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Colby College Catalogue 2010 - 2011

Colby College

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The image is a cover for a college catalogue. It features a photograph of a large, multi-story building with a prominent clock tower. The building is dark in color, possibly black or dark brown, with white architectural details. The clock tower is white and has a large clock face on its side. The building is partially obscured by trees with vibrant autumn foliage in shades of red, orange, and yellow. The sky is a clear, bright blue. The text "COLBY COLLEGE CATALOGUE" is written in a large, white, serif font in the upper left corner. Below it, "2010-2011" is written in a smaller, white, serif font. In the bottom right corner, the word "Colby" is written in a large, white, serif font.

COLBY
COLLEGE
CATALOGUE
2010-2011

Colby

COLBY COLLEGE CATALOGUE

September 2010-August 2011



Waterville, Maine

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Accreditation

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

Statement on Non-discrimination

Colby College is a private, coeducational liberal arts college that admits students and makes personnel decisions on the basis of the individual's qualifications to contribute to Colby's educational objectives and institutional needs. The principle of not discriminating on the basis of race, color, sex, sexual orientation, gender identity, religion, age, parental or marital status, national or ethnic origin, political beliefs, or disability unrelated to job or course of study requirements is consistent with the mission of a liberal arts college and the law. Colby is an affirmative action/equal opportunity employer and operates in accordance with federal and state laws regarding non-discrimination.

Catalogue Changes

The College reserves the right in its sole judgment to make changes of any nature in its program, calendar, academic schedule, fees, deposits, or any other matters in this catalogue. More up-to-date information may be found at www.colby.edu/catalogue/.

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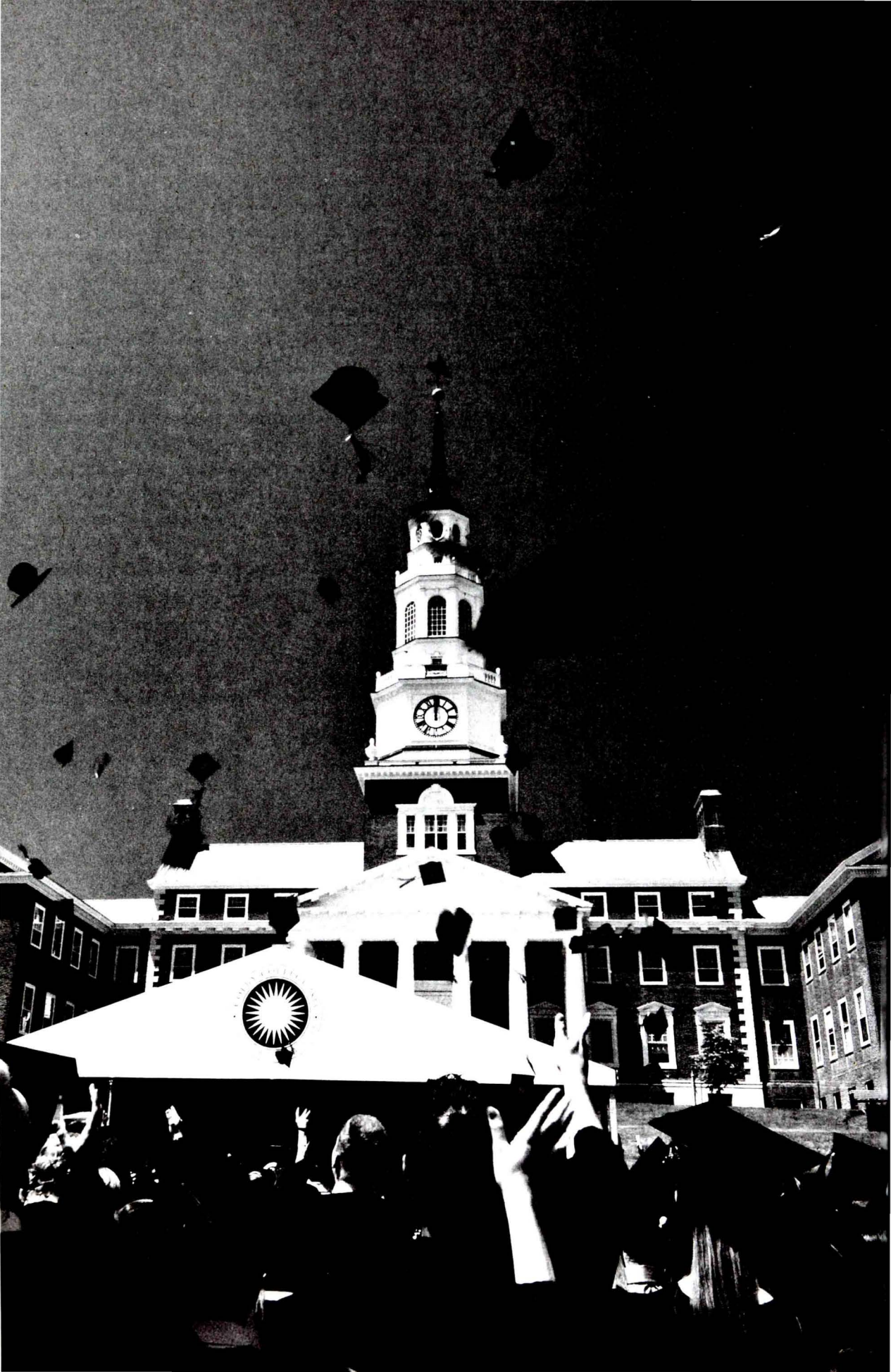
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THE ESSENCE OF COLBY'S MISSION

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.)

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 54 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.)

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

COLBY PRESIDENTS

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

ACCREDITATION AND MEMBERSHIPS

Accredited by New England Association of Schools & Colleges, Maine Department of Education, American Chemical Society, and Accreditation Council for Continuing Medical Education. Member of The College Board, College Scholarship Service, American Council on Education, International Institute of Education, National Association of Independent Colleges and Universities, New England Board of Higher Education, Maine Independent Colleges Association, Council on Undergraduate Research, New England Small College Athletic Conference, Council for the Advancement and Support of Education, American Library Association, New England Library Network, Center for African and Afro-American Studies, New England Regional Conference of the National Council for Black Studies, American Institute of Indian Studies, American Studies Association, National Council for Science and the Environment, New England Consortium on Assessment and Student Learning, and Association for Continuing Medical Education. College member of American Association of University Women, chapter of American Association of University Professors, associate member of the Council of International Schools, member Association of Collegiate Conference and Event Directors International, member National Association of College and University Business Officers, member College and University Professional Association—Human Resources. Colby chapter of Phi Beta Kappa founded in 1895. Colby College Museum of Art accredited by the American Association of Museums. Garrison-Foster Health Center accredited by Accreditation Association for Ambulatory Health Care.

SUMMARY OF COLBY VALUES

Academic Integrity

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

Diversity

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

Campus Sustainability and Resource Conservation

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

Non-discrimination

Colby is a private, coeducational liberal arts college that admits students and makes personnel decisions on the basis of the individual's qualifications to contribute to Colby's educational objectives and institutional needs. The principle of not discriminating on the basis of race, color, sex, sexual orientation, gender identity, religion, age, parental or marital status, national or ethnic origin, political beliefs, or disability unrelated to job or course of study requirements is consistent with the mission of a liberal arts college and the law. Colby is an affirmative-action/equal-opportunity employer and operates in accordance with federal and state laws regarding non-discrimination.

Non-harassment

Harassment based on race, color, sex, sexual orientation, gender identity, religion, national or ethnic origin, or disability results in loss of self-esteem for the victim and in the deterioration of the quality of the classroom, social, or workplace environment. Neither the law nor College regulation 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.

COLBY COMMUNICATIONS

Colby maintains the websites www.colby.edu and 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.

Colby magazine is published quarterly. Full text of the magazine and additional material is online at 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.

The Colby College Student Handbook is published annually online at 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 website for parents is online at www.colby.edu/parents.

The Annual Report of the President is available online at www.colby.edu/president/articles.

The Colby Alumni Network includes a password-protected, searchable directory of alumni and parents at 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.

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 six-year graduation rate is 88 percent.

Application Schedule

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

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. 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 On-campus interviews, though not required, are recommended and are available 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. 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. Overnight hosting is 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. Students taking ACT tests can find information at 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.

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. 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.

Colby requires all applicants to submit either:

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

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 the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS). Applicants from mainland China may submit scores from the Graduate Record Examination (GRE) in lieu of SAT scores. Additional information about these examinations may be found at www.collegeboard.com/testing, www.actstudent.org, www.ets.org/toefl, and 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 2010-2011

	<i>Semester 1</i>	<i>Semester 2</i>	<i>Total</i>
Comprehensive Fee	\$25,995	\$25,995	\$51,990

Calendar of Payments 2010-2011

Upon acceptance for admission: Admission deposit, new students only, nonrefundable	\$300
August 1: One half of annual basic charges, less admission deposit if applicable	\$25,995
August 1: Colby Outdoor Orientation Trip fee—new students only	\$250
January 1: One half of annual basic charges	\$25,995

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 \$1,520 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 \$1,420 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 \$3,105 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 Colby's 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. This form must be submitted by Aug. 1, 2010. No refunds will be granted after Sept. 15, 2010.

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 2010-2011 Colby-billed off-campus programs are as follows:

Semester Charges

Colby in Dijon	\$25,995
Colby in St. Petersburg	\$25,995
Colby in Salamanca	\$25,995

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

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

January Program

A January Program that requires extensive travel, special materials, or highly specialized outside instruction carries a fee calculated to reflect the costs of the individual program.

Students who are not enrolled on campus for either the fall or spring semester will be charged a fee of \$4,400 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 \$535 per semester for one hour of instruction per week (or \$268 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 may be charged for the cost of some prescription and nonprescription medicines prescribed by the health services staff.

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

Damage to or Loss of College Property: Liability for damage or loss of College property located within individual residence hall rooms lies with the resident(s) of the room. When damage or loss of College property occurs in residence hall common areas (e.g., lounges, hallways, lobbies, bathrooms), the Office of Campus Life will make every effort to identify the individuals responsible and to bill them. In cases in which 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, the Office of Campus Life, in cooperation with the Physical Plant Department, determines the cost of all unidentified damage and loss of College property and bills the residents of each residence hall on a pro rata basis. Any conflicts regarding assignment of responsibility may be directed to the Judicial Board.

Payment of Bills

Online student account statements are available to enrolled students. Students may authorize the College to make online statements accessible to parents or to discuss financial matters with the parents. In order to do so, permission must be granted by the student through the myColby portal. Instructions on how to grant parental access are available on the portal. Electronic notices will be sent to the student's e-mail account monthly should there be a balance due or as needed to communicate financial transactions, obligations, and pertinent information.

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

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

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

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

Late Payment Fees

A late payment fee of one percent of an unpaid balance of \$1,000 or more will be assessed at the first of each month for as long as such a balance remains unpaid. A balance must be 30 days old to be assessed a fee. Assessment dates for September and February will coincide with the first day of classes rather than with the first day of those months. In order to avoid late fees, it is best to send payment as early as possible, as Colby cannot be held responsible for delays in mail service. Overnight mail or electronic payments are recommended when making payment within two weeks of the first day of classes. Electronic payments from a U. S. checking or savings account can be made at www.colby.edu/sfs under the Student Account Info link.

Loan and Payment Plans

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

Refunds

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 to students by July.

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

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

No refunds are made for students who elect not to do an on-campus January Program.

Future Tuition and Fees

The College projects that Colby costs likely will increase above inflation in order to maintain the real growth in salaries comparable to professionals outside of higher education, continue a financial aid grant program for about one third of all Colby students, maintain and update the College's physical plant and sophisticated equipment, and retain flexibility for currently unforeseen but essential investments that will be needed to keep Colby in the forefront of innovation and excellence in national liberal arts colleges.

General Information

Student Financial Services is located on the first floor of the Garrison-Foster Building. Staff members are available on weekdays between 8:30 a.m. and 4:30 p.m. to answer questions about student accounts, financial aid, student and parent loans, and College financial policies.

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 \$25 million in grants is awarded annually. The average aid package awarded to 753 grant recipients in 2009-10 was \$33,320. In addition to Colby's own programs, these awards include state grants, Federal Pell Grants, Federal ACG and SMART grants, Federal Supplemental Educational Opportunity Grants (FSEOG), and Federal College Work-Study. Beginning with the 2008-09 academic year, the portion of calculated need previously met with student loans has been met with grants and campus employment; federal student (Perkins and Stafford) and parent (PLUS) loans are available to supplement the need-based financial aid package.

Colby requires all first-time aid applicants who are U.S. citizens or permanent residents to submit the Free Application for Federal Student Aid (FAFSA) to the federal processor and the profile form to the College Scholarship Service before February 1. On the basis of the FAFSA, parents' and students' 2010 year-end pay stubs and 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 and documentation of family income (employers' letters and/or tax forms) by the appropriate deadline.

To provide flexibility, Colby also accepts an outside payment-plan and 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 specified in the Off-Campus Study Handbook as Colby-approved programs.

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 as a second-semester freshman is considered for up to seven semesters of aid.

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.

STUDENT AFFAIRS AND CAMPUS LIFE

The Colby Experience

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

Student Affairs Mission Statement

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

Colby 360

Colby 360: The Plan for Student Life and 360-Degree Learning at Colby asserts as its guiding principle the idea that a residential college affords students opportunities to learn and develop in all aspects of their college lives. Colby 360 establishes a setting for student life designed to achieve five specific learning outcomes: (1) development of life skills, (2) appreciation of and engagement with diversity and human difference, (3) understanding democracy and civic responsibility, (4) promoting wellness and healthy lifestyle choices, and (5) leadership education for the 21st century. Colby 360 provides opportunities for students to learn and practice important life skills such as self-governance, independence, personal accountability, civic responsibility, and respect for themselves and others. More detailed information about Colby 360 is on the Student Affairs website (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. In addition to having an academic advisor from the teaching faculty, every Colby student is assigned an advising dean to provide advice and support during their time at the College. The advising deans are knowledgeable about issues and problems that arise for students and are a good source of information about College resources and policies. They offer general advising as well as referrals to other campus offices. The advising deans help students and parents manage academic and non-academic situations as they arise, consulting extensively with faculty and staff across the College.

Orientation

Special attention is given to welcoming and orienting new students into the Colby community. From the time of admission until they arrive on campus, new students are invited to make use of the admitted students' website to get answers to questions they may have. First-year students come to campus a week prior to the start of fall classes and participate in a comprehensive orientation program designed to introduce them to the academic program as well as all aspects of residential, 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 website.

Dining Services

The College offers a board plan of 21 meals per week for all resident students. Meals are served in three separate on-campus dining halls—in Foss Hall, Dana Hall, and Roberts Building, each 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.

The Pugh Center and Multicultural Affairs

The mission of the Pugh Center is to promote multicultural communication, awareness, and understanding. The Pugh Center is the intellectual and social focal point on campus for conversation, exploration, and celebration of diversity at Colby. Throughout the academic year a variety of programs, including lectures, performances, concerts, symposia, and other events are sponsored to invite exploration of different cultures and educate the broader Colby community about multicultural issues.

The Pugh Center, linked to the Cotter Union, is also home to 14 student clubs devoted to issues of race, ethnicity, gender, culture, sexual orientation and identity, and spirituality. It 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/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 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) and in the Colby College Catalogue (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/.

ATHLETICS

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

More than a third of Colby students participate in one or more varsity teams. Colby belongs to Division III of the National Collegiate Athletic Association (NCAA) and the New England Small College Athletic Conference (NESCAC), one of the most competitive Division III conferences in the nation. Colby sponsors 32 intercollegiate sports—16 for women, 15 for men, and 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.

Lifetime fitness classes are offered for students, faculty, and staff. Past offerings for students include aerobics, yoga, kickboxing, plyometrics, and Pilates classes.

Indoor athletic facilities in the Harold Alfond Athletic Center include Wadsworth Gymnasium, Alfond Ice Rink, Dunaway Squash Courts, the 5,300-square-foot Boulos Family Fitness Center, a 25-yard by 25-meter indoor swimming pool, an aerobics studio, and the field house, which includes 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, 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.

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LIBRARIES

Colby's libraries—Miller Library, the Art and Music Library, and the Science Library—have a rich collection of books, e-books, electronic and print journals, digital research collections, music scores, sound recordings, videos/DVDs, and manuscripts. Computer labs, wireless networks, laptops, study areas, and a 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 digital media lab. The Science Library houses books, journals, videos, and topographic maps that support programs in the natural sciences, computer science, and mathematics.

In strong support of the curriculum, the libraries provide easy access to more than 900,000 items including more than 300 electronic indexes, 657 currently received print journals, 355,000 electronic books, more than 48,000 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/.

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 Bixler Library Media Lab, 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, Colby Apps powered by Google (e-mail and calendar), central files storage, and storage of personal Web pages linked to the campus Web server. It is expected that students will check their Colby Apps e-mail accounts regularly. A variety of announcement and discussion lists are provided. The MyColby portal system (my.colby.edu) provides a customized set of resources, especially in support of administrative processes. A course management system (Moodle) is available for faculty and student use, and the Confluence wiki and Wordpress Web publishing system are available for collaborative projects of all sorts.

Colby's data communications network, 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 and expanding deployment of n) is available throughout residence halls, Cotter Union, Colby libraries, all academic buildings including classrooms (where 802.11n is available everywhere), and public areas of Lunder House (admissions) and the Schair-Swenson-Watson Alumni Center. The College has high-bandwidth Internet access (200 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) 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) and advises ITS and the president. All meetings are open, and interested members of the community are encouraged to participate.

ACADEMIC ADVISING AND PLACEMENT

For their first year, students are assigned to faculty advisors through the Office of the Dean of Students. Advisors and advisees establish contact with one another in early summer to help guide course selection for the fall. Advisors meet with students during the orientation period and assist students during the period when courses may be added or dropped from the students' schedules. 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 10 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.

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.

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.

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 2010 Oak Human Rights Fellow is Jestina Mukoko, who will be in residence for the fall semester. Mukoko is the national director of the Zimbabwe Peace Project (ZPP), a nongovernmental organization that monitors human rights abuses throughout the country. A longtime leader in Zimbabwe's human rights and activist communities, she was abducted from her home in December 2008 and detained for three months by state security agents for her work monitoring the brutality of the Mugabe government. In March she received the 2010 International Women of Courage Award from the U.S. Department of State. Among her other honors are the 2009 Laureate of the City of Weimar Human Rights prize and the 2009 NANGO (Zimbabwe's National Association of Non-Governmental Organisations) peace award. For more information see www.colby.edu/oak.

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.

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 600 student authors and coauthors.

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

Bigelow Laboratory Established in 2010, a strategic partnership with Bigelow Laboratory for Ocean Sciences offers expanded educational and research opportunities in marine sciences for students and faculty. Plans include curricular innovations that combine scientific research with economic and social policy analysis and January Program courses taught by Bigelow's senior research scientists.

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

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

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

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

THE FARNHAM WRITERS' CENTER

The Farnham Writers' Center is a resource for all Colby students, faculty members, staff, and members of their families. Trained Colby students operate the center with the philosophy that writing is not a discrete skill but rather an important part of thinking and learning. Writers' Center staff members work with writers at all levels of development, at any point during their writing processes, from first ideas to final drafts.

Since writing occurs in courses across the curriculum at Colby, Writers' Center staff members are prepared to respond to various forms of discipline-specific writing—lab reports, case studies, application essays, and response writing, for example, as well as standard academic essays. While many elect to use the Writers' Center from time to time on particular pieces of writing, some may prefer more intensive collaboration and choose to enroll in English 112, a one-credit course that establishes weekly meetings with designated staff members.

Writers' Center staff members also work with writers across Colby's diverse extended community: first-year composition students; students with particular writing difficulties, including diagnosed learning differences; senior scholars; students for whom English is not a first language or who do not speak English in their home environments; job and graduate school applicants; candidates for the Watson Fellowship and Fulbright Scholars programs; and all writers interested in developing skills specific to personal, professional, and civic contexts.

The Farnham Writers' Center, located in Miller Library 9C, is open weekdays and Sunday through Thursday evenings. Appointments may be made online at www.colby.edu/writers.center. Students with questions may call extension 5290 (207-859-5290).

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 website is at 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.

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

Options *These specific options are available within majors:*

Art: Art History	Chemistry: Cell and Molecular
Art: Studio Art	Biology/Biochemistry
Biology: Cell and Molecular	Chemistry: Environmental Science
Biology/Biochemistry	Economics: Financial Markets
Biology: Environmental Science	English: Creative Writing
Biology: Neuroscience	Mathematical Sciences: Statistics
	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	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 Studies	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 website. 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 website, 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, a mark of *I* (work incomplete) may be given only when the student has made an acceptable arrangement with the instructor. Grades of *I* must be made up within limits set by the instructor and not later than the second day following spring recess.

A full description of January courses is available on the Web in October, and students elect for January at that time. Changes in preregistration may be filed subsequently; however, students failing to register by the third day of the January Program will be considered to have failed the program for that year, with the failure to be noted on official transcripts. A student choosing not to do a January Program in any year must signify this decision during Web registration. Except under unusual circumstances, no more than one January Program may be taken each year. 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 website, 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.

ACADEMIC HONORS

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.

Distinction in the Major This category of honors may be awarded to a student on the specific recommendation of the department. To be considered for the award, the student must have at least an average of 3.25 in the major; many departments stipulate a higher average in the major.

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

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

Named Scholarships Academic excellence is recognized at a convocation each fall for the Julius Seelye Bixler, Ralph Bunche, Charles A. Dana, and Strider scholars. Bixler Scholars are the top-ranking students as determined by the cumulative academic record at the end of the preceding year. Dana Scholars are selected on the basis of a strong academic performance and potential leadership. The first-year student with the best academic record at the end of the first year is named a Strider Scholar for his or her sophomore year.

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

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

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

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

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 Colby website 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 Colby website.

Student's Program

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

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

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

To ensure distribution among the divisions, first-year students must include 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.

No student may register for more than 20 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 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 on the Web.

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 full day of Passover, Good Friday, and Easter. Quizzes or exams will not be scheduled and assigned papers will not be due on any of these holidays. In addition, no student will be required to participate in major College events such as athletic contests, major lectures, or concerts on these holidays.

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

Academic Honesty

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

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

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

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

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 released to parents upon explicit request of the student. Grade reports may be withheld at the direction of the Business Office for students whose financial obligations to the College have not been met.

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

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

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

Incomplete Grades: A mark of I indicates a course not finished for some reason, including failure to take the final examination. An incomplete is not appropriate unless the student has made prior arrangements with the instructor. Work to make up a grade of I must be submitted within limits set by the instructor, but no later than January 15 for first semester, the Tuesday following spring break for January credit courses, or July 1 for the second semester. After these dates any remaining marks of I will be changed to F. The dean of students may give limited extensions for the completion of work without penalty but only for excuses similar to those acceptable for missing a final examination. A student with any mark of I (except in the case of illness or critical emergency) is not eligible for Dean's List.

