.edu/college/acad_cal/).



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