Changes in Grades: An instructor who wishes to change a semester grade (except I) after the grade reporting deadline must secure approval of such change from the dean of faculty. Any change must be 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 opportunity to continue at Colby is a privilege earned by satisfactory academic achievement. The Committee on Academic Standing reviews the academic records of all enrolled students at the end of each semester to verify satisfactory progress toward the degree. The Office of the Dean of Students informs students of changes in their academic standing.

Academic Probation

Students who earn fewer than 12 credits or a grade point average between 1.70 and 1.99 in any semester will be placed on academic probation. A student will be placed on probation in the major if the major average falls below 2.0 or if there is inadequate progress toward completion of the major. Only when there are compelling extenuating circumstances (e.g., illness, unusual personal problems) is it advisable for a student to carry fewer than 12 credits; such a reduced program must be approved by the dean of students and may still result in academic probation.

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

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

Academic Dismissal

Students who earn less than a 1.70 grade point average in any semester will be dismissed from the College for one academic year. Students may appeal the decision by submitting a written statement to the Committee on Academic Standing prior to its meetings in mid-January and mid-June (held approximately two weeks after semester grades have been posted). This is the only opportunity to appeal the dismissal.

Students who have been dismissed may, after one year, apply to the committee for reinstatement. Before requesting readmission, the student must earn a B or better in at least two pre-approved courses taken at an accredited institution. It is the responsibility of the student to initiate the readmission process by submitting a written request to return to their advising dean by December 1 for spring semester and by May 1 for a fall semester return. The committee will take favorable action on readmission applications only when satisfied that the factors which led to failure have been adequately addressed and that the student has ample motivation and capacity to earn the degree. Readmission is a privilege, not a right.

Upon a student's return to the College, his or her records from study elsewhere are subject to review and action by the Committee on Academic Standing. A readmitted student will be on academic probation during the first semester back. A second dismissal is final.

Academic Standing

	<u>Semester g.p.a.</u>		<u>Semester credits</u>
Good Standing	≥ 2.0	and	≥ 12
Academic Probation	1.70 - 1.99	and/or	≤ 11
Academic Dismissal	<1.70 or < 2.0 while on probation		

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

First-year standing:	fewer than two semesters or fewer than 28 credit hours
Sophomore standing:	two or three semesters and 28 to 60 credit hours
Junior standing:	four or five semesters and 61 to 89 credit hours
Senior standing:	six or more semesters and 90 or more credit hours

Class standing is not automatically changed to a higher level upon the posting of additional credits; students who believe themselves eligible for a change of class year should consult the registrar. Students will be warned if they are not making adequate progress toward the 128 credits needed to graduate.

Exemption by Examination

Distribution requirements as well as certain requirements for the major may be absolved by examination without course enrollment when appropriate and at the discretion of the department concerned. Matriculated students may earn credit by examination in 100- or 200-level courses to a maximum of 12 hours. Departmental examinations or external examinations approved by the department may be used, with credit given for the equivalent of at least C-level work. The cost of each examination is borne by the student. The College will exempt students from the language requirement for attaining before entrance a score of 64 in an SAT 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 with the dean of students. The proper exit procedure, which includes the surrendering of residence hall and post office keys, must be followed to be eligible for any refunds that may be due (see Refunds in the section titled 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 from 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.

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 W. Herbert Wilson, chair, includes the departments of Biology, Chemistry, Computer Science, Geology, Mathematics and Statistics, and Physics and Astronomy.

Division of Interdisciplinary Studies, Professor F. Russell Cole, chair, includes the programs in African-American Studies; American Studies; Education; Environmental Studies; 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.

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 2011-2012 are due by March 15, 2011, 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 website and is distributed to all sophomores near the beginning of the fall semester. For programs not administered by Colby, the College requires that students obtain approval for their course of study before the stated deadline; without prior approval, credit cannot be transferred to Colby. Approval forms are available from the Office of Off-Campus Study. For study abroad during the academic year 2011-2012, a preliminary application must be filed with the Off-Campus Study Office by November 15, 2010, and a final application or request for program approval submitted by March 15, 2011, or March 1, 2011, 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 website (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:

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

Prerequisites

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

Curriculum

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

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

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

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

Two-Letter Abbreviation for Departments and Programs

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

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 among Economics 331, Mathematics 212 or 231, and other courses in administrative science.

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

Successful completion of the minor requires a 2.0 average for the courses used to satisfy the minor. None of the required courses may be taken satisfactory/unsatisfactory.

Course Offerings

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

221fs Financial Accounting Introduction to financial accounting and financial statement analysis from the stakeholders' perspective. The statement preparation process is reviewed and analyzed. Accounting concepts, measurement conventions, limitations of financial statements, and the substantive and ethical issues that influence statement preparation and presentation are reviewed. Relates accounting and analysis to microeconomics, finance, and macroeconomic events and public policy, with reference to overlapping concepts and topics. *Four credit hours.* **S** 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

333f Marketing in America Understanding of marketing as a pervasive organizational function. Emphasis is on the processes by which organizations make product, service, and social marketing decisions and on the societal consequences of those decisions. Students develop a broad perspective of marketing principles in American society including topics of marketing and social responsibility, the importance of understanding how marketing affects society, and the impact of marketing on for-profit, not-for-profit, and governmental institutions. Based primarily on text, other readings, classroom discussions, and assignments. *Prerequisite:* Administrative Science 212. *Three or four credit hours.* MCALEER

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

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 African 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
	217 Race, Class, and Ethnicity
	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
	457 American Gothic Literature
	493 Seminar: Toni Morrison
<i>History</i>	247 African-American History, from Slavery to Freedom
	261 African History
	342 Crisis and Reform: American Society and Politics in the 1960s
<i>Music</i>	114 Jazz Improvisation
	118 African Music
	232 Jazz History
	238 Burnt Biscuits and Green Onions: From Rhythm and Blues to Soul
	239 Mythologizing African-American Music in Film
<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

214j African-American Elites and Middle Classes Listed as Sociology 214. *Three credit hours.* S, U GILKES

[231] Caribbean Cultures Listed as Anthropology 231. *Four credit hours.* I

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

239s Mythologizing African-American Music in Film Listed as Music 239. *Four credit hours.* U MACHLIN

247f African-American History, from Slavery to Freedom Listed as History 247. *Four credit hours.* H, U WEISBROT

252f Race, Ethnicity, and Society Listed as Sociology 252. *Four credit hours.* U GILKES

[258] Anthropology, History, Memory Listed as Anthropology 258. *Four credit hours.*

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 MAINS

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

357s Civil Rights, Black Power, and Social Change Listed as Sociology 357. *Four credit hours.* GILKES

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

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

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

AMERICAN STUDIES

Director, ASSOCIATE PROFESSOR LAURA SALTZ

ADVISORY COMMITTEE: *Professors Cedric Gael Bryant (English), Debra Campbell (Religious Studies), Cheryl Townsend Gilkes (African-American Studies and Sociology), Peter Harris (English), Elizabeth Leonard (History), Paul Machlin (Music), and Phyllis Mannocchi (English); Associate Professors Margaret McFadden (American Studies), Laura Saltz (American Studies and Art), Katherine Stubbs (English), and Steve Wurtzler (American Studies); Assistant Professors Lisa Arellano (American Studies and Women's, Gender, and Sexuality Studies), Emma García (Spanish), 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 histories, cultures, identities, and representations that have shaped the experiences of people living in the United States. Building on foundational courses in U.S. history and textual analysis, students design their own courses of study, choosing among the program's strengths in visual culture, popular culture, gender and sexuality studies, American ethnic studies, and transnationalism.

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

Requirements for the Major in American Studies

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

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

Senior Projects

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

Honors Program

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

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

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

<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
	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
	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
<i>Government</i>	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: U.S. Foreign Policy
- History*
- 131 Survey of U.S. History, to 1865
 132 Survey of U.S. History, 1865 to the Present
 231 American Women's History, to 1870
 232 American Women's History, 1870 to the Present
 235 The American Family, 1600 to the Present
 238 American Political History, 1600 to the Present
 239 The Era of the Civil War
 245 Science, Race, and Gender
 247 African-American History, from Slavery to Freedom
 337 The Age of the American Revolution
 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
- Philosophy*
- 213 Philosophical Inquiries into Race
 352 American Philosophy
 392 Philosophy Seminar (when appropriate)
- Psychology*
- 253 Social Psychology
 258 Cultural Psychology
 352 Sex and Gender Seminar
- Religious Studies*
- 217 Religion in the U.S.A
 256 The African-American Religious Experience
 257 Women in American Religion
 334 Religion and World War II
- Science, Technology, and Society*
- 271 History of Science in America
- Sociology*
- 231 Contemporary Social Problems
 233 Crime and Justice in American Society
 252 Race, Ethnicity, and Society
 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
 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 U.S. history. Topics include gender roles, genre, directorial style, historical background, the effects of camera placement, movement and lighting, and the function of narrative—how to “read” a film. January 2011 topic: “The image of Men and Women in American Film: The Sixties” (1958-1978). *Prerequisite:* First-year standing or permission of instructor. *Three credit hours.* EISEN

121j Catholic Church and Hollywood Listed as Religious Studies 121. *Three credit hours.* H, U CAMPBELL

[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 the three-course Integrated Studies 136 cluster, “America in the Postwar World: 1945-1970.” *Prerequisite:* Concurrent enrollment in History 136 and Music 136. *Four credit hours.* L, U

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

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

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

198s Introduction to Film Studies An introduction to the study of film as an art form. Focus is on the range of choices available to filmmakers as they compose and combine images, incorporate sound, tell stories, express ideas, and present arguments. Films studied range across the history of cinema (1890s-2000s) and were produced in the United States, Italy, France, the Soviet Union, Japan, Canada, and elsewhere. Includes documentary, animated, and experimental films as well as feature-length, fictional movies. Close analysis of individual films with attention to the social, artistic, and economic contexts that shaped specific film practices. *Four credit hours.* WURTZLER

214j African-American Elites and Middle Classes Listed as Sociology 214. *Three credit hours.* S, U GILKES

217f Religion in the U.S.A. Listed as Religious Studies 217. *Four credit hours.* H CAMPBELL

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

239s Mythologizing African-American Music in Film Listed as Music 239. *Four credit hours.* U MACHLIN

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

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

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

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

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

297f Documentary Film An exploration of the rich history of nonfiction filmmaking through three interrelated units: theoretical issues and close textual analysis, a historical overview of documentary, and contemporary nonfiction representation and its political implications (gender, class, race, ideology). *Four credit hours.* WURTZLER

298s Modern Art in America A survey of the development of the modernist movement in American painting, sculpture, and photography from the end of the Civil War to the 1960s. We will examine the artists who define this period in American art, the forms they have created, the issues and ideas their works address as well as the social, institutional, and political contexts. Will include frequent field trips to the Colby Museum of Art. *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 redefinition 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: Films of the 1940s Immersion into the Hollywood films of the 1940s. Using the basic tenets of genre theory—that film genres mediate the general anxieties of a culture—study of a range of genres, including Westerns, film noir, melodrama, and social problem films, as well as the social conditions with which these genres are in dialogue. Of special interest are the ways that World War II and the Cold War affected ideals of masculinity and femininity, and a national dialogue about race. Students will (1) learn the basic language for describing film form; (2) read a number of theoretical texts; (3) develop skills of visual analysis; and (4) develop skills in writing clear, persuasive arguments about the films and their contexts. *Four credit hours.* U SALTZ

335j American Independents: Their Art and Production The conception, content, and production of independent films. On-campus examination of classic independents from the past will be followed by attendance at the Sundance Film Festival in Park City, Utah, 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. *Prerequisite:* Permission of the instructor. *Three credit hours.* A MANNOCCHI

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

357s Civil Rights, Black Power, and Social Change Listed as Sociology 357. *Four credit hours.* S, U GILKES

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

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

375s Seminar: Representing Difference in American Visual Culture Asks how American visual culture helped construct racial categories in the 19th and early 20th

centuries. Examines painting, sculpture, photography, minstrelsy, spectacles, and early film. Considers how ideologies of class and gender intersect with constructions of blackness, whiteness, Native American, and Asian-American identity. Emphasizes skills of visual analysis. *Prerequisite:* Junior or senior standing. *Four credit hours.* U SALTZ

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

378s 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 MANNOCCHI

393Af Proseminar: American Masculinities Required of all majors, preferably during the junior year. Fall 2010: 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

393Bs Proseminar: Transnational American Studies An intensive introduction to the theories and methods of doing transnational American studies, the analysis of the cultural and political history of the United States in relation to other nations and regions. Students will read and discuss examples of recent scholarly work to develop advanced interpretive and communications skills and will research, write, and present an analytical essay on a topic related to the course's themes. *Prerequisite:* Junior standing as an American studies major. *Four credit hours.* U MCFADDEN

397Af American Art and Identity Seminar exploring various representations of Americans from the Colonial period to the present. Use of a case-study approach to explore visual representations (portraits, self-portraits, and artworks that have come to be considered as distinctly American) and textual representations (diaries, letters, autobiographies, histories, criticism, and fiction). The overall goal is two-fold: first, to give students experience working with and analyzing art objects in the Colby museum's collections of American painting, sculpture, and prints, and, secondly, to give students experience in doing primary research as cultural historians setting the works of art we examine in a meaningful context. *Four credit hours.* CARO

397Bf Queer Latinidad Listed as English 397A. *Four credit hours.* ORCHARD

398s Avant-Garde Film An examination of experimental filmmaking from international and historical perspectives tracing links between avant-garde film and simultaneous movements in other arts (constructivism, expressionism, dada, surrealism, pop art, the situationists, and postmodernism). After an initial orientation to avant-garde film, focus is on European filmmakers working during the 1920s and 1930s (in the USSR, Germany, and France). Next the U.S. avant-garde from the 1930s through the 1970s is surveyed. Finally, an examination of some of the types of films that characterize recent and contemporary avant-garde filmmaking. *Four credit hours.* WURTZLER

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

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

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

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

497f Seminar: Hollywood Blacklist This seminar provides a historical overview of the causes, procedures, and consequences of the anti-communist blacklist in the U.S. entertainment industry. Because students encounter a variety of types of texts (films, radio shows, plays, poetry, television programs, FBI documents released through the Freedom of Information Act, period advertising, and journalism), historical media studies methodologies are addressed. *Prerequisite:* Junior or senior standing. *Four credit hours.* WURTZLER

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 Survey of ancient Roman history and civilization from the foundation of Rome to reign of Augustus, Rome's first emperor. Covers major political, social, and cultural trends and events that made ancient Rome one of the most influential civilizations in human history. Familiarization with the origins and development of the Roman states, Roman social and political institutions, major political and military developments of the period, gender relations, comedy, Roman expansion in Italy and the Mediterranean, the impact of this expansion on Italy, how the Roman state transitioned from monarchy to republic to one-man rule, and the influence of the Romans on other civilizations including our own. Students will become familiar with, and develop their analytical and interpretative skills of, historical and cultural phenomena discussed. *Three or four credit hours.* **H, I** J. ROISMAN

158f Greek History A survey of Greek history from the earliest times to the end of the Classical period. Includes the Heroic age, the evolution of Greek city-states, the intertwined histories of Athens and Sparta, major political and military developments, gender relations, encounters with non-Greek civilizations, Classical drama, comedy and philosophy, practices and attitudes toward injustice and inequality, as well as the impact of Greek culture on other civilizations including our own. Students are expected to develop their analytical and interpretative skills of historical and cultural phenomena both in writing and orally. A second paper is required for the fourth credit. *Three or four credit hours.* **H, I** J. ROISMAN

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

351f 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** J. ROISMAN

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

398s Myths into Medals: The (Hi)stories of the Olympic Games Listed as Classics 398. *Four credit hours.* **H, I** BROMBERG

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 CATHERINE BESTEMAN

Professors Catherine Besteman and Mary Beth Mills; Associate Professor Jeffrey Anderson; Assistant Professors Chandra Bhimull and Winifred Tate; Faculty Fellows Britt Halverson and 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; 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, 261, 264; one topical course normally selected from Anthropology 213, 236, 256, 258; 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>	275 Gender and Popular Culture
	276 African-American Culture in the United States
	282 American Popular Culture
<i>English</i>	348 Postcolonial Literatures
<i>History</i>	473 Research Seminar: Historical Roots of Violence 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 Introduction to the study of human societies and cultures through the concepts and methods of anthropology. Course material will (a) explore the great diversity of human social and cultural arrangements through the investigation of cultural communities around the world and the distinct ways their members experience and understand their lives; and (b) investigate the larger historical, political, economic, and symbolic frameworks that shape contemporary human societies and cross-cultural interactions worldwide. Assignments emphasize clarity, concision, and coherence of written and oral arguments, as well as control over and understanding of course content. *Four credit hours.* **S, I** FACULTY

[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**

[175] Ordering the Cosmos Ancient Greece is often seen as providing the foundations for the cultural and intellectual history of the West. The grounds for such a view, and an examination of what makes ancient Greece culturally distinctive. "Cosmos" is Greek meaning "order" or "arrangement." We will ask how Greeks understood and made sense of their world, as we explore the "cosmos" of their making. Grounding an inquiry in literary texts and taking into account a range of domains, from the theological to the

social and ethnographic, we ask how various systems of thought worked to produce order in their world. Topics include cosmology, religion and magic, sexuality, culinary practices, and the Greeks' own interest in cultural difference. *Prerequisite:* Concurrent enrollment in Philosophy 175 and Science, Technology, and Society 175. *Four credit hours.* L

[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

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

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

217s Race, Class, Ethnicity Explores race, class, and ethnicity through comparative study of the diverse experiences, histories, and life conditions of indigenous peoples, immigrant groups, diasporas, religious minorities, and oppressed classes in various local and global contexts. Analysis of social, cultural, economic, and political forces that developed historically and function at present to maintain racialized, ethnic, and class inequalities. Also examines modes used for seeking political empowerment, economic justice, cultural survival, integrity of identity, and recognition of human rights. *Prerequisite:* Anthropology 112. *Four credit hours.* S, I ANDERSON

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

235s Ethnographies of Latin America: Violence and Democracy in the Andes An introduction to anthropological research on Latin America. Particular focus on the

Andes and issues shaping Latin American participation in political life, including political, criminal, or structural violence; war; indigenous and other social movements; state strengthening and institutional evolution; transitions to democracy from military dictatorships; and social memory. Goals include learning to apply an anthropological lens to discussions of violence and democracy and gaining a basic knowledge of political issues facing the contemporary Andean region. Students will gain critical reading and discussion facilitation skills while refining their writing skills through the production of review essays. *Prerequisite:* Anthropology 112. *Four credit hours.* TATE

236f Illegal Drugs, Law, and the State Drawing on legal and political anthropology, we will examine the legal regimes and cultures of control that target the commerce and consumption of illegal drugs. We will consider the evolution of these policies, their role in the construction of the state, and their impact in a variety of historical moments and social worlds. Case studies will include Prohibition, cocaine, medical and recreational use of marijuana, and alternative forms of political power facilitated by the drug trade, with a special focus on Latin America. Students will gain critical reading and presentation skills and will refine their writing and research skills through the production of an original case-study research project. *Prerequisite:* Anthropology 112. *Four credit hours.* 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

[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

257s From Communism to Consumerism Listed as East Asian Studies 257. *Four credit hours.* S ZHANG

[258] 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.*

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

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

297Af Globalizing Africa Explores the relationship between economic and cultural processes associated with globalization and sub-Saharan Africa. Begins by investigating similarities and differences between colonialism and contemporary globalization, especially in relation to issues of exploitation and the extraction of resources from Africa. Then examines movements of culture, particularly the consumption of Western commodities in Africa. Finally, explores global movements of people, especially from Africa to the United States and Europe. *Prerequisite:* Anthropology 112. *Four credit hours.* S, I MAINS

297Bf Culture, Power, and International Development 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, at times facilitating development interventions and at other times criticizing the entire development project. We will examine anthropology's critiques of development, as well as its application within specific development interventions, giving special attention to issues related to land and food. *Prerequisite:* Anthropology 112. *Four credit hours.* S, I MAINS

297Cf All in the Family? Rethinking Kinship and Social Relations Kinship, marriage, and reproduction are culturally shaped practices through which human life takes shape. Combines foundational studies of kinship in anthropology with more recent approaches grounded in feminist scholarship. Such research examines social variability in the most seemingly "natural" life processes as conception, birth, and death. Topics include reproductive technologies, inheritance, ancestry, marriage, house-based societies, gendered labor, and memory. Drawing on cross-cultural ethnographic research, we will work toward a deeper understanding of how individual persons differentially recognize, maintain, and sever significant ties with others. *Four credit hours.* HALVORSON

298s Language in Culture and Society Language is a social and cultural material through which we apprehend and interpret social life, enact subjectivities, and struggle to forge relationships with others. To make sense of these complexities, this course draws upon ethnographic studies that document social variation in linguistic practice cross-culturally. Emphasis will be placed on exploring the basic, yet multifaceted, notion of language as culture. Topics include the relationship of language to human populations (e.g., "speech communities"); language socialization; linguistic variation and subjectivities of race, class, and gender; nationalism and standardization; language and political economy; and religious language. *Four credit hours.* HALVORSON

313fs Researching Cultural Diversity Focus on ethnography as both the central research strategy of anthropologists and the written text produced by such research. Examines anthropological methods of data collection and ethnographic writing as these encompass not only the discipline's historical focus on localized communities but also

contemporary understandings of connections to global processes, the analysis of complex inequalities, and a reflexive and engaged relationship with the human world. Explores practical strategies for conducting ethnographic research, including interviewing, observation, and other modes of qualitative data collection, the ethical issues presented by such research, and the application of analytical and theoretical models. *Prerequisite:* Anthropology 112 and a 200-level anthropology course and sophomore standing. *Four credit hours.* ANDERSON, TATE

333fs Contemporary Theory An analysis of the contemporary state of cultural anthropology through the investigation of contemporary theoretical approaches of central importance to the discipline. Examination of key theoretical concepts and their relevance for designing research questions, generating ethnographic perspectives, and building anthropological knowledge. Special attention to political economy, symbolic anthropology, poststructuralism, reflexive anthropology, postmodernism, and feminist and postcolonial anthropology. Assignments include both written and oral modes of analysis; strong emphasis on discussion and collaborative debate. *Prerequisite:* Anthropology 112 and a 200-level anthropology course and junior or higher standing. *Four credit hours.* BESTEMAN

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

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

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

352s Internationalism: From Socialism to the World Social Forum Listed as International Studies 352. *Four credit hours.* RAZSA

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

[354] Native American Religion and Empowerment Native American sacred ways of speaking, acting, knowing, and creating in diverse historical and contemporary cultural contexts. Indigenous views and practices are studied as a groundwork for interpretive and

theoretical formulations about the role of religion in Native American history, culture, and language. Native American religious traditions considered as dynamic modes of survival, empowerment, and renewal in the face of Euro-American domination. Indigenous, anthropological, and Euro-American perspectives on religion are brought into balanced dialogue and exchange. *Prerequisite:* Anthropology 112 or 211. *Four credit hours.* U

[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

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

361f Militaries, Militarization, and War Examines the ways in which military institutions shape and are shaped by cultural, economic, and political forces in contemporary societies, especially in the United States. Topics include the role of military service in creating and reinforcing gender norms, citizenship, and national identities; the ways in which war and militarized violence are commemorated; and ongoing controversy over counterinsurgency, internal defense, and modern forms of warfare. Students will develop their ethnographic research skills through interviews and observation, written and oral presentations. Formerly offered as Anthropology 398B. *Prerequisite:* Anthropology 112. *Four credit hours.* S TATE

[373] 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

397Af Religions of Africa and the African Diaspora Examination of the African religions in Africa and their movement to and history in the New World. Investigates key debates in the anthropology of religion by examining religions of the African diasporas. Examines criticisms and analyses of current ideas concerning syncretism, transculturation, and creolization. Emphasis on continuity and change in the attempt to resist, respond to, organize, and articulate African identities in the New World. Topics include Afro-Caribbean religions and migration, e.g., Garifuna religion and Haitian Vodou; African forms of Islam; and African Independent Churches and colonialism. *Prerequisite:* Anthropology 112 or African-American Studies 276. *Four credit hours.* S, I HALVORSON

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

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

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

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

ART

Chair, ASSOCIATE PROFESSOR 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 and Melissa Walt; 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. Because students at Colby approach art from both a practical and historical perspective, they are better able to build a comprehensive understanding of art's capacity for expression and its function in society.

Requirements for the Major in Art

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

- (1) Art 311, 313, 314
- (2) Art 331, 332, 333
- (3) Art 351, 352, 353
- (4) Art 273, 274, 275;

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

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

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

Attention is called to the interdisciplinary major in American studies.

Requirements for the Concentration in Studio Art

For students who are fulfilling the major in art, the studio concentration is offered to provide a broadly founded studio sequence that will assist in the development of skills and strengthen portfolios for any anticipated graduate studio work. The studio concentration must include at least a four-course sequence in painting, printmaking, sculpture, or photography among the requirements for the major. Additional requirements are Art 221 and 222 or equivalent (except in photography when 221 and 222 are replaced by 285 and another studio course of choice) for a total of 12 courses. Students are strongly encouraged to complete Art 131 during their first year. In addition, every effort should be made to complete the drawing requirement as early as possible, allowing advanced studio work to build upon that experience.

Requirements for the Concentration in Art History

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

Requirements for the Minor in Art

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

Course Offerings

[007] Moviemaking Magic: Pushing the Boundaries of Reality In moviemaking, is a poem a documentary? Is a documentary about truth? Is a narrative film about reality? The magic of moviemaking stretches the limits of these categories. Students will watch, discuss, and make movies, exploring the boundaries of storytelling and truth telling and choosing their subjects from local people, places, history, and their own lives. They will use narrative, documentary, experimental, and animation techniques in exploring the art of film. Concludes with a gala public screening. *Noncredit.*

111f Survey of Western Art An examination of the history of the Western tradition of art from cave painting through the end of the Middle Ages. Through lectures, small discussion sections, museum visits, provides an introduction to the descriptive and critical analysis of works of art in both their formal and material makeup as well as their dependency upon and/or interrelationship with cultural, religious, economic, and historical trends. *Four credit hours.* A MARLAIS, PLESCH, SIMON

112s Survey of Western Art An examination of the history of the Western tradition of art from the late Middle Ages to the present. Through lectures, small discussion sections, and museum visits, provides an introduction to the descriptive and critical analysis of works of art in both their formal and material makeup as well as their dependency upon and/or interrelationship with cultural, religious, economic, and historical trends. *Four credit hours.* A MARLAIS, PLESCH, SIMON

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

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

[119] 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.*

131fs Foundations in Studio Art The prerequisite for all upper-level, 2-D studio electives, a rigorous, project-based studio course. Students study the principles of composition, foreshortening and comparative measurement, value/tone and color through the use of various materials including: paper, graphite, charcoal, collage, tempera and acrylic paint. Personal and group critiques provide feedback for growth. Outside work is essential. Grading process includes mid-term and final portfolio reviews. No prior experience necessary. *Four credit hours.* **A** ENGMAN, MITCHELL, REED

138s Introduction to Digital Imaging A non-camera-based introduction to the computer as a tool for two-dimensional design as well as for creating, processing, and manipulating images within the context of the fine arts studio. Through assigned work, classroom demonstrations, and critiques, students will be expected to gain facility in the basics of the appropriate hardware and software and apply those skills and knowledge to projects exploring artistic and technical problems. Students will gain proficiency in and understanding of the same formal concepts, principles, and vocabulary as in Art 131. *Four credit hours.* **A** GREEN

143f Buddhist Art and Culture in Asia An exploration of the physical and material traces of Buddhist practice in India, China, and Japan. Beginning in India, we will look at the earliest temples and sculptures created by and for Buddhists to use in communal worship and ritual. The transformation of Buddhism into an East Asian religion also brought new aspects to the material culture of Buddhist worship, which we will explore in depth. In addition to learning about Asian art materials and technologies, students will learn visual analytic skills and improve their writing through oral presentations and written papers. *Prerequisite:* Concurrent enrollment in English 143 and Philosophy 143. *Four credit hours.* **A** WEITZ

[159] 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 covers cost of necessary materials, which must be special-ordered: \$75. Formerly offered as Creativity and Communication. *Two credit hours.*

161f Sculpture I An introduction to basic sculpture concepts through projects that involve specific formal ideas. Emphasis is placed on gaining an understanding of materials and techniques as a means of introducing these formal concepts. The primary materials and techniques introduced are string as implied line, plaster as both a subtractive and additive medium, and wood construction. The objectives are clearly stated before each project and at the completion of each there is a group discussion of all the work. The final requirement is an individual critique of the work assigned during the semester. Sculpture I is required for the subsequent levels of sculpture. *Four credit hours.* **A** MATTHEWS

162s Sculpture II Basic sculpture concepts continue to be presented through projects that involve specific formal ideas and new techniques. Emphasis is placed on gaining an understanding of materials and techniques as a means of introducing these formal concepts. Wood and stone carving are introduced; at times the materials are optional, giving the student the opportunity to decide what is appropriate for a given project. The objectives are clearly stated before each project and at the completion of each there is a group discussion of all the work. The final requirement is an individual critique of the work assigned during the semester. *Prerequisite:* Art 161. *Four credit hours.* MATTHEWS

173f Survey of Asian Art Introduces the arts and cultures of India, China, and Japan, with attention to basic art-historical methods and techniques. Lectures and assignments focus on critical analysis of artistic style, technique, expression, subject matter, iconography (the meanings encoded in visual signs), and patronage. Study of the history and beliefs of Asia, including Hinduism, Islam, Buddhism, Confucianism, and Shinto, while enhancing visual literacy skills, including recognizing the cultural forces underlying viewing expectations and experiences. Students develop and demonstrate these skills through writing four papers and completing a large final project. *Four credit hours.* A WALT

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

222s Drawing II Introduction to figure drawing. The first two weeks are a review of Drawing I using still lifes. Then we move into working directly from a model. The objective is to grasp the basics of the figure using the graphic skills developed in Drawing I. Stress is put on observation and visual retention using different approaches to gesture. Using gestures to begin each class the student sees position and movement, then, with contour drawing, form is introduced. We work into 60-minute drawings that involve all the graphic skill developed in Drawing I. *Prerequisite:* Art 221. *Four credit hours.* MATTHEWS

234fs Printmaking I Study of the language of relief printmaking. Five projects are given that point to specific demands of this language. Students will make editions of all five of these problems. *Prerequisite:* Art 131. *Four credit hours.* REED

235s Printmaking II: Introduction to Intaglio Techniques Concentration on drypoint, non-acidic tool usage, etching, aquatint, and softground. Students will make plates using these techniques and then print editions from them. Out-of-class work is essential. *Prerequisite:* Art 234. *Four credit hours.* REED

241f Painting I A rigorous, project-based introduction to oil painting as both a process and medium. Students acquire an understanding of advanced color theory and its perceived behavior in invented compositions and observed still lifes. They gain an

understanding of how formal analysis drives the creative process and allows for clear, personal expression. Individual and group critiques provide feedback for growth. Outside work is essential. Evaluation process includes mid-term portfolio and final interview and portfolio reviews. No prior experience necessary. *Prerequisite:* Art 131. *Four credit hours.* ENGMAN

242s Painting II Continues the project-based involvement with oil painting as both a process and medium. Students explore the figure through self-portraits, plein air landscape painting, and an in-depth investigation of abstraction through tempera, collage, and interpreted still life. They deepen their understanding of how formal analysis drives the creative process and allows for clear, personal expression. Individual and group critiques provide feedback for growth. Outside work is essential. Evaluation process includes mid-term portfolio and final interview and portfolio reviews. *Prerequisite:* Art 241. *Four credit hours.* ENGMAN

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

261f Sculpture III In the first half of the semester, sculpture projects are presented with open-ended requirements in scale and materials. The objective is to tap into the resource of ideas and technique established in Sculpture I and II. Welding is introduced after the completion of these first pieces using the oxyacetylene process. There are technical exercises for welding mild steel, metal shaping, and surface finishing, all aimed toward establishing a technical freedom with metal. A group critique every two weeks and an individual critique for the final. *Prerequisite:* Art 162. *Four credit hours.* MATTHEWS

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

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

274f 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 WEITZ

275s The Arts of Korea Exploration of Korean arts from the prehistoric period to the 21st century, and reading visual materials by learning the cultural conventions,

expectations, and technologies that govern the production of art in Korea. Exploration of Korean history, including the development of religious beliefs, politics, and society. Korea's geopolitical location, between China and Japan, has long made it a center of trade as well as of visual and cultural transfer, often intentional acts of appropriation, rejection, and transformation. Demonstration of critical and visual skills through quizzes, exams, and papers. *Four credit hours.* A WEITZ

281fs Photography I An introduction to the tools, materials, and techniques for making wet-process, black-and-white photographs. Coverage of camera operation, use of a light meter in determining proper exposure, film processing, and printing. In addition to technique—and at the core of this course—will be a series of assignments, slide lectures, video presentations, and class discussions involving the theories and processes inherent in the comprehension and practice of using photography as a language of personal creative expression. *Prerequisite:* Art 131. *Four credit hours.* GREEN

282f Photography II: Introduction to Digital Photography Students will expand their literacy through a series of classroom demonstrations and subsequent assignments that will introduce them to the creative and technical foundations of digitally-based photography. While providing a primer for Adobe Photoshop and the appropriate hardware and software, the course will stress photography's importance as a creative means of personal expression. The curriculum will also introduce and explore color photography, its history, methods, and materials. *Prerequisite:* Art 281. *Four credit hours.* GREEN

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

[293] Asian Museum Workshop: Word Play and Visual Imagery in China A hands-on, collaborative workshop in which students create a museum exhibition. In the first week, students learn about the topic through readings, lectures, presentations, and writing assignments. Students then begin their collaboration, with the entire class making all decisions; students jointly produce a grant proposal, press release, object labels, catalogue, and educational component. The exhibition opens on the last day of Jan Plan with a student-led gallery tour for the general public. The scale of the project and the student-driven process demand a greater commitment of time and energy than most Jan Plan courses, but the long hours yield a tangible product that remains on display for weeks or months. *Prerequisite:* East Asian Studies 151 or 152 or Art 173. *Three credit hours.*

297j Introduction to Museum Curating: Modern and Contemporary Drawings An introduction to the fundamentals of art curating that will focus on abstract drawings in the Colby College Museum of Art's collection. Close study of artworks will guide discussions of the drawing medium. Will include a trip to New York City to visit a private collection, contemporary art spaces, and artists' studios as well as an excursion to the Dia Art Foundation. The final project will be the production of an exhibition prospectus and checklist. Estimated cost: \$600. *Prerequisite:* No prerequisite, but interest in art history or studio art is advantageous. *Two credit hours.* FINCH

298s Modern Art in America Listed as American Studies 298. *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.*

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

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

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

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

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

334f Film and Society: Films of the 1940s Listed as American Studies 334. *Four credit hours.* U SALTZ

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

341f Painting III Serves as a bridge course between the project-based format of Painting I and II and the independent structure of advanced painting. Students undertake invented abstraction, increased scale, the use of limited palettes and an independent direction in their studio practice. Particular importance is placed on the ability to develop and maintain a work process with the goal of producing a related body of self-directed work. Students are required to express their intent visually in their work, orally in critiques, and in a written statement. Evaluation includes mid-term and final portfolio reviews. *Prerequisite:* Art 242. *Four credit hours.* ENGMAN

342fs Painting IV Based on the discoveries made in Painting III, students continue to define and express their personal goals and begin their fully independent studio practice. Particular importance is placed on the ability to develop and maintain creative momentum with the goal of producing a cohesive body of self-directed work. Students are required to express their intent visually in their work, orally in critiques, and in a written statement. Evaluation includes mid-term and final portfolio reviews. Fulfills the minimum requirement for the studio capstone Senior Exhibition. *Prerequisite:* Art 341. *Four credit hours.* ENGMAN

[351] European Art, 1780-1880 The history of art from the French Revolution to Impressionism. The changes during this period in Europe were exceptional, as art moved from royal and government patronage to an essentially modern system of galleries and private, bourgeois collectors. Students will be evaluated on the basis of exams and

written papers, and they are encouraged to take part in class discussions. *Prerequisite:* Art 112. *Three or four credit hours.*

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

[353] Contemporary Art, 1914 to the Present The history of art from Dada to our own time, identifying the main currents of 20th-century art that are the foundations of the contemporary scene and discussing the most significant contemporary artists and trends. While the main focus is art in the United States, the course demonstrates that contemporary art is worldwide, no longer limited to any one provincial center. Makes use of the strong contemporary holdings of the Colby College Museum of Art. Aside from the assigned textbook, students will read from a variety of sources, including artists' statements, critical opinion, and theory. *Prerequisite:* Art 112. *Three or four credit hours.*

361fs 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: Representing Difference in American Visual Culture Listed as American Studies 375. *Four credit hours.* U SALTZ

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

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

397f American Art and Identity Listed as American Studies 397A. *Four credit hours.* CARO

441fs Painting V Further extends students' ability to develop a mature direction in their work. Expands on the goals and expectations as expressed in Painting IV, including the ability to develop and maintain creative momentum with the goal of producing a cohesive body of self-directed work. Provides stronger preparation for the studio capstone Senior Exhibition and for application to graduate school. Students are required to express their intent visually in their work, orally in critiques, and in a written statement. Evaluation includes mid-term and final portfolio reviews. *Prerequisite:* Art 342. *Four credit hours.* ENGMAN

442fs Painting VI Allows students the benefit of the full painting program. Students expand the depth and breadth of their independent process, whether working from still life, figure, landscape, or invented abstraction. Offers the strongest preparation for the studio capstone Senior Exhibition and for application to graduate school. Students are required to express their intent visually in their work, orally in critiques, and in a written statement. Evaluation includes mid-term and final portfolio reviews. *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.*
- 474s **Seminar: Graffiti, Past and Present** An exploration of the practice of graffiti across history along with a survey of the scholarship on the subject and of pertinent theoretical models. Aimed at sharpening visual literacy and research skills and developing the ability to analyze and critically assess visual and verbal materials. Weekly oral presentations in class and final research paper. *Prerequisite:* Art 111 or 112. *Four credit hours.* PLESCH
- [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
- [493A] **Seminar: Contemporary Art** A seminar-level examination of the worldwide contemporary art scene. Meant to prepare students to consider careers in contemporary art and for intelligent interaction with the contemporary art scene. Makes extensive use of the Colby College Museum of Art's contemporary collection as well as temporary exhibitions. Readings will vary depending on the themes and artists under consideration. Students will be expected to participate in class discussions and to prepare formal presentations on the work of artists they have researched. *Four credit hours.*
- 497Af **Seminar: Museum Practice** An introduction to all facets of art museum practice. Readings will focus on a variety of critical questions in contemporary museology. Students will be assigned tasks similar to those they would undertake working at a museum, just as they will be asked to consider various philosophies of the nature of museums. Drawing on the expertise of the staff of the Colby College Museum of Art with an emphasis on objects from the collection. *Prerequisite:* Art 111, 112, or 173, and one 200- or higher-level art history course. *Four credit hours.* MARLAIS

497Bf Culture and Memory: Monuments and Memorials Why do we erect monuments and memorials? What critical tools can be used to evaluate a successful one? Investigates the motivation for both communities and individuals to create works that perpetuate the memory of people and events. What type of figure and event are thus commemorated? What are the mechanics involved in such a process? In broaching such questions this seminar will sharpen visual literacy and research skills along with the ability to analyze and critically assess visual and verbal materials. Weekly oral presentations in class and final research paper. *Four credit hours.* PLESCH

ASTRONOMY

In the Department of Physics and Astronomy.

Professor Murray Campbell; Visiting Assistant Professor Yoshihiro Sato

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

Course Offerings

151s 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 A general introduction based on topics needed for astrophysical research, accessible to all who are comfortable with calculus and computer analysis of data. Theoretical topics include celestial mechanics, continuous and line spectra, stellar structure, and nucleosynthesis. Computer calculations are introduced using IDL. Observational topics include planning observations, acquisition of images with a CCD camera, image processing, CCD photometry, and stellar spectroscopy. A major goal is to write in the style of *The Astrophysical Journal*. Four observing labs are held on clear nights selected by the instructor, so students must be available Monday through Thursday evenings. *Prerequisite:* It is helpful to have taken high school and/or college physics. *Four credit hours.* N CAMPBELL

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

BIOCHEMISTRY

In the Departments of Biology and Chemistry.

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

Course Offerings

362f Medical Biochemistry Introduction to the fundamental principles of biochemistry. Course content and format are designed for students intending to proceed to health professional school. Lecture topics include amino acids and proteins; enzyme kinetics, mechanisms, and inhibition; lipid and carbohydrate structure and function; and the organization and functions of the major human metabolic pathways. Discussions include clinical case studies and other applications of biochemistry on human health. Students may not receive credit for both this course and 367 or 368. Lecture only. *Prerequisite:* Biology 163 and Chemistry 242. *Four credit hours.* KOHN

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

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, and cellular communication. Lectures, homework, and discussion focus on content-related problem-solving, critical-thinking, and communication skills. The optional laboratory expands student expertise in fundamental biochemical techniques such as protein purification, enzyme and protein assays, gel electrophoresis, and computer modeling. Students may not receive credit for both Biochemistry 362 and 368. *Prerequisite:* Biochemistry 367. Biochemistry 367 laboratory is prerequisite to Biochemistry 368 laboratory. *Four or five credit hours.* GREENWOOD

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

BIOLOGY

Chair, ASSOCIATE PROFESSOR RUSSELL JOHNSON

Associate Chair, ASSOCIATE PROFESSOR CATHERINE BEVIER

Professors Frank Fekete, Paul Greenwood, and W. Herbert Wilson Jr.; Associate Professors Catherine Bevier, Lynn Hannum, Russell Johnson, Judy Stone, and Andrea Tilden; Assistant Professors Syed Tariq Ahmad, Joshua Kavalier, Raymond Phillips; Visiting Assistant Professors G. Russell Danner, Timothy Strakosh, and Jennifer Winther; Senior Teaching Associates Timothy Christensen, Scott Guay, and Lindsey Colby; Teaching Associate Tina Beachy; Teaching Assistant Sarah Gibbs; Research Scientist Bets Brown; Research Associate Louis Bevier; Animal Care Technician Austin Segel

The Department of Biology provides its students with a background in, and an appreciation for, important aspects of classical and modern biology. To provide a broad and comprehensive investigation of the biological sciences, the departmental curriculum emphasizes the study of the biology of plants, animals, and microorganisms at the molecular, cellular, organismal, and population levels of organization. Special facilities include the Perkins Arboretum, the Colby-Marston Bog, 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 and an interdisciplinary option 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.

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

Students interested in teaching are urged to read the "Education" section of the catalogue and to contact a member of the Education Program. Students majoring in biology and preparing for dental, medical, or veterinary schools must take a year of organic chemistry and a year of introductory college physics with laboratory in addition to the courses required for the major; students preparing for graduate study in the biological sciences also should elect these courses. Students are encouraged to take courses at summer laboratories and field stations. With prior approval, such courses may be credited toward the major requirement.

Colby is a member of a consortium sponsoring the Center for Sustainable Development Studies, through which qualified students are provided the opportunity for a semester of study in Costa Rica. Studies combine biology with social and political issues to address sustainable development problems. Colby also maintains affiliate status with the School for Field Studies and with the Semester in Environmental Science at the Marine Biological Laboratory, Woods Hole.

General Requirements for All Major Programs (except Biology-Interdisciplinary Computation)

For all major programs offered by the department, the point scale for retention of the major applies to all courses required for the major and all elected biology courses. Courses required for the major may not be taken satisfactory/unsatisfactory. At least 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 in field biology (Biology 237, 257j, 259j, 271, 334, 354, 358j, 373), and one course with laboratory in cellular biology (Biology 225, 232, 238, 248, 252, 274, 275, 279, 315, 367). Seniors must enroll in Biology 401 or 402. In addition, Chemistry 141, 142; Mathematics 121 or 161 or equivalent; and one of the following courses: Computer Science 151, Mathematics 122, 162, 212, 253.

Requirements for the Concentration in Environmental Science

Thirty-five hours of course work in biology (excluding Advanced Placement credit), including Biology 163, 164, 271, 352, 493, and one course with laboratory in cellular biology (Biology 225, 232, 238, 248, 252, 274, 275, 279, 315, 367). Seniors must enroll in Biology 401 or 402. In addition, Chemistry 141, 142; Mathematics 121 or 161 or equivalent, 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, and one course with laboratory in field biology (Biology 237, 257j, 259j, 271, 334, 354, 358j, 373). 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. 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, and one course with laboratory in field biology (Biology 237, 257j, 259j, 271, 334, 354, 358j, 373). Seniors must enroll in Biology 401 or 402. In addition, Chemistry 141, 142; Mathematics 121 or 161 or equivalent and one of the following courses: Computer Science 151, Mathematics 122, 162, 212, 253; Psychology 111; two courses from the following: Psychology 232, 233, 254, 272, 335, 341, 343, 345, 349, 374 (this list is frequently updated as new courses are introduced; please contact your advisor if you have questions about a specific course); one elective course in psychology (200-level or above) or physics (141 or above) or computer science (151 or above) or mathematics (in addition to the mathematics requirement). 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, the 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

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

129f Islands and Evolution Beginning with the writings of Darwin on his visit to the Galapagos Islands of Ecuador, students will learn the pivotal role the Galapagos Islands and other islands have played in the development of the theory of evolution. Students will understand the process of natural selection and other evolutionary processes in shaping the flora and fauna of islands around the world. The biota of the Galapagos

Islands in particular continue to play a major role in evolutionary research and will be a focus of study. Part of the three-course Integrated Studies 129 cluster, "Islands in the Sun." *Prerequisite:* Concurrent enrollment in English 129 and Geology 129. *Four credit hours.* WILSON

131f Biodiversity Biodiversity examines the variety and variability of life on Earth, the causes of this variety, and the natural complex of relationships. Topics include habitat diversity, taxonomic diversity, evolution and speciation, interrelationships in ecosystems, and conservation biology. Additionally, will explore how humans influence and are influenced by biodiversity. Laboratory sessions focus on exploring biological diversity in different local ecosystems, using taxonomic keys, and applying the scientific method. Students with prior credit for Biology 164 may not receive credit for Biology 131. *Four credit hours.* N BEVIER

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

163f The Cellular Basis of Life An examination of cells as the fundamental unit of life. Aspects of evolutionary biology, cell biology, molecular biology, and genetics are discussed. A major course objective is development of the intellectual tools to be able to ask and answer interesting biological questions. The objectives of the laboratory are to allow each student to design and conduct experiments, to analyze and present data, to write accurate scientific papers, and to critically evaluate the scientific literature. *Four credit hours.* N GREENWOOD, JOHNSON, KAVALER

164s Evolution and Diversity An introduction to the theory of evolution and to the diversity of organisms. Topics will include the theory of natural selection, transmission genetics, speciation, and the adaptive radiation of all domains and kingdoms of organisms. Lecture and laboratory. *Prerequisite:* Biology 163. *Four credit hours.* N WILSON

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

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

225f Immunology An introduction to the cellular and molecular components of immune recognition and effector responses against pathogens, with emphasis on the human immune system. Topics will include immune deficiency, allergy, and autoimmunity. Lecture and laboratory. *Prerequisite:* Biology 164. *Four credit hours.* DANNER

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

[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.*

[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

248f Microbiology Provides an understanding of the nature and diversity of microorganisms and viruses, and the roles they play in the biosphere. Emphasis will be on the microbe itself—its functional, ecological, and evolutionary relationships—as well as the activities it carries out that are of interest to humans. The approach will be fundamental, stressing principles, but with considerable emphasis on how these principles are applied to practical problems in medicine, industry, and the environment. Credit cannot be earned for both this course and Biology 238. *Prerequisite:* Biology 164 (prerequisite), Chemistry 141 or 145 (may be taken concurrently). *Four credit hours.*

F.FEKETE

252s Plant Development A study of the structures and underlying genetic mechanisms that are important for plant growth and development. We will address how the many diverse groups of plants evolved by developing different tissues and organs to carry out specific functions. The influence of genes, hormones, and the environment on plant morphogenesis will be considered across plant diversity. Fourth credit hour for laboratory. *Prerequisite:* Biology 164. *Three or four credit hours.* WINTHER

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

[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.*

[257] Winter Ecology Study of the diverse adaptations plants and animals use to survive the stresses of the winter environment. Students will learn general principles of heat transfer, basic principles of weather, changes of state of water in the winter (snow, frost, rime, sleet), and identification of winter plants and animal signs. Extensive field work in teams to gather data to test explicit hypotheses. Students will work in teams to analyze the data and present the results to the class. Each student will give a talk to the

class on the results of a journal article and prepare a critical analysis of an article on winter ecology. A comprehensive lab practical will test each student's mastery of winter plant and animal identification. *Prerequisite:* Biology 164 and permission of the instructor. *Three credit hours.*

[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. 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 Listed as Environmental Studies 271. *Four credit hours.* N COLE

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

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

279fs 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, WINTHER

297j Fisheries Ecology and Management Students will learn about the taxonomic diversity of fish, fish adaptations, techniques and models used in the study of fish populations, community interactions, and issues concerning fisheries conservation

and management. Field trips will be made to regional research facilities and areas of importance to fisheries. *Prerequisite:* Biology 164. *Three credit hours.* N STRAKOSH

315f Animal Cells, Tissues, and Organs A study of how cells are organized into tissues and organs in animals. Class discussions focus on critically analyzing tissue disorders as a means of understanding normal tissue function. Class assignments focus on developing problem-solving skills and analyzing medical case studies. Laboratories investigate the microanatomy of mammalian tissues and the pathology of organ systems. Students learn to articulate the important aspects of tissue biology and pathology. *Prerequisite:* Biology 164 and Chemistry 142 and junior standing. *Four credit hours.* GREENWOOD

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

320s Evolutionary Analysis An examination of the mechanisms of evolution at single and multiple loci, including natural selection, genetic drift, and inbreeding. Reconstruction of the evolutionary history of both organisms and genes. Applications to human health and conservation biology. Optional fourth credit hour for laboratory includes an independent research component. *Prerequisite:* Biology 164 and a 200-level biology course. *Three credit hours.* WINTHER

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

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

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

348s Pathogenic Bacteriology Objectives are to provide an understanding of 1) the nature and diversity of pathogenic bacteria, 2) the roles they play as infectious agents of disease, and 3) the mechanisms of the mammalian defense against infectious disease. The approach will be fundamental, stressing principles, but with considerable emphasis on how these principles are applied to practical problems in medicine and public health. Credit cannot be earned for both this course and Biology 238. *Prerequisite:* Biology 248, Chemistry 141 or 145, and Chemistry 142 (may be taken concurrently). *Three credit hours.* F. FEKETE

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

354f 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.* WILSON

[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.* WILSON

362f Medical Biochemistry Listed as Biochemistry 362. *Four credit hours.* KOHN

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

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

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

374s Advanced Neurobiology An in-depth discussion of the principles and current research in various fields of neurobiology at the molecular and cellular level through extensive review of primary literature. Topics include neurodevelopment (axon guidance), regeneration (stem cells), disorders (neurodegenerative and neuropsychiatric), and behavior. Students will discuss and present a topic of their choice and interest. The (optional) lab will involve experiments with fluorescence microscopy, neuronal morphology through GFP labeling, animal models of olfaction, paralysis, neurodegenerative diseases, and an independent research project. *Prerequisite:* Biology 274. *Three or four credit hours.* AHMAD

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

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

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

398s Aquatic Ecology Basic and applied aspects of aquatic ecology, focusing on the study of lakes and streams. Issues of spatial and temporal scale, anthropogenic impacts, and application of current ecological concepts will be discussed. *Prerequisite:* Biology 271. *Three or four credit hours.* STRAKOSH

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

[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.*

474j Neuroscience Research A laboratory-intensive course designed to familiarize students with modern cellular and molecular approaches to neuroscience research. Two weeks spent at the Mount Desert Island Biological Laboratory, with the rest of the time spent on campus. *Prerequisite:* Biology 274 and permission of the instructor. *Three credit hours.* TILDEN

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

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 are investigated through lectures, laboratory and fieldwork, discussions, and guest presentations. Completion of a group research project with methods used by private consulting firms and governmental agencies to investigate aquatic environmental problems. The research results are presented in a public forum at the end of the semester. Civic engagement component provides useful information to the community and gives the students experience interacting with interested stakeholders. Skill development includes research, communication (both oral and written), and collaborative work skills. *Prerequisite:* Biology 271 and senior standing as a biology or environmental studies major. *Five credit hours.* STRAKOSH

CHEMISTRY

Chair, ASSOCIATE PROFESSOR JEFFREY KATZ

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; Faculty Fellows Ethan Kohn and Emily White; Senior Teaching Associates Brenda Fekete and 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 applications to topics of current concern to society. Topics include atomic theory, chemical bonding and reactions, properties of solutions, and the chemistry behind drugs, DNA technology, and many household products. The optional laboratory introduces students to the scientific method and the use of both qualitative and quantitative data in decision making. Intended for non-science majors. Working knowledge of algebra required. Students with prior credit for Chemistry 118, 141, or 145 may not receive credit for Chemistry 112. *Three or four credit hours.* **N** KOHN

112j Chemistry for Citizens Basic chemical principles and their applications to topics of current concern to society. Topics include atomic theory, chemical bonding and reactions, properties of solutions, and the chemistry behind drugs, DNA technology, and many household products. The optional laboratory introduces students to the scientific method and the use of both qualitative and quantitative data in decision making. Intended for non-science majors. Working knowledge of algebra required. Students with prior credit for Chemistry 118, 141, or 145 may not receive credit for Chemistry 112. *Prerequisite:* Concurrent enrollment in Chemistry 112jL. *Three credit hours.* **N** KOHN

[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 of chemistry including atomic theory, stoichiometry, solution chemistry, gas laws, thermochemistry, chemical bonding, and intermolecular forces. Students will become proficient at using pre-calculus-level quantitative skills in a scientific context and to master the interface between narrative and mathematical problem solving. The laboratory will familiarize students with experimental techniques and the accumulation and analysis of experimental data. Students with prior

credit for Chemistry 145 may not receive credit for Chemistry 141. Lecture, discussion, and laboratory. *Four credit hours.* N SHATTUCK, THAMATTOOR

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

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.* RICE

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 will become proficient at using pre-calculus-level quantitative skills in a scientific context and to master the interface between narrative and mathematical problem solving. The laboratory will familiarize students with experimental techniques and the accumulation and analysis of experimental data. Students with prior credit for Chemistry 141 or 142 may not receive credit for Chemistry 145. Lecture and laboratory. *Four credit hours.* N RICE

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

[217] 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.*

241f Organic Chemistry Exploration of the relationships among structure, reactivity, and synthesis of organic compounds. The lecture portion introduces atoms and molecules, orbitals and bonding, the chemistry of alkanes, alkenes, alkynes, and other functional groups, stereochemistry, ring systems, substitution and elimination reactions, and kinetics and equilibria. The laboratory involves the use of common techniques used by chemists, instrumentation, and molecular modeling. The goals are to help students think critically, solve problems, and write effectively. *Prerequisite:* Chemistry 142. *Four credit hours.* KATZ

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

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

331f Chemical Methods of Analysis A study of the fundamentals of analytical chemistry. Students learn how to use physical measurements to make quantitative chemical measurements reported with defined uncertainties. Concepts of chemical mass and charge balance are used to calculate chemical speciation in complex acid/base and redox systems. Lectures and homework focus on problem-solving skills that provide solutions to new problems based on fundamental chemical principles and constants. The required laboratory introduces advanced volumetric, potentiometric, and spectroscopic techniques for quantitative chemical analysis. Written lab reports reinforce the technical writing style used in chemical communications. *Prerequisite:* Chemistry 142. *Four credit hours.* WHITE

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.* WHITE

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. Gaining facility with abstraction through building mathematical models, working through the implications of those models, and assessing the validity and inherent errors in the ability of the models to predict and explain physical phenomena is the primary goal. Lecture and laboratory. *Prerequisite:* Chemistry 142 or 145, Physics 142 or 145. Chemistry 342 may be taken before 341 with permission of the instructor. *Five credit hours.* SHATTUCK

362f Medical Biochemistry Listed as Biochemistry 362. *Four credit hours.* KOHN

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

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

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

411f Inorganic Chemistry Current models and concepts in inorganic chemistry are discussed, with an emphasis on general trends and periodic properties of the chemical elements and their compounds. Topics include bonding and structure, acid-base theories, redox properties, molecular symmetry, and coordination compounds. Students will expand their knowledge of fundamental chemical principles as well as their ability to critically think about, communicate, and apply this knowledge in problem solving. Lecture only. *Prerequisite:* Chemistry 142 (or 145) and permission of instructor. Chemistry 342 is recommended. *Three credit hours.* CONRY

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

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

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

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

444s Advanced Topics in Biochemistry A detailed look at current trends in experimental research at the interface of chemistry and biology. Critical analyses of recent literature, identification of important problems in the field, and development of proposals to address these problems will be of primary focus. Problem-solving assessments will include both written and oral communication skills. Topics will include proteomics, chemical biology, and advanced enzymology. *Prerequisite:* Biochemistry 367 and 368 (the latter may be taken concurrently.) *Four credit hours.* 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, 484s Honors in Research in Chemistry Laboratory and library work involving a senior and one or more chemistry faculty members on a clearly defined project that results in an honors thesis. *Prerequisite:* Permission of the department and recommendation of the faculty sponsor. *One to four credit hours.* FACULTY

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

Professor Kimberly Besio; Associate Professor Hong Zhang; Faculty Fellow Ping He; Teaching Assistant Hsin-Min Chiang

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

126s Elementary Chinese II A continuation of Chinese 125. Basic sentence structures of Mandarin Chinese will be introduced within the context of social situations encountered in daily student life. Students will be able to employ all four language modalities (listening, speaking, reading, and writing) to discuss past actions and future plans. They will begin to learn strategies for constructing complex sentences and coherent paragraphs and will learn an additional 150 Chinese characters. *Prerequisite:* Chinese 125. *Five credit hours.* HE

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

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

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.* CHIANG

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.* CHIANG

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

[430] 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.*

431s 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.* HE

[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 Chinese 498. *Prerequisite:* Chinese 321. *Four credit hours.*

433f Advanced Chinese Translation Enhances Chinese language skills through translation from Chinese to English and from English to Chinese, preparing students for the age of globalization. Introduces the translation practices of different text genres including government documents, news articles, business contracts, and research surveys and reports. *Prerequisite:* Chinese 321. *Four credit hours.* ZHANG

[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

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; Visiting Assistant Professor Anthony Hunter; Mellon Postdoctoral Fellow Jacques Bromberg

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

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

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

Requirements for the Major in Classics

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

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

- (a) Additional courses in either language.
- (b) Two courses in ancient history.
- (c) Two courses elected from courses that require no knowledge of Greek or Latin offered by the Classics and other departments: Classics 133, 138, 145, 151, 197, 231, 236, 238, 240, 242, 244; Art 311; Philosophy 231; or equivalent courses selected in consultation with the major advisor.

Requirements for the Major in Classical Civilization

(No knowledge of Latin or Greek is required.)

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

- (a) Three courses selected from the following: Classics 133, 138, 231, 236, 238, 240, 242, 244.
- (b) Ancient History 154, 158.
- (c) One course at the 300 level offered by the Classics Department.

(d) Four additional courses selected from the following: Classics 133, 138, 145, 151, 197, 231, 234, 238, 240, 242, 244; Ancient History 351, 356, 398; Greek 111, 112, 131; Latin 111, 112, 131; Art 311; Philosophy 175, 231, 381, 382, 383; or equivalent courses selected in consultation with the major advisor.

Requirements for the Major in Classics-English

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

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

Requirements for the Major in Classical Civilization-English

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

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

Requirements for the Major in Classical Civilization-Anthropology

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

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

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

Requirements for the Minor in Classics

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

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

(b) One course in ancient history.

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

(d) One course selected from courses 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, 197, 231, 234, 236, 238, 240, 242, 244; Ancient History 154, 158; Art 311; Philosophy 231; or equivalent courses selected in consultation with the advisor of the minor.

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

Course Offerings

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

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

[141] Snake Goddesses and One-Eyed Wall Builders: Prehistoric Greek Archaeology What does prehistory have to do with us? This survey of the prehistoric cultures of Greece and the Aegean islands seeks to answer just that question. Through the study of the material remains from sites like Troy, Mycenae, and Knossos and cultures of the Palaeolithic period (100,000 B.C.) down to the Iron Age (1000 B.C.), we will focus on universally understood topics such as social eating and drinking, human effect on the environment, city versus country, and economic booms and busts, in order to understand what prehistoric people can tell us about ourselves. *Three credit hours.* H

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

197f Indecent Proposals: Ethics and Persuasion in Ancient Greece How do the words we speak reflect who we are? Does a noble purpose exonerate a liar? For the Greeks, who were endlessly concerned with saying the right thing at the right time, rhetoric and moral philosophy were persistently at odds. Through close readings and discussion of ancient texts by Homer, Sophocles, Plato, Aristotle and others, we will study this conflict, learn the basic tools and strategies of classical rhetoric, and consider the expanding role of 'spin' in today's media. *Three credit hours.* L BROMBERG

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

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

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

[238] 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**

240f The Tragic Hero: The Drama of Sophocles Aristotle considered Sophocles the most sublime of the great Greek tragedians. The Sophoclean heroes are self-destructive by nature, beset by doubts, constrained by fate, and hobbled by an ambiguous code of honor. Their motives reveal human fragility behind the heroic facade. Among other tragedies, readings include *Oedipus the King*, *Antigone*, *Ajax*, and *Electra*. *Three credit hours.* **L, I** H. ROISMAN

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

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

398s Myths into Medals: The (Hi)stories of the Olympic Games From their origins to the international fanfare of their modern descendants, the Olympic Games have maintained a firm grip on the public imagination and represent one of our most direct links to the ancient world. Then as now, athletic competition offered opportunities to celebrate civic and individual achievements and promised fame and fortune to the victor. Students will examine the literary history and material remains of ancient athletic contests and their place in religion, education, and politics, as well as the changing role of athletes in society. *Prerequisite:* Sophomore or higher standing. *Four credit hours.* **H,**

I BROMBERG

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; Howard Hughes Medical Institute Postdoctoral Fellow Brian Eastwood

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

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

Students in computer science courses learn primarily through programming projects that provide them with experience in design, the application of computational thinking, and problem solving. Computational thinking is the ability to deconstruct a problem or process and describe it at the level of computable operations. Computational thinking integrates abstraction, hierarchical design, information management, and an understanding of complexity. The projects students undertake increase in scope and complexity both within a single course and as they progress through the major.

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

Requirements for the Major in Computer Science

Computer Science 151, 231, 232, 251, 333, and 375 or 378; four more electives numbered 300 or above, including at least one fall-spring sequence; and one of the following courses: Mathematics 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, preapproved honors project (Computer Science 483 and 484) culminating in both a written paper and a colloquium presentation.

The fall semester project satisfies an elective in the major requirements. Students who successfully complete the requirements and receive the recommendation of the department will graduate “With Honors in Computer Science.”

Requirements for the Minor in Computer Science

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

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

Requirements for the Majors in Interdisciplinary Computation

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

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

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

Environmental Studies Track: Environmental Studies 118, 212, 233, 271, 334; 319 or 352; one of 266, 297A, 297B, or 297C; 401, 402.

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

Course Offerings

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. Through lectures, short homework assignments, and weekly programming projects, they will learn about abstraction, how to divide and organize a process into appropriate components, to describe processes in a computer language, and to analyze and understand the behavior of their programs. Students will communicate the results of their work through project reports. *Four credit hours.* **Q** MAXWELL, TAYLOR

231f Data Structures and Algorithms Focuses on the common structures used to store data and the standard algorithms for manipulating them. Standard data structures include lists, stacks, queues, trees, heaps, hash tables, and graphs. Standard algorithms include searching, sorting, and traversals. Along with implementation details, students will learn to analyze the time and space efficiency of algorithms and how to select

appropriate data structures and algorithms for a specific application. In homework, labs, and programming projects, students will implement their own data structures and make use of existing libraries to solve a variety of computational problems. *Prerequisite:* A grade of C- or higher in Computer Science 151. *Four credit hours.* SKRIEN

232s Computer Organization Computer organization focuses on how computers work. Students learn the fundamental hardware components, including storage (RAM, hard disks), input/output mechanisms, and the central processing unit (CPU). They learn how computer components are designed and built on several levels, including the design of the electrical component, machine language, and assembly language. They also learn to program in assembly language for one or more simple computer processors. Students learn primarily through projects where they design digital circuits, design components of a CPU, or write programs in assembly language. *Prerequisite:* Computer Science 151. *Four credit hours.* SKRIEN

251s Data Analysis and Visualization Prepares students to apply computational data analysis and visualization approaches to real information from a variety of disciplines and applications. Data visualization is the interactive visual exploration of 2-D and 3-D graphic information using techniques that highlight patterns and relationships. Data analysis incorporates data management, data transformations, statistical analysis, data mining, and machine learning. Through programming projects, students will gain hands-on experience with the fundamentals of data analysis and visualization using data from active research projects at Colby and other institutions. *Prerequisite:* Computer Science 231. *Four credit hours.* MAXWELL

333f Programming Languages A survey of programming languages and paradigms focusing on the design of programming languages and comparing and contrasting different language families, including imperative, object-oriented, functional, and logic paradigms. Topics include syntax, context-free grammars, parsing, semantics, abstract representations of programming processes and structures, memory management, and exceptions. Students will undertake small programming projects in various languages and more extensive projects in two languages of their choice, presenting the characteristics of their chosen languages to their peers at the end of the term. *Prerequisite:* Computer Science 231. *Four credit hours.* MAXWELL

336s Parallel and Distributed Processing An introduction to the principles and applications of parallel and distributed computing, with an emphasis on parallel computing. Within the context of (1) multi-threaded programming with POSIX threads and (2) MPI programming, we study dead-lock avoidance, load-balancing with appropriate data distribution schemes, basic parallel abstractions such as scan and reduce, parallel sorting algorithms, and performance analysis. Students will learn through a series of programming projects and problem sets. The final project is a significant report analyzing the performance of three sorting algorithms. *Prerequisite:* Computer Science 231 and 232. *Four credit hours.* TAYLOR

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

[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 build a comprehensive 3-D rendering engine in sequential weekly projects for which they generate images and develop portfolios of their own work. *Prerequisite:* Computer Science 251. *Four credit hours.*

[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.*

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

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

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

369j Computer Game Design Students will learn how to design 2-D computer games using a commercial game engine. Topics include game design, artistic concepts, image manipulation, game scripting, and basic artificial intelligence concepts. Students will work in groups to design and develop a 2-D game to be distributed at the end of the term. Each group will make weekly presentations to the class, demonstrating their progress in game design. *Prerequisite:* Computer Science 231. *Three credit hours.* MAXWELL

375f Analysis of Algorithms Focuses on classical algorithms in computer science and the analysis of the space and time efficiency of such algorithms as those that sort arrays and lists and search various data structures, including lists, trees, graphs, and strings. All major categories of algorithms are discussed, including iteration, divide and conquer, brute force, exhaustive search, greedy, dynamic programming, and approximation. Unsolvable and intractable problems are also covered, as is the role of NP-completeness. If time permits, some parallel and distributed algorithms will be discussed. Students will learn through problem sets and short programming projects. *Prerequisite:* Computer Science 231. *Four credit hours.* SKRIEN

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

398s Computational Photography Examination of the methods that combine information from multiple digital images to create enhanced images or gain understanding of the scene that goes beyond what is possible with a conventional camera. Topics include digital image formation, camera calibration, high dynamic range tone mapping, image alignment and stitching, and geometric modeling from images. Students will use programming assignments and a course project to explore concepts from class, the textbook, and journal articles. *Prerequisite:* Computer Science 251, may be taken concurrently. *Four credit hours.* EASTWOOD

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

[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 3-D game engine. The middle of the 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. Students will work in groups to design a complete 3-D game, giving presentations at regular intervals. *Prerequisite:* Computer Science 351. *Four credit hours.*

461s Object-Oriented Software Systems Students will learn how to design and implement a significant software project that is robust, maintainable, extensible, and modular, building on their experience in Computer Science 361. The focus will vary from year to year. For example, students may gather specifications and then analyze, design, and implement a business application or dynamic website following standard software engineering practices. Students will learn through creating, implementing, and refining their own software designs in an iterative design process. *Prerequisite:* Computer Science 361. *Four credit hours.* SKRIEN

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

483f, 484s Honors Research in Computer Science The independent study component of the honors program in computer science. *Prerequisite:* Permission of the instructor and admission to the honors program. *Three or four credit hours.* FACULTY

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, ASSISTANT PROFESSOR ADRIAN BLEVINS

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 creative writing courses at the 200-level or above. These courses currently include English 278, 279, 378, 379, 380, 382, 385, 386, 478, and 480. Students may count Beginning Playwriting (Theater and Dance 141) as one of their creative writing courses.

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

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

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

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

EAST ASIAN STUDIES

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

Chair; ASSOCIATE PROFESSOR ANKENEY WEITZ

Professors Kimberly Besio (Chinese), Tamae Prindle (Japanese), and Nikky Singh (Religious Studies); Associate Professors Philip Brown (Economics), Walter Hatch (Government), Steven Nuss (Music), Ankeney Weitz (East Asian Studies and Art), and Hong Zhang (Chinese); Assistant Professors Hideko Abe (Japanese), James Behuniak Jr. (Philosophy); Visiting Assistant Professor Yoshitomo Yamashita (Japanese); Instructor Elizabeth LaCouture (East Asian Studies and History); Faculty Fellow He Ping (Chinese); Teaching Assistants Arisa Tamashiro (Japanese) and Hsin-Min Chiang (Chinese)

The East Asian Studies Department offers students a multidisciplinary approach to understanding Japan, China, and Korea. Our mission is to build language competency in Japanese or Chinese and provide in-depth exposure to traditional and contemporary East Asia through a wide variety of course offerings across the humanistic and social science disciplines.

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

Requirements for the Major in East Asian Studies

For students in the Class of 2013 and earlier (who may also elect to follow the new requirements for the Class of 2014 and beyond): One introductory comparative course (East Asian Studies 151 or 152 or Art 173); a language and literature concentration consisting of three language courses beyond the all-college requirement (normally Japanese 128, 321, and 322 or Chinese 128, 321 and one 400-level Chinese course) and one literature course in the country of the language concentration; and an additional six courses chosen from those approved for the East Asian studies major. These six courses must conform to the following distribution: one 200-level art, religion, music, or history course; one 200-level government, anthropology, economics, or sociology course; one 300-level course; one 400-level senior project or seminar; and two additional electives. Of these six courses a minimum of three must focus on the country of the language concentration; a minimum of two must focus on either the East Asian region as a whole or on an East Asian country different from that of the language concentration. Fourth-year language courses or one East Asian language course outside the language concentration may substitute for one or both of the elective courses. Students who start taking a Chinese or Japanese course from an upper level are expected to take at least four language courses probably including courses chosen from our 400-level language offerings and independent study 491 and 492. **For the Class of 2013 and after:** East Asian studies majors are required to spend at least one semester of study in the country of their language concentration. Under extraordinary circumstances students may petition to substitute an equivalent immersion experience in the country of the language concentration for a semester of study.

For students in the Class of 2014 and beyond: One introductory comparative course (East Asian Studies 150); a language concentration consisting of three language courses beyond the all-college requirement (normally Japanese 128, 321, and 322 or Chinese 128, 321 and one 400-level Chinese course); one capstone course, East Asian Studies 493, taken

only in the senior year; and an additional six courses chosen from those approved for the East Asian studies major. These six courses must conform to the following distribution: one 200-level art, religion, philosophy, literature, or music course; one 200-level government, anthropology, economics, history, or sociology course; one 300-level or 400-level course; and three additional electives. Fourth-year language courses or three- or four-credit East Asian language courses outside the language concentration may constitute elective courses. Students who start taking Chinese or Japanese at the 300-level or above are expected to take at least four language courses, which may include three- or four-credit independent study Japanese 491, 492 or Chinese 491, 492. East Asian studies majors are required to spend at least one semester of study in the country of their language concentration. Under extraordinary circumstances students may petition to substitute an equivalent immersion experience in the country of the language concentration for a semester of study.

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

Honors in East Asian Studies

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

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

Requirements for the Minor in East Asian Studies

The East Asian studies minor consists of eight courses: one introductory comparative course (East Asian Studies 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 2010-2011 and Approved for the Major in East Asian Studies

<i>Art</i>	143 Buddhist Art and Culture in Asia 173 Survey of Asian Art 274 The Arts of Japan 275 The Arts of Korea
<i>Chinese</i>	All courses offered
<i>East Asian Studies</i>	All courses offered
<i>Economics</i>	215 Made in China 292 Economic Transition in China 474 Seminar: Econometric Analysis of Survey Data
<i>Government</i>	256 Conflict in East Asia 356 Winners and Losers in Japanese Politics

<i>History</i>	250 History of Modern China 350 Women and Gender in East Asia
<i>Japanese</i>	All courses offered
<i>Music</i>	254 Music of Meditation
<i>Philosophy</i>	143 Buddhist Philosophy (part of a three-course Integrated Studies cluster) 266 East Asian Buddhist Philosophy

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 cluster, "China: The Pursuit of Happiness." *Prerequisite:* Concurrent enrollment in Anthropology 141. *Four credit hours.* S

150fs Foundations in East Asian Studies An exploration of the foundations of East Asian civilization, with a focus on reading the classical texts of ancient China, Korea, and Japan. Provides an introduction to East Asian studies as an interdisciplinary field of study, as we explore interpretations of these foundational texts from a number of perspectives (philosophical, historical, artistic, political, etc.). Students will also work on improving writing and research skills. *Four credit hours.* H, I LACOUTURE, WEITZ

152f 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 WALT

[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

250s History of Modern China Listed as History 250. *Four credit hours.* H, I LACOUTURE

[251] Gender Politics in Chinese Drama and Film A historical survey of Chinese drama and film from the 13th century to the present with a focus on representations of gender and sexuality. Pairing reading of major works from the various genres which make up the Chinese dramatic tradition, and viewing of modern and contemporary films with reading of secondary scholarship in order to place these works and their portrayals of gender and sexuality within their historical and cultural contexts. Students will hone analytical skills and improve their ability to communicate their insights both orally and in writing. *Four credit hours.* L, I

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

[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

257s From Communism to Consumerism An exploration of the fast-changing cultural scene in reform-era China. A wide range of popular cultural forms and newly-emerging consumption patterns (including films, popular music, avant-garde art, lifestyle magazines, hip-hop, and theme parks) are analyzed and discussed in the context of China's transition from a centrally controlled socialist state to a capitalist market economy and a consumer-oriented society. Issues examined include the relationship between the masses and the state in cultural production and circulation; the political implications of late-socialist/postmodern forms of mass culture, and the social and historical contexts for the shaping of cultural sensibilities and commodities in urban "global" communities. *Four credit hours.* S ZHANG

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

[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

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

274f The Arts of Japan Listed as Art 274. *Four credit hours.* WEITZ

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

276s Zen and the Arts in Asia An introduction to Zen philosophy, history, and practice, with an emphasis on the ways in which the religion has transformed the aesthetic outlook and artistic production in China, Japan, and the United States. Through class discussions, group projects, and individual writing assignments, students hone their skills of textual and visual analysis by actively “reading” a variety of art forms through the lens of Zen concepts and practices. Students achieve a basic competency in East Asian historical development and Buddhist religious thought, as well as learning about the aesthetic implications of belief, including an examination of how their own cultures and belief systems color their experiences of the arts. *Four credit hours.* A, I WEITZ

297j Japanese Animation Goals of this course are (1) to comprehend various aspects of Japanese animation and (2) to learn about Japanese culture, philosophies of life, and hidden messages in the art forms. Students are expected to present their discoveries in writings, class presentations, and class discussions. *Three credit hours.* PRINDLE

332s Masterpieces: Modern Japanese Novels An appreciation and examination of masterpiece novels and short stories written by 10 illustrious Japanese writers, including two Nobel Prize laureates. Cultivation of the students’ sensitivities to the feelings and values questioned by Japanese novelists. Examination of the novels as works of literature aided by the published scholarships in the fields of literary philosophical, psychoanalytic, historical, and socio-anthropological studies in Japan and the West. Each student will pry out covert meanings, verbally express those findings to an audience and write a high-quality research paper. *Three or four credit hours.* L, I PRINDLE

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

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

493f Seminar: Advanced Research in East Asia An examination of methods for researching East Asia. Introduces students to the major debates that have come to define the field of East Asian studies, from John Fairbank’s “response to the West” to Edward Said’s “orientalism,” and prepares them with the skills necessary to engage Asian sources for independent research in East Asian studies. Students will develop an independent research project on East Asia in any area of the humanities or social sciences, which, with approval from the student’s major department, may be developed into a senior honors thesis. *Prerequisite:* East Asian Studies 150 or relevant course work in East Asia, and permission of the instructor. *Four credit hours.* LACOUTURE

ECONOMICS

Chair, PROFESSOR RANDY NELSON

Professors Debra Barbezat, Michael Donibue, David Findlay, Patrice Franko, Lori Kletzer, James Meehan, and Randy Nelson; Associate Professors Jason Long and Philip Brown; Assistant Professors Samara Gunter, Guillermo Vuletin, Andreas Waldkirch, and Fei Yu; Visiting Assistant Professors Simge Tarhan, Lore Aguilar, and Laura Malaguzzi Valeri

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 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*, 345**, and 393***; one economics senior seminar; three additional courses (with a minimum of three credit hours per course) 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); Mathematics 121 or 161, or equivalent; either Mathematics 231 or the two-course sequence Mathematics 381, 382. Although potential majors are strongly encouraged to take Economics 133 and 134 in their first year, completion of the major is possible if begun during the second year.

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

Economics 133, 134, 223*, 224*, 345**, and 393; one economics senior seminar; three additional economics courses (with a minimum of three credit hours per course), at least two of which must be at the 300 level (at least one of the courses must be taken at Colby); Administrative Science 221, 311, and 322; Mathematics 121 or 161, or equivalent; either Mathematics 231 or the two-course sequence Mathematics 381, 382.

Requirements for the Major in Economics-Mathematics

Economics 133, 134, 223*, 224*, 336, 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 by fulfilling the requirements for the concentration in addition to the requirements for the major in economics-mathematics.

**Note:* To continue in the major, students must receive a grade of C- or better in Economics 223 and 224. Both economic theory courses (223, 224) must be taken at

Colby. Any student who has tried and failed to satisfy an intermediate theory requirement at Colby (i.e., received a grade of D+ or below for the major or F for the minor) may elect to take the same course elsewhere by securing the approval of the department chair on the standard credit transfer approval form. For other students seeking to fulfill the intermediate theory requirement with a course taken elsewhere, approval for the standard credit transfer form can be secured only by petitioning the Economics Department and having the petition approved by majority vote of the Economics Department faculty. At least one 300-level course must be taken at Colby regardless of the number and level of credits transferred from your study abroad.

****Note:** 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.

*******The requirement of Econometrics (Economics 393) is as of the Class of 2014.

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 Economics 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 and taken at Colby. 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 Introduces the fundamental problem in economics: limited resources to satisfy unlimited needs and wants. Concentration on how markets allocate these scarce resources and when they fail to operate efficiently. After

analyzing costs, students look at how firms in market structures ranging from perfectly competitive to monopolistic make decisions. Key principles are illustrated by applying them to current economic issues. Students will use standard economic models to describe market structures and the effects of policy interventions, solve problems using graphical or algebraic models of these markets, and choose an appropriate model to analyze economic events described in news articles. *Four credit hours.* S FACULTY

134fsj Principles of Macroeconomics Introduces the measurement of macroeconomic variables and basic theoretical models of aggregate economic behavior. Focuses on the study of fluctuations in economic activity, long-run economic growth, and the role of monetary and fiscal policy in achieving macroeconomic goals. Students will develop their analytical problem-solving skills, hone their ability to think critically, gain experience in building and understanding theoretical models, and sharpen their capacity to understand and critique macroeconomic policy. *Prerequisite:* Economics 133. *Four credit hours.* S AGUILAR, FINDLAY, LONG, TARHAN

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

215j Made in China 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 BROWN

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.* MEEHAN, YU

224fs Macroeconomic Theory Devoted to the development and examination of various theoretical frameworks to explain fluctuations in output, interest rates, exchange rates, unemployment, inflation, and economic growth in a globally interdependent economy. Continued study of the theoretical development of macroeconomic models and further refinement of understanding the effectiveness and optimality of macroeconomic policy. Students gain an understanding of the importance of expectations, the determination of asset prices (e.g., bond and stock prices), the relationship between financial markets and the macroeconomy, and the implications and limitations of models and policies. *Prerequisite:* Economics 223. *Four credit hours.* FINDLAY, TARHAN

231f Environmental and Natural Resource Economics The objective is to develop and apply economic tools to current environmental and resource-management issues. Causes of and remedies to environmental and resource-management problems are analyzed through economic modeling. These models in turn serve as the theoretical foundation for designing and evaluating policy instruments and practices. Students will learn to analyze current environmental problems and assess the effectiveness of environmental and resource-management policies using economic tools. *Prerequisite:* Economics 133. *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**

254j 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. *Three credit hours.* **U** BARBEZAT

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

271s International Economic Integration An examination of the history, current state, and future of international economic integration. We will analyze the theory of regional and multilateral integration as well as European integration over the last half century, evaluate North American and other free trade agreements, and discuss the General Agreement on Tariffs and Trade and the World Trade Organization. Heavy emphasis on European integration, since the European Union is the most advanced of the preferential agreements and thus provides an ideal laboratory for studying the likely effects of further integration elsewhere. Students will learn how to apply economic tools to the analysis of important policy issues, both orally and in writing. *Prerequisite:* Economics 133 and 134. *Four credit hours.* WALDKIRCH

273f Economics of Globalization Development and application of economic tools of international trade and finance to understand the puzzle of a globally integrated economy. Lectures and student presented debates on key international economic issues, and weekly case studies focus on policy dilemmas in the global economy. Through readings and debate students learn to assess the validity of contemporary writing on international economics. This hands-on approach to learning challenges the use the tools of international economics to analyze current problems. Specific topics include the Doha development round, the emergence of sovereign wealth funds, the global food crisis, the changing role of multinationals (including emerging market giants), and the role of corporate social responsibility in addressing poverty. *Prerequisite:* Economics 133 and 134. *Four credit hours.* FRANKO

292f 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.* BROWN

[294] 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.*

[297] Economics of Organizations Economic organizations (markets, families, social clubs, nonprofit firms, partnerships, and corporations) are pervasive in a market economy. Why do these organizations exist and what role do they play in governing the exchange of goods and services within the economy? How should organizations be structured so that the interests of the individuals who work within the organization are consistent with the goal of the organization? Economic analysis will be used to provide answers to these questions. Focus will be on the organization of markets, for-profit firms, and nonprofit firms. *Three credit hours.*

298s Energy Economics Explores the determinants of the demand for energy, both at the individual and industrial level. Provides an overview of oil and natural gas markets, discusses aspects of electricity markets, and analyzes the regulation of energy markets. *Prerequisite:* Economics 133. *Four credit hours.* MALAGUZZI VALERI

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.* MALAGUZZI VALERI

[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

[335] 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.*

[336] Mathematical Economics Advanced economic theory designed to provide students the fundamental mathematical tools necessary to prepare for graduate work in economics. Topics include the development of portions of consumer, producer, and macro

(fiscal and monetary) theory. The material includes comparative static analysis, single and multiple agent unconstrained and constrained optimization problems (both under certainty and uncertainty), and dynamic analysis. Students are expected to have learned how to read and understand most current journal articles in economics without stumbling over the mathematics and to have developed an initial understanding of how to frame economic modeling ideas in mathematical format. *Prerequisite:* Economics 224, Mathematics 253, and either Mathematics 122 or 162. *Four credit hours.*

338f Money, Banking, and Monetary Policy Students are introduced to the interpretation, role, and determination of interest rates, as well as the theory of consumption/saving, the theory of risk aversion, portfolio theory, the risk structure of interest rates, and the term structure of interest rates (i.e., the yield curve). We will then examine the behavior, structure, and regulation of the banking industry. Finally, students will examine monetary theory and policy with particular emphasis placed on the implementation of policy by the Federal Reserve. Emphasis on the theoretical, empirical, and policy-related aspects of these issues. *Prerequisite:* Economics 224 and Mathematics 231 or 382. *Four credit hours.* FINDLAY

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

345f 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

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

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

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 key topics on monetary and international capital markets including cyclicalities of fiscal and monetary policies, central bank independence, exchange rate regimes, capital flows, and dollarization. Students will further develop their analytical problem-solving skills and will sharpen their capacity to become critical consumers and critical producers of knowledge. *Prerequisite:* Economics 224 and Mathematics 231 or 382. *Four credit hours.* AGUILAR

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, factor movements, trade agreements, and labor and environmental standards. Students will understand and be able to manipulate the major international trade models and analyze current trade policy issues in the context of these models both orally and in writing. *Prerequisite:* Economics 223. *Four credit hours.* WALDKIRCH

379s Game Theory Introduction to the concepts and applications of game theory, the behavior of rational, strategic agents: “players” who must take into account how their opponents will respond to their own actions. It is a powerful tool for understanding individual actions and social institutions in economics, business, and politics. Students will enhance their analytical thinking and reasoning skills, develop their ability to engage in quantitative analysis and formal problem solving, and hone their ability to think and write with precision and rigor. Specific topics include strategic dominance, Nash equilibrium, subgame perfection, and incomplete information. *Prerequisite:* Economics 223 and a course in calculus. *Four credit hours.* LONG

393f Econometrics A comprehensive introduction to modern empirical analysis using econometrics. Focuses on the linear regression model, extensions of the basic linear regression model, and problems that arise when analyzing data by means of linear regression. While motivated by intuition, the presentation of estimators and tests is primarily mathematical. Use of the software package Stata to analyze real-world data, to draw inference through hypothesis testing, and to compare alternative modeling approaches. Common pitfalls of empirical research are highlighted throughout. *Prerequisite:* Economics 223, Mathematics 231 or 382. *Four credit hours.* BROWN

397f 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. Previously offered as Economics 398B. *Prerequisite:* Economics 223 and 224. *Four credit hours.* TARHAN

398s Economic Growth An introduction to economic models used to understand the process of economic growth as well as cross-country differences in growth and income levels. The Solow model and the growth accounting methodology are used to look at data on growth and income levels, then the neoclassical growth model is presented in detail. Some topics in growth are then discussed, including endogenous physical and human capital accumulation, barriers to technology adoption, structural transformation, and the link between finance and economic growth. *Prerequisite:* Economics 223 and 224. *Four credit hours.* AGUILAR

471f Seminar: Multinational Corporations Provides students with a perspective on how economists think about and evaluate multinational corporations (MNCs). Why do firms become MNCs? What kind of data exist on the activities of MNCs and where

can we find them? What are the determinants of multinational activity? How does the presence of MNCs affect employment, wages, productivity, and technology? Readings, drawn largely from recent empirical research papers, and an original research project will provide a thorough understanding and appreciation of the current evidence on MNC activity and how economic research is conducted and evolves. Oral communication skills are developed through presentations, debates, and class discussion. *Prerequisite:* Economics 223, 224 and senior standing as an economics or international studies major. *Four credit hours.* WALDKIRCH

[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.*

474s Seminar: Econometric Analysis of Survey Data Introduces the application of econometric techniques commonly used by the microeconomist. Emphasis is on specification, estimation, and interpretation of econometric models rather than econometric theory. Methods include nonparametric analysis, linear estimation of cross section and panel data, maximum likelihood estimation of limited dependent variable models, models for truncated and censored regression, and corrections for endogeneity. Students will undertake critical reviews of empirical research, learn data management techniques and basic programming in Stata, complete a series of computer applications using data from household surveys conducted in developing countries, and write and present their own empirical projects. *Prerequisite:* Economics 393 and senior standing as an economics major. *Four credit hours.* BROWN

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

[477] 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.*

478s 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 and how do they alter behavior? Students will read and discuss scholarly research on topics including welfare, Medicaid, education, Social Security, the earned income tax credit, and personal income taxation. Students will also write an original empirical research paper. Emphasis on analyzing existing research and developing new research ideas using differences-in-differences methodology. *Prerequisite:* Economics 223 and senior standing. *Four credit hours.* GUNTER

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

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

491f, 492s Independent Study Independent study devoted to a topic chosen by the student with the approval of the department. *Prerequisite:* Permission of the sponsor. *One to four credit hours.* FACULTY

497f Political Economics and Macroeconomic Policy Standard macroeconomic theory ignores the political nature of policy making by assuming the policymakers to be benevolent agents who maximize social welfare. In reality, policymakers may have objectives other than maximizing social welfare. An analysis of fiscal and monetary policy choices by non-benevolent policymakers. Reviews the existing literature on time-consistency problem, the effects of reputation building, and institutional arrangements to increase the credibility of policies. Other topics include political business cycles, rent-seeking, and corruption. Emphasis on formal economic modeling. *Prerequisite:* Economics 223 and 224. *Four credit hours.* TARHAN

498s Energy Economics and Policy Introduces students to energy markets and their regulation. Students will discuss scholarly work on the determinants of energy demand and supply, the deregulation of electricity markets around the world, and the effects of policies designed to limit greenhouse gas emissions and climate change. Examples include the European Emissions Trading System created to curb carbon dioxide emissions, policies designed to increase the share of renewable energy in the economy, and policies set up to improve energy efficiency both at the industrial and residential level. *Prerequisite:* Economics 223, 224, and senior standing as an economics major. *Four credit hours.* MALAGUZZI VALERI

EDUCATION

Director, PROFESSOR MARK TAPPAN

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

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

Courses in the Education Program explore the impact of cultural assumptions, societal norms, and institutional policies and practices on both individuals and groups. Students and faculty work together to examine the operation of power as it relates to the construction of knowledge and the preservation of privilege. In so doing, students are encouraged to analyze critically the intended and unintended oppressions resulting from specific educational and institutional practices by (1) considering the values and politics that pervade educational institutions, as well as the more pragmatic issues of teaching and organizing schools; (2) asking critical questions about how taken-for-granted assumptions and conventions about theory and practice came to be, and who in society benefits from such assumptions; (3) attending to differences in gender, race, social class, sexual orientation, and ability that result in political, social, economic, and educational marginalization and inequality, particularly for children and youth; and (4) examining the connections among different forms of privilege, particularly as these relate to and influence the development of children and youth. Students also are encouraged to move beyond critique to create and implement educational and institutional practices that promote greater social justice and equity in schools and society.

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

Three minors are offered under the auspices of the program:

The **education minor** encourages a wide-ranging liberal arts exploration of educational theories, issues, and practices. Students focus primarily on the psychological, philosophical, historical, social, and cultural foundations of education and gain practical experience working with children and/or adolescents in a variety of classroom contexts. It provides preparation for graduate study in early-childhood, elementary, secondary, or special education, as well as for careers in private-school teaching.

The **human development minor** encourages an interdisciplinary approach to understanding the development of children and youth. Students consider a variety of perspectives on the study of human development; examine the relationship between individuals and the social, cultural, and historical context in which they live; and gain practical experience working in an institution or agency devoted to fostering human development and improving human lives. It provides initial preparation for careers in

education, social work, human services, and/or social policy, as well as for graduate study in a number of different fields and disciplines.

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

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

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

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

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

Finally, students also may pursue an **independent major in 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 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 2003-2009 is 100 percent.

Course Offerings

111f Metacognition and Academic Success A consideration of factors that contribute to academic and social success in college, highlighting the interrelationship between academic contexts, including nontraditional interpretations of intelligence and learning styles, and social contexts, including race, gender, and class. Focuses specifically on 1) metacognition, including attention, memory, mindfulness, critical thinking, and motivation, and 2) multiple intelligence theory, which suggests intelligence is multifaceted and cannot be captured by standard intelligence tests. Also explores personal strategies and resources that maximize academic success. *Two or three credit hours.* ATKINS

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

215s Children and Adolescents in Schools and Society Exploration of the lives of contemporary children and adolescents. The goals of this course include: (1) understanding how differences in gender, race, ethnicity, social class, and sexual orientation shape the experience of young people; (2) understanding selected theoretical and empirical work on the experience of children and youth; (3) developing relationships with local young people; and (4) honing key academic and intellectual skills. In addition, students are required to spend a minimum of 25 civic engagement hours working in a local after-school program. *Four credit hours.* S, U TAPPAN

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

231fs Teaching for Social Justice An introduction to the theory and practice of teaching, with a particular focus on teaching for social justice in a diverse society. The goals include: (1) understanding the concept of social justice and the dynamics of power, privilege, and oppression; (2) developing the knowledge, skills, attitudes, and expertise necessary to teach effectively; and (3) honing key academic and intellectual skills. In addition, students are required to spend a minimum of 60 civic engagement hours in a local classroom. *Four credit hours.* S, U TAPPAN

235fj Multiculturalism and the Political Project Introduction to the workings, structures, and consequences of prejudice, privilege, oppression, and inequality in United States educational institutions and society. A forum for students to surface, explore, and analyze the cultural and structural factors that have privileged some and marginalized others within schools. Through this examination and analysis, students are provided opportunities to gain a deeper understanding of the struggle to address the various factors that maintain and reinforce injustices in the schooling context and larger society. *Four credit hours.* **S, U** HOWARD, TAPPAN

242s 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.* HOWARD

[316] 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**

322s 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** HOWARD

332fs Practicum in Girls' Development and Education Students serve as facilitators of weekly Girls Coalition Groups in local middle schools using a curriculum developed by Hardy Girls Healthy Women. Students undergo training and meet weekly with the faculty supervisor; they develop leadership and group process skills, and learn how to apply insights from theory and research to promote girls' development, resilience, and empowerment. Note: Priority to students who will participate during both fall and spring semesters. (Course may be repeated once.) *Prerequisite:* Permission of the instructor. *Two credit hours.* BROWN

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

351fj Practicum in Education Provides the opportunities to serve as assistant teachers, tutor students, work with students individually, observe professional teachers, and prepare and present lesson plans to whole classes in an elementary, middle, or high school. Placement in the Waterville area will be arranged by the professor; students will be responsible for arranging placements in other areas. *Prerequisite:* Permission of the instructor. *One to three credit hours.* HOWARD

[355] 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.*

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

433f Student Teaching Practicum Students serve as student teachers in a local secondary school, working under the supervision of a cooperating teacher. Use of lesson plans, assessments, and unit plans developed in Education 431. Management of classrooms and complete administrative tasks associated with secondary teaching. Education Program faculty make observations in the classroom and note the ways in which the student teachers are progressing toward meeting Maine's Standards for Initial Certification of Teachers as well as the ways in which they are applying the framework of teaching for social justice. Nongraded. *Prerequisite:* Senior standing as a professional certification minor. Must be completed concurrently with Education 431. *Four credit hours.* KUSIAK

437fj Student Teaching Practicum Students serve full-time as student teachers in a local secondary school, working under the supervision of a cooperating teacher and making use of lesson plans, assessments, and unit plans developed in Education 431. Students manage classrooms and complete administrative tasks associated with secondary teaching. Faculty observe students in the classroom and note their progress toward meeting Maine's Standards for Initial Certification of Teachers and applying the framework of teaching for social justice. Faculty meet weekly with students to discuss practical aspects of acquiring teacher licensure as well as topics selected jointly by the students and faculty member. *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

ENGLISH

Co-Chairs, PROFESSOR MICHAEL BURKE AND ASSOCIATE PROFESSOR KATHERINE STUBBS
Professors Jennifer Boylan, Cedric Gael Bryant, Michael Burke, Peter Harris, Phyllis Mannocchi, Laurie Osborne, Ira Sadoff, Debra Spark, and David Suchoff; Associate Professors Natalie Harris, Tilar Mazzeo, Elisa Narin van Court, Anindyo Roy, Elizabeth Sagaser, and Katherine Stubbs; Assistant Professors Adrian Blevins, Sarah Keller, and Emily Kugler; Adjunct Assistant Professor David Mills; Visiting Assistant Professors James Barrett, Paula Harrington, Anupama Jain, and Elisabeth Stokes; Instructor William Orchard; 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: four writing workshops at the 200-level or above. These courses include 278, 279, 378, 379, 380, 382, 385, 478, and 480. 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; Women’s, Gender, and Sexuality Studies; and Theater and Dance.

Course Offerings

111f Expository Writing Workshop For first-year students who are non-native speakers of English to advance their skills in academic writing in English, especially their fluency in grammar, syntax, idiom, and the conventions of the American college-level essay. Prepares students for English 115 and other writing-intensive courses through immersion in forms of expository writing and rhetorical modes, with intensive practice in composing essays and revising prose. Nongraded. *Three credit hours.* HARRINGTON

112f Writers’ Workshop For any student who wants extra work in writing. Taken in conjunction with English 115 or with a writing-emphasis course in another department in any level. Meets as an individual tutorial in the Writers’ Center. Each student must meet with the tutor for at least 10 sessions during the semester. The goal is for the students to improve their writing, and the expected outcome is that they will complete the course with improved skills in grammar and essay writing. Nongraded. *One credit hour.* 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 website. *Four credit hours.* FACULTY

115Jj English Composition Frequent practice in expository writing to foster clarity of organization and expression in the development of ideas. Assigned reading will vary from section to section, but all sections will discuss student writing. Required for first-year students. Students with an Advanced Placement score of 4 or 5 are exempted. Descriptions of the individual sections can be found on the registrar’s website. *Three credit hours.* N. HARRIS, MILLS, OSBORNE

129f Islands in the Sun Considers the ways in which islands function in literature and popular culture as microcosms and reductions of society, as rich metaphors and settings, and as self-contained entities. Students will study imaginative texts and popular culture products that focus on or are set on islands, including *Robinson Crusoe*, *Lord of the Flies*, and *Lost*. **Fulfills the Composition requirement (English 115)**. Part of the three-course Integrated Studies 129 cluster, "Islands in the Sun." *Prerequisite*: Concurrent enrollment in Biology 129 and Geology 129. *Four credit hours*. BURKE

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

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

143f Zen in American Culture Introduces students to some of the key concepts, figures, and texts in Zen Buddhism as it takes shape in an American context. Those concepts include non-dual thinking, the importance and implications of cultivating attention, and the ethics of the Ten Grave Precepts. Readings will include a mix of poetry, fiction, and essays. Students will be encouraged to reflect on their own lives in light of Zen teachings. The course will involve some meditation. **Fulfills the Composition requirement (English 115)**. *Prerequisite*: Concurrent enrollment in Art 143 and Philosophy 143. *Four credit hours*. P HARRIS

[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

[151J] Exile and Belonging in Fiction, Poetry, and Drama In a sharp look at the themes of exile and belonging, we will compare story, poetry, drama, diary, and memoir to study how literary form expands content. Students will gain a wide appreciation of how character, conflict, music, and dreams function across the genres, and they will explore issues of social violence, family myth, and community within the literature. Texts include works by Shakespeare, June Jordan, Walt Whitman, Rebecca Brown, and Leslie Marmon Silko. Students will write three essays and responses in creative writing. *Prerequisite*: English 115 or exemption. *Three 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, form, and an interpretive vocabulary; and providing practice in writing critical essays and in conducting scholarly research. *Prerequisite*: English 115 or exemption. *Four credit hours*. FACULTY

[172J] 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 credit hours*.

[187] 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 cluster, “Identity After Auschwitz.” *Prerequisite:* Concurrent enrollment in German 187 and Religious Studies 187. *Four credit hours.* **A**

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

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 Introduces the history, terminology, and major theoretical issues involved in studying film. While emphasis is put on the analysis 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, cultural, and aesthetic norms and codes; and 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** ORCHARD

[265] 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**

[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**

268s Survey of International Women Writers Through lectures, discussion, and critical writing, students will explore different aspects of creativity that have inspired international women writers in their struggle for civil and political rights. Designed to attract, in addition to English majors, students from international studies, anthropology, women's studies, and sociology who are not specifically trained in literary analysis. Students will be trained to read fiction with a critical eye, encouraged to respond to specific historical and cultural contexts, and to write from varying perspectives—as ordinary readers, as historians, and cultural critics. *Prerequisite:* English 115. *Four credit hours.* **L, I** ROY

271fs Critical Theory Introduction to major ideas in critical theory that influence the study of language, literature, and culture. Students gain mastery over an array of theoretical discourses and develop awareness of how underlying assumptions about representation shape reading practices. Possible approaches include classical theory, cultural materialism, structuralism, post-structuralism, psychoanalysis, Marxism, feminist theory, or postcolonial theory. Students learn to read complex arguments, recognize assumptions about interpretation and language, and use theoretical approaches and tools for interpreting the systems of representation that constitute culture. *Prerequisite:* English 172 (may be taken concurrently.) *Four credit hours.* **L** BRYANT, OSBORNE, SAGASER, SUCHOFF

278fs Fiction Writing I A course in writing short literary fiction. No prior experience with fiction writing presumed, only interest. Class sessions will be devoted to talking about fiction basics, analyzing short stories, and critiquing fellow students' fiction in workshops. Outside of class, students will be writing fiction exercises and complete stories, as well as reading professional stories. By the end of the semester, students should have insight into the creative process. They should have learned the basics of the craft of writing, and they should have practiced what they have learned through writing and rewriting. *Prerequisite:* English 115. *Four credit hours.* **A** BOYLAN, N. HARRIS

279fs Poetry Writing I Students will learn to identify and internalize the fundamental techniques and strategies of poetry. Each week you will read the work of published poets, write your own poems, read poems aloud, and critique the work of your peers. To help hone writing abilities and aesthetic judgment, there will be practice in revision and in analytic craft annotation. By semester's end, you will produce a portfolio of revised poems and a statement of what you have learned about your creative process, your aesthetic preferences, and your growing mastery of craft. This class presumes no prior experience with poetry writing. *Prerequisite:* English 115. *Four credit hours.* **A** BLEVINS, P. HARRIS

297j Postcolonial Pastoral: Ecology, Travel, and Writing A critical examination of the pastoral as a literary genre from a global postcolonial perspective. Conducted at the Bija Vidyapeeth, an institute on sustainable agriculture based in Dehradun, India. Students combine their interest in civic engagement with a critical study of traditions relating to land, food, ecology, sustainability, and community, emerging in the global south. Students reflect on and write about their experiences of land and community from the perspective of informed observers, participants, and travelers. *Prerequisite:* English 115. *Three credit hours.* L, I ROY

298s International Film History 1890-1950 This survey of film history deals with issues of film form, industry organization, and film culture from the beginnings of cinema and the silent era through the introduction of sound and the formulation and breakup of the studio system. Material is international in scope and chronological in structure, with a focus on film style in various national and historical contexts. Weekly responses to the films, a research paper, and a final exam are requirements. *Four credit hours.* KELLER

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

[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

314f 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, Spenght, 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

317f Outlaws and Outsiders in Early 18th-Century British Literature Novels, newspapers, poems, and plays sought out stories of highwaymen, pirates, foreign princesses in magical lands, women giving birth to rabbits, and many more strange tales. Using works by prominent 18th-century authors such as Eliza Haywood, Jonathan Swift, and Henry Fielding, as well as those by lesser-known, often anonymous writers, the course explores how stories of the margins of society can illuminate the issues shaping life within the mainstream. These texts will touch upon the ideas of belonging and 'otherness' embedded in debates over national identity, women's rights, sexuality, class divisions, and animal rights. *Four credit hours.* L KUGLER

[318] 18th-Century British Literature II Selected works by writers of the second half of the 18th century. *Four credit hours.* L

[319] 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

[321] 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

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

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

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

[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

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

[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

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

[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, 271, and sophomore or higher standing; one of 255, 256, or 266 strongly recommended. *Three credit hours.* L SADOFF

345f Modern American Fiction Examination of 20th-century texts (novels and films) whose central project is to negotiate the relationship between the individual and the powers of the state (cultural, economic, and psychological) during the Depression, the Cold War, the '60s, etc. Authors include Fitzgerald, West, Doctorow, Yates, Alice Walker, and Jamaica Kincaid. *Prerequisite:* English 172 and one of 255, 256, 266, or 271. *Four credit hours.* L SADOFF

[346] 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

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

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

[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, the Yiddish-speaking world of Sholom Aleichem, and the shtetl. *Four credit hours.* L, I

351f Contemporary American Poetry A study of some major movements in contemporary American poetry after World War II: the Beats, Confessional Poetry, Neo-Surrealism and the New Internationalism, the New York School, the New Narrative, and Postmodernism. Poets under study include Ginsberg, Bishop, James Wright, O'Hara, Plath, Gluck, Komunyakaa, Ashbery, and O.K. Davis. *Prerequisite:* English 172 and one of 255, 256, 266, or 271. *Four credit hours.* L SADOFF

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, Freeman, Hemingway, Fitzgerald, Langston Hughes, O'Connor, Updike, Cheever, Baldwin, O'Brien, Robert Olen Butler, Raymond Carver, Grace Paley, Jamaica Kincaid, Louise Erdrich, and John Barth. Students will write two papers and a take-home exam synthesizing class concerns and will respond to a structured question on weekly forums: the forums serve as triggering devices for class discussions. *Prerequisite:* English 172 and 271. *Four credit hours.* L BRYANT

[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 An advanced workshop in writing fiction. Focuses on the writing and revision of the literary short story, with particular attention to the

structure of dramatic action, character, texture and tone, inspiration, and the process of revision. *Prerequisite:* English 278. Admission may require submission of a manuscript. *Four credit hours.* SPARK

379fs. Poetry Writing II This course presupposes basic familiarity with the poetic uses of metaphors, images, lines, and fresh and rhythmic diction. It will require students to read more extensively and analytically in contemporary poetry and continue their practice working with the kind of divergent thinking that makes poetry possible. Students will also undertake a more sophisticated investigation of the interplay of syntax with lineation, the nuances of pacing and structure, the resources of associative thinking, the gambits of rhetoric, and the complexities of tone. Final portfolio, emphasis on revision. *Prerequisite:* English 279. *Four credit hours.* BLEVINS, P. HARRIS

380s Creative Nonfiction Run as a writing workshop that helps student find their own voices as well as their most distinctive and authentic material. A sequence of writing assignments and revisions gives practice in various aspects of creative nonfiction, including essays of time and place, memoirs, profiles, and opinion pieces. These lead up to a longer personal essay on a topic of the student's choice. *Prerequisite:* English 115 (or exemption). *Four credit hours.* A BURKE

[382] Environmental Writing: Writing on Place A creative writing course that uses the workshop method to teach students about the principles, strategies, and achievements of writing about the relationship of human to nonhuman. Focus on the role that place plays in that relationship. Students study professional models, draft exercises, workshop their peer's writings, and produce finished essays and narratives for a final portfolio. *Four credit hours.* A

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

386f Special Topics: Documentary Radio Students will learn how to conceive and research a topic that lends itself to a sound-rich medium, writing scripts that weave their own narrative with the best moments from their field interviews. They will also learn how to use a natural sound bed to help listeners imagine themselves in the setting. Final projects will be produced for the Web. *Four credit hours.* SPARK

386Jj Special Topics: Gendered Memoir An examination of the role gender plays in the stories we tell of our own lives. Students will read contemporary memoirs in which gender plays a defining role—Augusten Burroughs's *Running With Scissors*, Mary Karr's *Cherry*, Alice Sebold's *Lucky*, and the professor's *She's Not There*—and will react to these texts by writing their own autobiographical piece. That work in progress will be examined in workshop. Counts as part of the curriculum in Women's, Gender, and Sexuality Studies and also as part of the creative writing minor or concentration. *Three credit hours.* BOYLAN

397Af Queer Latinidad Examines plays, poems, essays, fiction, and films produced by Latina/os who identify as bisexual, gay, lesbian, transgender, or queer. Through close readings of these works, we will consider the questions that arise when sexual identities are negotiated with racial and ethnic ones. How do migration and globalization affect how we understand and live sexualities? How do queer Latina/o writers and artists re-imagine family and kinship? How have queer critiques of different ethno-nationalist projects aided in the development of a "Latino" tradition? How do writings by queer Latina/os extend and challenge queer theory's considerations of loss, the archive, affect, and "the closet"? *Four credit hours.* ORCHARD

397Bf Desire and Autonomy in Medieval Women's Writing Reading of a wide selection of writings by medieval women including Hildegard of Bingen, Marie de

France, Julian of Norwich, Margery Kempe, Christine de Pizan, Margery Brews Paston, Elizabeth Carey, and Sor Juana de la Cruz. Readings include poetry, drama, biography, feminist treatises, romance, fable, and letters. An exploration of the historical, social, cultural, and literary environments in which these authors wrote, with particular focus on the ways they answered, in various ways and genres, anti-feminist traditions and writings. Understanding the writing out of desire, in all its complex forms (sexual, textual, spiritual, political), and the autonomy of medieval women writers (autonomous, in part, because unlike their male counterparts they mostly did not have access to learned traditions and therefore did not participate in mimetic and relational writing) will be central to our readings and interpretations of these varied and fascinating medieval women writers. *Four credit hours.* NARIN VAN COURT

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

398Bs Women and Film Considers the many roles women have played historically in film and its reception. Particular emphasis on the expectations of actresses/stars/divas, women directors working within and outside of the standard systems for film production, and women and traditions of spectatorship (women's films, feminist film theory, etc.). In addition to weekly responses to films and frequent presentations, students will write one short analysis paper and a longer research paper. *Four credit hours.* KELLER

398Cs Rich and Poor in the American Novel Explores issues of class in the American literary tradition, pairing 19th- and 20th-century novels with an eye toward how they portray not only the "rich" and the "poor" but also how they serve to establish and perpetuate American notions of class, status, consumerism, materialism, wealth, welfare, and poverty. We will put canonical novels including Wharton's *The House of Mirth*, Crane's *Maggie*, *A Girl of the Streets*, Steinbeck's *The Grapes of Wrath*, and Fitzgerald's *The Great Gatsby* in dialogue with each other. We will also examine such contemporary novels as Wolfe's *The Bonfire of the Vanities*, McLaughlin's *Run in the Fam'ly*, and Stockett's *The Help*, as well as critical texts including Veblen's *Theory of the Leisure Class*, Riis's *How the Other Half Lives*, and Harrington's *The Other America*. *Four credit hours.* HARRINGTON

411f Race and Gender in Shakespeare An exploration of how Shakespeare creates and uses sexual and racial difference in a range of genres. The aim will be to situate the plays' production of difference in a Renaissance context and to discuss how those differences continue to function throughout the evolution of Shakespearean productions, including current versions and revisions of Shakespeare's works. Includes independent research, group work, and significant writing. Non-majors welcome. *Four credit hours.* L OSBORNE

412s Shakespeare on Screen An examination of Shakespeare's plays in the context of their lengthy film performance history from the silent film era to postmodern adaptations. Testing Michael Andregg's assumption "that their relationship to language and to what we characterize as 'the literary' may be the most notable characteristic of films derived from Shakespeare's plays," we will explore the considerable range of criticism addressing filmed Shakespeare and will work with several film adaptations with the class as whole and individually. No prior knowledge of film necessary, but we will work with and analyze film in the terminology of the field. Includes independent research, group work, and significant writing. Non-majors welcome. *Four credit hours.* L OSBORNE

413Af Author Course: Jane Austen An examination of how Jane Austen's novels responded to the changing social positions of women and the rising classes in the late 18th and early 19th century and created new forms of social and literary expression. How could women record and express desires for cultural enfranchisement without appearing like a gothic or revolutionary threat? Did women novelists like Austen, and predecessors like Fanny Burney, help create gender stereotypes or challenge them while struggling to make middle class desires acceptable? Austen responded to these and other political issues while raising questions about the social position of women that are still a contemporary concern and will be the subject of our course. *Four credit hours.* L SUCHOFF

413Bs Author Course: William Faulkner Close reading of William Faulkner's major short fiction and novels in context of the modernist struggle for authority and authenticity. The provocative, cross-racial literary discourse between black and white writers during the modernist period will be theoretically situated into a larger cultural context. The "burden of Southern history," the vanishing wilderness, and the politics of race and gender will help thematize the fiction that transformed Faulkner from an almost-out-of-print regionalist writer in 1945 into the Nobel Prize recipient just five years later, in 1950. *Four credit hours.* L BRYANT

413Cs Author Course: Geoffrey Chaucer A comprehensive introduction to Geoffrey Chaucer's *Canterbury Tales* where students will read closely in the poetry and investigate the literary, historical, cultural, and theological contexts in which Chaucer's works were written and transmitted. Students will read the *Canterbury Tales* in Chaucer's Middle English, therefore the first few weeks of the course will be in some part devoted to learning to read the poetry (as performed verse) in its original form. This will prepare students to approach Chaucer's narratives through a variety of topical and critical issues grounded in the history of late medieval literary life and practice. *Four credit hours.* L NARIN VAN COURT

413Ds Author Course: Daniel Defoe At times Daniel Defoe wrote as a government spy and propagandist. But there is also a subversive, ambiguous side to Defoe's work: his pamphlets against the state religion (for which he went briefly to Newgate Prison), his political arguments mocking the idea of a 'pure' English race, and his novels often unravel the concepts of national unity and colonial success with which he is often associated. The class will focus on this duality between dissent and collusion in Defoe's work, as well as on the way his novels have been reinterpreted and reinvented over the centuries. *Four credit hours.* L KUGLER

413Es Author Course: Henry James and Edith Wharton 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

[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:* English 271 or a philosophy course. *Four credit hours.* L

[418] 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

[423] 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 to 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

[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 concepts of love, sex, and sexuality in Western literature from antiquity to our postmodernist age. Canonical and non-canonical, experimental and avant-garde works will be read through the lens of varying theoretical approaches and literary movements and within their historical, societal, and cultural contexts. Among the texts are *The Song of Songs*, Wedekind's *Spring Awakening*, and Duras's *The Lover*. Goals are to develop students' aesthetic and critical faculties, to deepen their literary knowledge and encourage their intellectual curiosity, and to widen their literary horizons to European and postcolonial literatures. Students will work to improve their abilities to communicate their ideas and interpretations in both writing and speaking. *Prerequisite:* English 172 and junior or senior standing. *Four credit hours.* L MANNOCCI

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

474fs Public Speaking An intensive course in the practice of public speaking, with special attention 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 Poetry and Prose An advanced "group independent" workshop, providing a capstone experience to creative writing concentrators and minors working in fiction, drama, poetry, or creative nonfiction. Students will execute a semester-long writing project. This may be a series of short stories, a novella, novel chapters, a script, a screenplay, a poetry collection, or some other project to be approved by the instructor. *Prerequisite:* English 378 or 379, and permission of the instructor. *Two to four credit hours.* BOYLAN

480s 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.* P. HARRIS

483f, 484s Honors Thesis An independent, substantial project approved by the department. The student will work in close consultation with a faculty member. Students are responsible for selecting their faculty tutor and submitting their proposal by May of their junior year. *Prerequisite:* A 3.25 grade point average in the major and approval from a faculty tutor. *Two to four credit hours.* FACULTY

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: Gender and Genre in Early Modern English Drama Concentrates on several influential Early Modern dramatic genres, including domestic tragedy, city comedy, revenge drama, and history plays, in order to explore how English dramatic forms in the 1500s and 1600s represented and constructed gender roles. Playwrights will include Middleton, Rowley, Webster, Marlowe, Heywood, and Carey. Significant research, writing, and presentation involved. *Four credit hours.* OSBORNE

493Bf Seminar: Virginia Woolf and Modernism: Politics, Poetics and Theory Situates the work of Virginia Woolf within the theories of modernism introduced by Freud, Marx, Adorno, Benjamin, and Heidegger, philosophers who helped shape the dominant discourses about modernity and modernism in the 20th century by delineating the links between structure, subjectivity, aesthetics, style, and politics. Utilizing a contrapuntal approach, this seminar places Woolf's narratives about time, memory, and history alongside essays authored by these philosophers and explores the interface between their theories and modernist narratives. *Four credit hours.* ROY

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

ENVIRONMENTAL SCIENCE

Directors, Professors F. Russell Cole (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.

ENVIRONMENTAL STUDIES

Director, PROFESSOR F. RUSSELL COLE

ADVISORY COMMITTEE: *Professors F. Russell Cole (Environmental Studies), Paul Josephson (History), Whitney King (Chemistry), James Webb (History), and W. Herbert Wilson (Biology); Associate Professors Catherine Bevier (Biology) and Philip Nybus (Environmental Studies); Assistant Professor Fei Yu (Economics); Visiting Assistant Professors Gail Carlson (Environmental Studies) and Susan MacKenzie (Environmental Studies); Mellon Fellow in Environmental Human Rights Sarah Lasbley (Environmental Studies and Sociology); Research Scientist Manuel Gimond*

The Environmental Studies Program at Colby is one of the oldest in the country. From understanding the impacts of climate change to preventing biodiversity loss and unsustainable use of natural resources, environmental challenges are a national and international priority. Our students and faculty are active locally, nationally, and internationally in studying and helping to solve these challenges. Colby was one of the first colleges in the nation to use 100-percent renewable-source electricity. The U.S. Environmental Protection Agency 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 establishment of an organic garden and organizing activities to reduce carbon emissions on campus, developing a climate change action in the local community, and raising awareness about the dangers of using hazardous chemicals in personal care products and children's toys at the state and federal levels.

The Environmental Studies Program offers interdisciplinary majors in environmental policy, in environmental science, and in environmental studies-interdisciplinary computation 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 elect only one of the majors offered by the Environmental Studies Program.

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

Environmental policy majors are encouraged to take Environmental Studies 118 (spring) in their first year and Environmental Studies 233 (fall) and Environmental Studies 334 (spring) 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. Environmental Studies 401 and 402 provide one credit for the year and typically are taken in addition to a normal four-course semester. Courses not listed below, such as those offered by some off-campus study programs, may count toward the major pending prior approval by the program director.

Requirements for the Major in Environmental Policy

I. Required Environmental Studies Core Courses

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

II. All of the Following Courses

<i>Biology</i>	131 Biodiversity or
	164 Evolution and Diversity
<i>Environmental Studies</i>	233 Environmental Policy
	334 International Environmental Regimes
<i>Mathematics</i>	212 Introduction to Statistical Methods <i>or</i>
	231 Applied Statistics and Regression Analysis

III. Humans and the Environment (Four 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)
	266 Environment and Human Health (if not used to satisfy IV below)
	268 Hazardous Waste and Environmental Justice
	297A Global Health and the Environment
	297B Sustainable Development
	297C Environment and Social Inequality
	298A History of American Environmental Policy
	319 Conservation Biology (if not used to satisfy IV below)
	398A Diversity and Inequality in the Environmental Movement
	398B World Religions and the Environment
<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, Power, and the American Century, 1901-2001
	358 Climbing the Oil Peak

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
	354	Marine Ecology
	357	Physiological Ecology
	373	Animal Behavior
	452	Behavioral and Physiological Ecology
	<i>Chemistry</i>	141
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
	352	Advanced and Applied Ecology
	358j	Ecological Field Study
<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 (one credit for the year)
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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 Environmental Science 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. Environmental Studies 401 and 402 provide one credit for the year and typically are taken in addition to a normal four-course semester.

Requirements for the Major in Environmental Science

I. Required Environmental Studies Core Courses

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

II. Required Science and Mathematics Courses

<i>Biology</i>	164 Evolution and Diversity
<i>Chemistry</i>	141 and 142 General Chemistry <i>or</i>
<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
	268 Hazardous Waste and Environmental Justice
	297A Global Health and the Environment
	297B Sustainable Development
	297C Environment and Social Inequality
	298A History of American Environmental Policy
	319 Conservation Biology
	334 International Environmental Regimes
	352 Advanced and Applied Ecology
	358j Ecological Field Study
	398A Diversity and Inequality in the Environmental Movement
	398B World Religions and the Environment

<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, Power, and the American Century, 1901-2001
	358 Climbing the Oil Peak

IV. Focus Area (Five courses from one of the following focus areas and an additional corresponding culminating experience chosen in consultation with advisor. The Environmental Studies Program will consider well-structured proposals for additional focus areas.) Advanced Placement credits can provide advanced placement in focus areas but cannot reduce the number of required focus-area courses below five.

A. Conservation Biology

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

Two courses from the following:

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

Culminating Experience:

<i>Biology</i>	493 Problems in Environmental Science
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B. Marine Science

<i>Biology</i>	163 The Cellular Basis of Life
	254 Marine Invertebrate Zoology
	354 Marine Ecology

Two courses from the following:

<i>Biology</i>	276 Comparative Vertebrate Anatomy
	357 Physiological Ecology
	373 Animal Behavior
	375 Comparative Animal Physiology
	452 Behavioral and Physiological Ecology
<i>Chemistry</i>	217 Environmental Chemistry
<i>Environmental Studies</i>	352 Advanced and Applied Ecology
	358j Ecological Field Study

Culminating Experience:

<i>Biology</i>	493 Problems in Environmental Science <i>or</i>
<i>Environmental Studies</i>	491/492 Independent Study

C. Environmental Geology

<i>Geology</i>	142 Deciphering Earth History
	225 Mineralogy
	254 Principles of Geomorphology
	354 Glacial and Quaternary Geology
	356 Sedimentation and Stratigraphy

Culminating Experience:

<i>Geology</i>	491/492 Independent Study
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D. Environmental Chemistry

<i>Chemistry</i>	217 Environmental Chemistry
	241, 242 Organic Chemistry
	331 Chemical Methods of Analysis

One course from the following:

<i>Chemistry</i>	332 Instrumental Methods of Analysis
	341 Physical Chemistry
	367 Biochemistry of the Cell
	411 Inorganic Chemistry

Culminating Experience:

<i>Chemistry</i>	481/482 Special Topics in Environmental Chemistry
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V. Senior Colloquium

<i>Environmental Studies</i>	401, 402 Senior Colloquium (one credit for the year)
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Students are encouraged to consider field courses offered by Colby or other approved programs such as: Biology 257j, 259j, Environmental Studies 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 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 majors 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.

The major in **environmental studies–interdisciplinary computation** provides an introduction to environmental studies as a discipline as well as training in computational techniques used in environmental policy and science. Students will become familiar with quantitative tools used to investigate environmental problems, especially GIS and remote sensing. No requirement for the major may be taken satisfactory/unsatisfactory. Advanced Placement credits can fulfill core course requirements based on exam performance and coverage. Students interested in this major should try to take Computer Science 151

in their first year (fall or spring) and Computer Science 231 (fall) and 251 (spring) in their second year. Students should consult with the Environmental Studies Program director or their computer science advisor when planning their capstone independent-study project. Environmental Studies 401 or 402 may be taken in addition to a normal four-course semester.

Requirements for the Major in Environmental Studies-Interdisciplinary Computation

I. Required Environmental Studies Core Courses

<i>Environmental Studies</i>	118 Environment and Society
	233 Environmental Policy
	271 Introduction to Ecology
	334 International Environmental Policy

II. Required Environmental Studies Courses

<i>Environmental Studies</i>	212 Introduction to GIS and Remote Sensing
	319 Conservation Biology
	352 Advanced and Applied Ecology

III. One Course Selected from the Following:

<i>Environmental Studies</i>	266 The Environment and Human Health
	297A Global Health and the Environment
	297B Sustainable Development
	297C Environment and Social Inequality

IV. Required Computer Science Courses

<i>Computer Science</i>	151 Computational Thinking
	231 Data Structures and Algorithms
	251 Data Analysis and Visualization
	341 Systems Biology I or 361 Object-Oriented Design
	365 Computer Vision

IV. Capstone Courses

<i>Computer Science</i>	491 and 492 Independent Study
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V. Senior Colloquia

<i>Environmental Studies</i>	401, 402 Senior Colloquium
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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. Courses not listed below, such as those offered by some off-campus study programs, may count toward the minor pending prior approval by the program director.

Requirements for the Minor in Environmental Studies

- (1) Environmental Studies 118
- (2) Either Economics 133 and 231, or Anthropology 112 and either 256 or 355, or History 394 and Science, Technology, and Society 215, or Environmental Studies 233 and 334
- (3) Either Biology 131 or Biology 164 and Environmental Studies 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
	266 Environment and Human Health
	268 Hazardous Waste and Environmental Justice
	297A Global Health and the Environment
	297B Sustainable Development
	297C Environment and Social Inequality
	298A History of American Environmental Policy
	319 Conservation Biology
	334 International Environmental Regimes
	352 Advanced and Applied Ecology
	358j Ecological Field Study
	398A Diversity and Inequality in the Environmental Movement
	398B World Religions and the Environment

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

<i>Biology</i>	211 Taxonomy of Flowering Plants
	237 Woody Plants
	254 Marine Invertebrate Zoology
	257j Winter Ecology
	259j Plants of the Tropics
	354 Marine Ecology
	357 Physiological Ecology
	452 Behavioral and Physiological Ecology
<i>Chemistry</i>	217 Environmental Chemistry
<i>Economics</i>	341 Natural Resource Economics
<i>Geology</i>	254 Principles of Geomorphology
<i>Science, Technology, and Society</i>	253 Energy, Power, and the American Century, 1901-2001
	298 Global Change Science: History and Public Policy
	358 Climbing the Oil Peak

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

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 An interdisciplinary course focusing on the human relationship with and impact on the environment. An examination of the important local, national, and global environmental issues by exploring the causes and methods for investigating these problems as well as possible solutions from scientific and public-policy perspectives. Discussion sections that explore important literature and ideas in the field complement the lectures. Students conduct an original group research project on a topic of their choosing. *Four credit hours.* COLE, NYHUS, YU

126f Environmental Activism An introduction to the history, theory, and practice of environmental activism, incorporating both global and local perspectives. Students explore the social phenomena that underlay human action in the environmental arena, taking an interdisciplinary approach that encompasses history, social movement and political theory, media studies, gender studies, psychology, and first-person narratives. Goals include 1) developing effective skills in critical reading, analysis, and communication; 2) developing an appreciation for the vastness and diversity of human responses to environmental challenges; and 3) providing the opportunity for students to apply their emerging leadership and organizing skills to the design of a student environmental group. Part of the three-course Integrated Studies 126, "The Green Cluster." *Prerequisite:* Concurrent enrollment in Biology 131 (lab section C) and Philosophy 126. *Four credit hours.* S CARLSON

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

[173] 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

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

214j Introduction to GIS and Spatial Analysis An introduction to Geographic Information Systems' (GIS) data management and visualization capabilities as well as

the theory and application of spatial analysis techniques. Topics covered include spatial data representation in a GIS, effective map making, coordinate systems and projections, exploratory spatial data analysis (ESDA), and spatial statistical analysis. *Prerequisite:* Not open to students who have completed Environmental Studies 212. *Three credit hours.* GIMOND

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

[217] Environmental Chemistry Listed as Chemistry 217. *Three credit hours.*

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. Students complete a semester-long research assignment. *Prerequisite:* Environmental Studies 118. *Four credit hours.* NYHUS

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

266s The Environment and Human Health An exploration of how human health is affected by the physical, chemical, biological, and social environments; how we use science to 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 introductions to toxicology, epidemiology, and risk assessment; specific health effects of various forms of pollution, synthetic chemicals, consumer products, climate change, and the built environment; and the etiology of health outcomes including cancer, obesity, endocrine disruption, and respiratory diseases. Students use the primary scientific literature to conduct independent research projects on various topics related to environmental health, and, when appropriate, they engage in current environmental health policy debates in the U.S. Congress and/or the Maine legislature. *Prerequisite:* Environmental Studies 118 or Biology 131 or 164. *Four credit hours.* N CARLSON

[268] Hazardous Waste and Environmental Justice An interdisciplinary exploration of environmental justice as it relates to hazardous waste in the United States. Covers the production, disposal, tracking, and regulation of waste, and how race, class, ethnicity, and gender affect the risk of exposure. Methods used to measure inequities and responses by governments and civil society to environmental justice claims are discussed. Case studies emphasize the experiences of minority groups. Students will develop an understanding of the key factors that put groups at disproportionate risk of environmental burdens and the proximal and ultimate causes of these inequities. *Prerequisite:* Environmental Studies 118. *Four credit hours.* U

271f Introduction to Ecology Introduction to ecological principles, structure and function of ecosystems, patterns of distribution, population growth and regulation, energy flow, nutrient cycling, and adaptations of organisms to their physical environment. Application of these principles to current environmental problems is discussed. Field trips are taken to sites representative of local terrestrial, freshwater, and marine ecosystems. Identification of common flora and fauna and their ecological relationships is emphasized. A research assignment helps enhance student writing skills. *Prerequisite:* Biology 131 or 164. *Four credit hours.* N COLE

297Af Global Health and the Environment An interdisciplinary study of the principles and measures of global public health/disease burden and environmental determinants of health, including poverty, climate change, transboundary pollutants, population issues, and lack of adequate resources, such as clean water and fuels. We will also explore international health institutions, key actors, and environmental regimes for the regulation of global pollutants. Through class discussions and student presentations we will explore international case studies that highlight the complex relationship between human health and the environment. *Prerequisite:* Environmental Studies 118. *Four credit hours.* CARLSON

297Bf Sustainable Development How can we meet the needs of current and future human generations while sustaining the integrity of the complex, interdependent, and interconnected ecological systems upon which all life depends? We will examine the theory and practice of sustainable development as one way to engage that challenge. Through readings, discussion, group projects, and independent research, students will become familiar with the ecological, political, and social-cultural dimensions of sustainable development, using examples from across the globe. *Prerequisite:* Environmental Studies 118. *Four credit hours.* MACKENZIE

297Cf Environment and Social Inequality Draws upon social concepts—race relations and stratification, resource mobilization, collective behavior, and social identity—to examine environmental justice situations and community responses to them. Using case studies, we explore the contexts of social inequalities, factors in differential community responses, and the effectiveness of community actions. Several pedagogical techniques are used: interactive lectures, group discussions, forum theater, and film reviews. *Prerequisite:* Environmental Studies 118 or Sociology 131. *Four credit hours.* U LASHLEY

298As History of American Environmental Policy The United States has traditionally promoted individualism and growth within the context of seemingly limitless natural resources. More recently the realization that the environment is not invulnerable has necessitated the creation of policies to restore and protect natural resources. We will trace the evolution of major environmental policy in the United States alongside significant shifts in American attitudes toward the natural world. Through lectures, discussion, comparative analysis, and independent research, students will become familiar with groundbreaking national environmental policies and will explore the changing American cultural mindset toward nature through literature, art, and music. *Four credit hours.* MACKENZIE

298Bs Environmental Ethics Listed as Philosophy 298. *Four credit hours.* PETERSON

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

[328] Radical Ecologies Listed as Philosophy 328. *Four credit hours.*

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

[334] 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

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 or Environmental Studies 271, and sophomore or higher standing. *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 fauna and flora of the Galápagos Islands of Ecuador. Field investigations of the ecology of terrestrial and marine habitats, and the environmental challenges affecting these communities. Identification of indigenous flora and vertebrate fauna. Lectures, films, and discussions of assigned readings during the first week, followed by an 11-day field trip, after which students will give presentations on campus. Cost to be determined; financial aid available for qualified students. *Prerequisite:* Biology 131 or 164. Priority to biology and environmental studies majors. *Three credit hours.* WILSON

398As Diversity and Inequality in the Environmental Movement Explores less frequently told narratives of low-income, immigrant, and people of color communities within the environmental movement, beginning with the public health epidemics and fires that ravaged American cities in centuries past and progressing through movements for open space, conservation, and preservation. Case studies, historical accounts, films, and independent research projects will be used to examine the roles of diverse groups within the emergence and continuation of environmental organizing. *Prerequisite:* Environmental Studies 118 or Sociology 131. *Four credit hours.* U LASHLEY

398Bs World Religions and the Environment Religious and spiritual traditions are presumed to express the highest values of a culture and a people. If so, what role does religion play in the way people value and relate to the environment? We will explore the tenets of major Eastern and Western religions and Earth-centered spiritual traditions and will consider how each promotes or impedes the safeguarding of the environment, historically and in the present time. *Four credit hours.* I MACKENZIE

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. *One credit hour for the year.* *Prerequisite:* Senior standing in environmental studies. COLE

484s 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 3.50 grade point average in the major at the end of the junior year or permission of the program. *One to four credit hours.* FACULTY

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.* STRAKOSH

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; Faculty Fellow Nicolas Russell; Language Assistant Héloïse Thomas

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 Collège 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, and 252. Among the courses at the 200 or 300 level selected for the major, either in the department or abroad, students are required to complete one course focused on Early Modern France and one course focused on the Francophone world. One course conducted in English in such departments as art, government, and history, in which the principal focus is France or Francophone countries, may be counted toward the major; it must be approved in advance. Majors must take at least one course in the department each semester. For students returning from foreign study, these courses must be numbered 300 or higher. Potential majors, and especially students beginning their French studies at the 100 level, should consult with the department chair during the first year to determine the appropriate sequence. Majors are required to spend at least one semester studying in a French-speaking country and are strongly encouraged to spend a full academic year. Three semester courses of transfer credit may be counted toward the major for a semester of study away from Colby, a maximum of five for a year.

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

Honors in French

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

126fs French II Strengthens and expands the four language skills introduced and practiced in French 125 by offering a learning environment conducive to the practice and development of writing, reading, listening and oral performance. As language practice is closely tied to cultural understanding, features a number of authentic texts and contexts that foster linguistic competence while highlighting the diversified cultural contribution of the French and Francophone world. Develops critical thinking vis-a-vis language and culture through listening, reading, speaking, and writing, while attaining an appropriate level of fluency in all four skills and improving cultural literacy. *Four credit hours.* MAUGUIERE, NIANG, PALIYENKO

127fs French III The last of the required language sequence (French 125-127) that develops communication skills in a careful progression over three semesters. In addition to working on the four traditional skills of speaking, comprehension, reading, and writing, students are encouraged to build their personal and cultural knowledge and to develop their critical thinking skills through language learning. Students are placed in the appropriate level by their score on the College Board French SAT Subject test, a placement test during fall orientation, or through consultation with a member of the French faculty. *Four credit hours.* BRUNETAU, GREENSPAN, NIANG, RUSSELL

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 GREENSPAN, MAUGUIERE

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. Preparation for further study of French. It will also improve their reading skills while fostering their understanding of French culture and society. Through the exploration of a French contemporary novel and of French films, students acquire the skills to critique and interpret while engaging them in active thinking. *Prerequisite:* A score of 60 on the College Board French SAT Subject Test or its equivalent on the placement test. *Four credit hours.* MAUGUIERE

[223] French Theater Workshop Designed to develop oral skills and in-depth knowledge of a French play that will be interpreted and performed as a final project.

In addition to working on traditional language skills—speaking, comprehension, and reading—students will be introduced to French theater. Weekly sessions include drama performance, pronunciation, and oral practice. Conducted entirely in French. *Prerequisite:* French 128 or French 131. *Two credit hours.*

231fs Advanced Grammar and Composition Provides a comprehensive overview of French grammar through presentations of the overall structure and frequent practice in writing. Required of majors and open to others wishing to improve their written expression in French. *Prerequisite:* French 128. *Four credit hours.* BRUNETAU, GREENSPAN

232s Cultural History of France Examination of the major events and movements in the cultural history of France from its origins in prehistory to the Dreyfus Affair, with emphasis on written documents such as laws, manifestos, letters, and decrees and on such visual documents as maps, monuments, paintings, symbols, film, and photography. Continued development of the ability to read, speak, and write in French, while also enhancing analytical skills. Required for French studies majors and recommended for international studies students. *Prerequisite:* French 128. *Four credit hours.* H RUSSELL

233f Contemporary France Explores the different aspects of contemporary French culture and investigates current issues and debates taking place in France today. The notions of French cultural identity and national citizenship will be looked at, as will France's relations with its European neighbors and with the rest of the world. Provides background information on various aspects of France, including political and social institutions, the economy, international relations, education, immigration, family, and daily life. French readings (texts and articles), audio and video materials, and student presentations will provide the context for discussion. Engages students in active thinking through forums and debates and will develop both their critical and analytical skills. *Prerequisite:* French 128. *Four credit hours.* BRUNETAU

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 language assistant under the direction of a faculty member. May be repeated once for credit. Nongraded. *Prerequisite:* Acceptance in a study-abroad program in a French-speaking country. *One credit hour.* THOMAS

238f Introduction to the Francophone World What does the term "Francophone" mean? Is it free from polemics? What is its history? Introduction to Africa from the 19th to the 21st century surveys many of the multifaceted cultural identities and histories of the former French-speaking colonies on the continent. Topics include colonization, politics, gender, language, the fight for independence, modernity and tradition, and the major literary movements in Francophone Africa. Course material will include: film, music, art, folktales, poetry, maps, newspaper articles, literary works, excerpts from scholarly texts, and films. *Prerequisite:* French 128. *Four credit hours.* I NIANG

[239] Paris: The Contemporary Novel and Ideas of Frenchness In the 20th and 21st centuries, immigration plays an important role in the elaboration of French identity. Novelists who are themselves immigrants or children of immigrants have varied and often divergent engagements with the idea of Frenchness and the role of cultural differences. We will consider what their and our own interrogation of cultural identities might tell us about Frenchness, integration, and alterity in contemporary French society. Estimated cost: \$2,800. *Prerequisite:* French 127 or equivalent. *Three credit hours.* I

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 Bruyère’s *Les caractères*, Chaderlos Laclos’s *Les Liaisons dangereuses*). These works will be studied in the context of the *libertinage*, a *liberté de pensée*, which incorporated independent and systematic thinking, and a disregard for fanaticism. *Prerequisite:* French 231 and at least one other 200-level course, preferably two. *Four credit hours.* L

351f **French-Canadian Literature and Society** Analysis of important literary works from Quebec, focusing on problems of cultural identity, language, and the French-English conflict as seen in contemporary fiction, poetry, theater, and film. *Prerequisite:* French 231 and at least one other 200-level course, preferably two. *Four credit hours.* L, I MAUGUIERE

[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

356s **Public and Private Life in 19th-Century France** Competing artistic and literary representations of public and private life in 19th-century France provide the framework for a retrospective exploration of the century as it was portrayed, and at the same time challenged, by the creative minds it produced. Through interdisciplinary works on collective memory, students study in depth the richly textured 19th century and gain skills in cultural analysis. Topics range from the *mal du siècle* to the *fin de siècle*, the sacred to the profane, the domestic to the commercial, the personal to the political, and the native to the foreign. *Prerequisite:* French 231 and at least one other 200-level course, preferably two. *Four credit hours.* L, I PALIYENKO

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

[361] **Francophone Cultures and Literatures of the Indian Ocean** Explores the diversity of Indian Ocean island cultures and literatures written in French through selected writings from Mauritius, Madagascar, Reunion, the Seychelles, and the

Comoros. Emphasis is on how issues of cultural hybridity, “metissage,” “coolitude,” space (especially insularity), myths, and history are reflected in literary texts and their role in the development of colonial and postcolonial identities and subjectivities. Readings include Ananda Devi, Natacha Appanah, Michele Rakotoson, Jacques Rabemananjara, Jean-Joseph Rabearivelo, Malcom de Chazal, Axel Gauvin, and Monique Agenor among others. *Prerequisite:* French 231 and at least one other 200-level course, preferably two. *Four credit hours.* **I**

[370] 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**

[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**

373s Writing of Place: Migration, Nationalism, and Memory An exploration of themes of migration, nationalism, and memory through fictional works by authors from the Maghreb and sub-Saharan Francophone Africa living on the continent or in France. Focus is on the migrant experience and its impact on the writing and perception of place, as well as the advent of the nation in the 1960s and the nationalist discourse that serves as its backbone. The narrative of place will be emphasized along with the recent memorializing of the Rwandan genocide. Readings supplemented by theoretical works and films. Students will expand their knowledge and practice of French as it relates to postcolonial Francophone Africa. *Prerequisite:* French 231 and at least one other 200-level course, preferably two. *Four credit hours.* **H, I** NIANG

[374] Rewriting Contemporary France in French Literature and Cinema Explores the ways in which literary texts and films endeavor to criticize and reevaluate contemporary French society. How do Romain Gary, Annie Ernaux, Sarah Kofman, Rachid Djäïdani, 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**

[376] Shadows of the Past: Remembering Vichy France and the Holocaust The Holocaust and the Nazi occupation left an indelible mark on the French national psyche. This interdisciplinary course explores how writers, filmmakers, and artists represent the Holocaust. Through discussions, presentations, and written assignments,

students acquire the skills to critique and interpret historical documents, Holocaust memoirs, and films. They develop and improve their language skills while deepening their understanding of French history and culture. Meetings with Holocaust survivors and visits to Holocaust memorials complement the course material and engage students in active thinking. *Prerequisite:* French 231 and at least one other 200-level course, preferably two. *Four credit hours.* L, I

397f Love, Marriage, and Friendship in Early Modern France What traditions, theories, and taboos shaped early modern relationships? How did early modern society organize and police interactions between its members? In what ways did writers question and challenge these social norms? Could spouses be friends? What role, if any, did love play in the concept of marriage? These are some of the questions we will explore in reading early modern texts, including poems, essays, novellas, dialogues, letters, and polemical treatises. *Prerequisite:* French 231 and at least one other 200-level course, preferably two. *Four credit hours.* L RUSSELL

398s Growing Pains in Contemporary France An exploration of the vicissitudes of life and the pains inherent in the affirmation of the self. A journey through childhood, adolescence, and adulthood will highlight the main issues at the core of human suffering and self-discovery in contemporary France. Through the analysis of literary texts and films, we will examine the impact of French society on men's, women's, and children's development. The discussions, forums, presentations, and written assignments will engage students in critical thinking and will develop their analytical skills. *Prerequisite:* French 231 and at least one other 200-level course, preferably two. *Four credit hours.* L BRUNETAU

483f, 484s Senior Honors Thesis The senior honors thesis counts as one of the 10 courses required for the major. The thesis, written in French, is to be a substantial study of a carefully defined topic, supported by critical sources. *Prerequisite:* A 3.5 or higher major average at the end of the junior year and permission of the department. *Three credit hours.* FACULTY

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 Sartre et Camus The close study of a selection of the novels, short stories, plays, and essays of arguably the two most significant intellectuals of 20th-century France, focusing on their approach to the meaning of life, their views on moral responsibility, and their reaction to and involvement in the social and political happenings of their time. *Prerequisite:* French 231 *Four credit hours.* GREENSPAN

GEOLOGY

Chair, PROFESSOR ROBERT GASTALDO

Professors Robert Gastaldo and Robert Nelson; Assistant Professors Valerie Reynolds and Walter (Bill) Sullivan; Visiting Assistant Professors Jeffrey Marsh and 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 three 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 mid-term progress report, and the draft of introductory sections before January. Satisfactory progress will result in Geology 483 credit and allow the student to register for Geology 484. Successful completion of an honors research project, and the major, will enable the student to graduate "With Honors in Geology." Students who wish to pursue a more intensive research agenda should consider the Senior Scholars Program.

Requirements for the Minor in Geology

A minor in geology is available to students majoring in other disciplines who also desire an introductory understanding of the geosciences. Minor programs will be tailored to the needs of individual students; course selection should be done *only* after consultation with the minor advisor. Requirements are Geology 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 Using America's National Parks as a venue, students will learn how the North American continent has evolved over vast amounts of time as it has been subjected to a variety of geologic processes. In the national park setting students will investigate and learn how these processes have shaped what exists today and why each park has been set aside as sanctuary. Via the parks, students will be exposed to the scientific method and how geologists study the Earth, its materials and its processes. Beyond the geology, they will also appreciate the history of selected parks, how they came to be, and their impact on society. *Three credit hours.* **N**

[112] Exploring the Physical Earth The geosciences include study of the Earth, its formation, its history, processes that continue to shape it today, and our interaction with it. Students learn: (1) how Earth processes operate, why certain processes are common in some areas and not others, and how they shape our environment, human history, and interactions; (2) the methods we use to understand these processes and impacts; (3) the origin of Earth resources and how these are and have been utilized by various cultures; and (4) how natural-resource allocation affects national policies and international relations. *Prerequisite:* Junior or senior standing. *Four credit hours.* **N**

[127] Deep Time Africa A project-based curriculum designed to accomplish, simultaneously, several objectives. Students will increase their understanding of, and sophistication in, geological problem solving by using textbook and pertinent primary resources to study the effects of Witwatersrand gold, mass extinction, diamonds, and human evolution on resource and environmental aspects of South African society.

Development of individual and group skills in oral and written communication after synthesizing conceptual and empirical data obtained from geoscientific sources. *Four credit hours.* **N**

129f Geology of Islands Explores the geological and biological origins of islands as physical entities. Students will come to appreciate the many diverse processes that create and maintain islands, as well as the significance of islands in the world around us, including their influence on surrounding marine environments and how they are in turn influenced by those marine environments. The Galapagos Islands in particular have played a pivotal role in the development of scientific thinking since the 19th century, and will be a focus of study. Part of the three-course Integrated Studies 129 cluster, "Islands in the Sun." *Prerequisite:* Concurrent enrollment in Biology 129 and English 129. *Four credit hours.* **N** NELSON

141fs Earth and Environment The geosciences encompass the study of the Earth, its formation, its history, the processes that continue to shape it today, and our interaction with it. Students learn: (1) how Earth processes operate, how they shape the environment we live in, and how they can affect people; (2) where Earth resources come from, the impacts of using these resources, and how we can reduce these impacts; and (3) the methods we use to understand these processes and impacts. Additionally, the course improves students' critical-thinking and data-analysis skills. *Four credit hours.* **N** MARSH, NELSON, REYNOLDS

142s Deciphering Earth History The conceptual foundations for understanding Earth's history, including deep time, sedimentary systems, fossils, and evolutionary theory, are applied to the principal intervals of the geological record. Case studies are used to gain insight into the interrelated nature of the biological, chemical, and physical world, and the way in which the planet has changed and operated over the past 4.6 billion years. Includes both theoretical and practical experiences in the classroom, laboratory, and field. These culminate in (1) a term project on one aspect of the geology of the United States, and (2) a required weekend field trip designed to apply components of all experiences. *Prerequisite:* Geology 131 or 141. *Four credit hours.* **N** GASTALDO

[151] Introduction to Volcanoes and Volcanology Volcanoes have been critical in the formation of the Earth, our atmosphere, and the oceans, and they remain integral factors in the lives of billions of people around the globe. Students fulfill a natural science area requirement while learning: (1) how Earth processes operate, how volcanic processes have shaped local, regional, and global environments, and how they have affected human history and will affect humankind in the future; (2) the methods scientists use to understand these processes and impacts; and (3) that despite potential destruction of human infrastructure, volcanic eruptions produce benefits as well. *Three credit hours.* **N**

153j Meteorology Using text and real-time data, students discover how the basic principles of meteorology are used to understand weather systems and learn how to forecast weather patterns using these principles. A field trip allows those enrolled to interact with working meteorologists and discuss how forecasts are made for the public and private sectors. Students present their own meteorological research efforts, demonstrating their understanding of the principles and practices presented during Jan Plan. *Three credit hours.* **N** EPSTEIN

225s Mineralogy Introduces students to the methods geologists use to identify minerals and the geologic environments in which they form. Students will gain experience using the petrographic microscope, powder X-ray diffractometer, and scanning electron

microscope to identify major rock-forming minerals. Students will develop interpersonal, critical thinking, and communication skills that enable them to discuss the chemical and physical processes controlling mineral formation. Concepts learned serve as the foundation for subsequent upper-level geology courses. *Prerequisite:* Geology 141, Chemistry 141 (may be taken concurrently). *Four credit hours.* REYNOLDS

231f Structural Geology Structural geologists study the geometry of geologic structures such as faults and folds, how these structures form, their significance to the geologic history of an area, and their relationship to plate-tectonic motions. Enables students to: (1) evaluate a suite of geologic structures to draw conclusions about their formation and significance, (2) apply basic structural-analysis techniques to solve problems in a variety of geoscience disciplines, and (3) develop the three-dimensional thinking skills needed to evaluate subsurface geology using two-dimensional, surficial data sets. Aims to improve students' graphical and written communication skills and data collection and recording skills. *Prerequisite:* Geology 142. *Four credit hours.* MARSH

251f The Record of Life on Earth Using original research as an educational platform, students learn how to acquire and assess scientific data, to reference and synthesize primary literature, and to justify their arguments and conclusions in both written and oral forms. Provides a greater understanding of the processes responsible for a fossil record, its classification, the use of these data in evolutionary theory, the dynamics of individuals and populations or organisms over space and time, and the application of paleontological data to understanding ecological response to climate change, perturbation, and extinction mechanisms. *Prerequisite:* Geology 142 or one year of biology. *Four credit hours.* GASTALDO

254s Principles of Geomorphology Geomorphology is the study of the Earth and all its surficial expression and the continuing evolution of the planet as climate-dictated surface processes seek to remold the underlying solid Earth. Students learn the processes at work in the breakdown of rocks into soils and how mountains, valleys, and all the other myriad landforms of the Earth have originated, at a range of scales from millimeters to tens of kilometers. Through understanding of the processes at play in these origins, interpretations of the origin of extraterrestrial landforms becomes possible as well. *Prerequisite:* Geology 141. *Four credit hours.* NELSON

279j Geology of Bermuda Students will learn how the island of Bermuda, subjected to a variety of geologic processes, has evolved over the past two million years. They will be exposed to the scientific method and how geologists study the Earth, its materials, and its processes. During field and laboratory observations, students will investigate how organisms, including humans, and sedimentary processes have shaped Bermuda, how sediment is formed, moved, consolidated, and lithified, and the interrelationships between geology and biology. They will gain an appreciation of the complexities of living on an island and the anthropogenic impacts on a fragile ecosystem. *Prerequisite:* Geology 131 or 141. *Three credit hours.* RUEGER

[331] Plate Tectonics Primary-literature-synthesis course that guides students through the topic of plate tectonics from the development of the theory to some modern-day theories on crustal growth and plate-boundary processes. Students will be able to: (1) piece together a broad-scale interpretation of the evolution of a plate boundary using data and interpretations gleaned from the primary scientific literature, and (2) use basic thermochronologic, geophysical, geological, and geospatial data sets to interpret plate boundaries. Improving students' verbal and written communication skills while providing an experience in accessing, reading, and assimilating scientific literature. *Prerequisite:* Geology 231. *Four credit hours.*

332f 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.* REYNOLDS

[334] Mountain Belts The anatomy and analysis of collisional mountain belts. Students will learn to: (1) piece together a broad-scale interpretation of the evolution of a collisional mountain belt using data and interpretations gleaned from the primary scientific literature, and (2) apply modern microstructural and macrostructural techniques used to understand the deformation history of mountain belts. Also aims to improve oral and written communication skills and provide experience in accessing, reading, and assimilating scientific literature. Previously offered as Geology 398. *Prerequisite:* Geology 231 *Four credit hours.*

[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 An understanding of the causes of glaciation, mechanics of glacier formation, flow and transport, the resulting sedimentary facies and landforms (both erosional and depositional), and the history of glaciation on a North American and global scale. Students delve into the professional literature to come to understand the broad outline of what is known of the glacial history of Maine; multiple field trips are taken to key localities where students can experience and study sites and features covered in readings and classroom discussions. *Prerequisite:* Geology 254, or Geology 142 with a grade of B or better. *Four credit hours.*

[356] Sedimentation and Stratigraphy A workshop approach is hierarchically designed to teach students how to apply sedimentary rocks in their interpretation of Earth's stratigraphic record. Focusing on the development of a fundamental conceptual understanding of the sediments and resulting rock types found in Earth's sedimentary successions. Use of these classification schemes to build an knowledge of process-based models that reflect the features found in common environments in which these sediment types occur. These models are applied to select examples in the stratigraphic record in which both physical and remote-sensed (petrophysical) data are introduced and used to propose interpretations of past Earth conditions. Students will have the ability to evaluate the sedimentary rock record over space and time using presently accepted approaches and models. *Prerequisite:* Geology 225. *Four credit hours.*

[372] Quaternary Paleoecology In this directed-research course students will extract and learn how to identify pollen, plant macrofossils, and insect remains from a fresh research site. Students will gain an understanding of the usefulness of these organic remains in recent sediments to understand past environments and past climates, utilizing what is known of modern ecological requirements of organisms to reconstruct the environment that existed at a site when a particular suite of sediments was deposited. Other groups of organisms may be covered if they are found and time allows. Techniques

and skills developed are applicable in paleobiology, geology, and archeology. *Prerequisite:* Geology 142 and Chemistry 141; Geology 251 or Biology 271 is recommended. *Four credit hours.*

391fs Geology Seminar Paper discussions and presentations from invited guest lecturers on topics of current interest in all areas of the geosciences. Majors must complete three seminars during their course of study. Nongraded. *One credit hour.* GASTALDO

483f, 484s Senior Honors Project A culminating, research-intensive experience in which students engage in an original project with the expectation that results will be of significantly high caliber to warrant publication after review by committee. The final written report will be in a selected journal format, and project results will be presented formally in a professional context. Students should consult with major advisors during their junior year to learn about on-campus and off-campus opportunities and experiences that can be used in preparation for undertaking an honors program. *Prerequisite:* Permission of the instructor. *Three or four credit hours.* FACULTY

491f, 492s Independent Study A culminating, independent research experience that involves the application of skills learned in both field- and laboratory-based course work prior to enrollment. Each student will undertake an original investigation into some aspect of a geosciences problem at various scales. A final written report (see requirements for Honors in Geology option) and formal presentation in a professional context result in the successful completion of this course. Students should consult with major advisors during their junior year to learn about on-campus and off-campus opportunities and experiences that can be used in preparation for independent study. *Prerequisite:* Permission of the instructor. *One to four credit hours.* FACULTY

[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.*

GERMAN

In the Department of German and Russian.

Chair, PROFESSOR JULIE DE SHERBININ (RUSSIAN)

Associate Professor Arne Koch; Assistant Professor Cyrus Shaban; Faculty Fellow Monika Moyrer; Language Assistant Marlin Herrmann

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>American Studies</i>	198 Introduction to Film Studies
<i>Art</i>	331 Art of the Renaissance in Northern Europe
	352 Modern Art, 1880-1914
	353 Contemporary Art, 1914 to the Present
<i>English</i>	241 Introduction to Film Studies
	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
	435 Seminar: Memory and Politics
<i>History</i>	111 Europe from Late Antiquity to 1618
	112 Survey of Modern Europe
	224 Germany and Europe, 1871-1945
	297 Radical Europe, 1789-1968
	321 The First World War
	322 Europe and the Second World War
	421 Debating the Nazi Past
<i>Music</i>	242 Music History II
	352 Beethoven and the Myth of Beethoven
	494 Seminar: The Theories of Heinrich Schenker
<i>Philosophy</i>	240 Ethics on the Continent: From Kant to Levinas
	314 Karl Marx and Marxist Philosophical Thought
	355 Kant and German Idealism
	359 19th-Century Philosophy
<i>Religious Studies</i>	182 Jews and Judaism in the Modern World
<i>Sociology</i>	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 Enables students to acquire a high degree of competence in German as a language and a culture through communicative learning and interaction. The initial focus is on speaking as one of four skills. Repetition, memorization, role playing, and creative communication tasks inside and outside class are designed to help students acquire vocabulary and grammar. Emphasizes comparisons between students' native language/culture and German. A quick progression through the areas of speaking, listening, reading, and writing helps students understand traditions and everyday practices from the German-speaking world. *Four credit hours.* SHAHAN

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. Audiovisual 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 a variety of areas of German studies. *Prerequisite*: German 127 or appropriate score on the German placement exam. *Four credit hours.* MOYRER

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.* HERRMANN

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.* HERRMANN

[187] 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 cluster, "Identity After Auschwitz." *Prerequisite:* Concurrent enrollment in English 187 and Religious Studies 187. *Four credit hours.* L

231f Introduction to German Studies As the first course beyond the language sequence, this course 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.* MOYRER

[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.*

[237] 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

252s Mission Impossible: Multicultural German Literature and Film (in English) Introduction to German-speaking literature and film by writers and filmmakers of African (Ayim, Oguntoye), Japanese (Tawada), Jewish (Celan, Honigmann), Romanian (Müller, Wagner), Russian (Kaminer), and Turkish (Özdamar, Zaimoglu, Akin) backgrounds. Emphasis on contemporary literature, with background readings from the Enlightenment through the present. Examination of creative approaches to issues of migration, exile, and globalization, with focus on language politics, identity formation, gender, history and memory, and the multicultural city. Counts toward the German major or minor. Open to first-year students. Conducted in English. *Four credit hours.* L, I MOYRER

298s Youth, Pop, Violence We will question the representations and misrepresentations of youth and popular cultures in contemporary Germany. Includes investigation of the sometimes-violent intersections of youth and popular cultures by way of a novel, short stories, poems, essays, Internet articles, songs, and films. We will compare youth cultures past and present, as well as those in Germany and the United States, by writing blogs, journals, and essays. *Prerequisite:* German 128. *Four credit hours.* SHAHAN

329f, 330s Current Topics An informal weekly meeting for students at the advanced level for conversation practice. Source materials include newspaper and magazine articles, contemporary German film, television broadcasts, and podcasts, along with other media. Conducted in German. Does not count toward the language requirement or the German major or minor. May be repeated for credit. *Prerequisite:* German 128. Nongraded. *One credit hour.* HERRMANN

[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

397f Case Studies in German Literary History An exploration of the history of German literature through analysis and discussion of poetry, prose, and dramatic plays by representative authors and artists. Students will continue the practice of conversation and composition as primary texts are now read side by side with secondary and theoretical writings. Assignments will include weekly response papers, short critical essays, student presentation, and a semester research paper. *Prerequisite:* A 200-level German course. *Four credit hours.* MOYRER

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 SHAHAN

GOVERNMENT

Chair, ASSOCIATE PROFESSOR JOSEPH REISERT

Professors Anthony Corrado, Guilain Denoeux, G. Calvin Mackenzie, L. Sandy Maisel, and Kenneth Rodman; Associate Professors Walter Hatch, Joseph Reisert, and Jennifer Yoder; Visiting Assistant Professor Milan Babik

The Department of Government is a community of teachers and students dedicated to the study of politics, defined as the contest for and exercise of power.

At the conclusion of their course of study, majors in government should know: (a) the major theoretical arguments about the nature and purpose of political communities; (b) the salient features and the strengths and weaknesses of various political systems and the reasons for those strengths and weaknesses; and (c) the principal theoretical frameworks for understanding the causes of international cooperation and conflict.

Our graduates will demonstrate the ability: (a) to think critically and creatively; (b) to conduct political science research systematically, identifying and evaluating different sources of information and evidence; and (c) to communicate effectively the results of that research.

Requirements for the Major in Government

Fulfillment of the government major requires successful completion of 10 courses in government, including: Government 111, 131, 171; at least one “gateway” and one “thematic” course in comparative government; and a 400-level senior seminar. The gateway courses include Government 251, 252, 253, 256, and 259; the thematic courses include Government 263 (taught as 398C in 2010), 333, 344 (taught as 398A in 2010), 353, and 357. A writing project meeting the department’s guidelines is also required.

Government majors should complete all of the required 100-level courses by the end of their sophomore year. Note that beginning with the Class of 2014 the only 100-level government courses that may be counted for the major are the required introductory courses. Students with a score of 5 on the Advanced Placement examination in U.S. Government and Politics may elect to substitute a 200- or 300-level course in American Politics for Government 111. Among the courses counted toward the government major, all of the required, introductory 100-level courses, the 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 or make a contribution to a group research project judged by the supervising faculty member to be equivalent to a conventional 20-page research paper. The writing project can be a major research paper assigned as part of a course or the product of a freestanding independent study.

No government major may take any government course satisfactory/unsatisfactory. No requirement for the government major may be waived without written permission of the department chair.

The Senior Thesis and Honors in Government

For those students who intend to pursue the study of government in more depth, the department offers a senior thesis program that emphasizes substantial independent research under the close guidance of one or two members of the faculty. Students considering the thesis program are strongly encouraged to enroll in Government 281 during their sophomore or junior year. Students seeking admission to the senior thesis program are expected to seek approval of a sponsor and the department chair before the conclusion of their junior year. Students whose theses are judged worthy of honors by the department faculty will graduate "With Honors in Government." Further information is available from the department chair and on the department's website.

Introductory courses at the 100-level are normally limited to 50 students, 200- and 300-level courses to 25 students, and 400-level courses to 12 students.

Internships are encouraged so that students can experience the practical as well as the more theoretical aspects of the field.

Course Offerings

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. Focus on the methodologies of political science as tools for expanding understanding of political phenomena and behavior. *Four credit hours.* S, U MACKENZIE, MAISEL

[113] Overview of the U.S. Legal System A discussion-oriented study of constitutional, criminal, and civil law, through readings, legal research, outside speakers, attending court, and visiting a maximum-security prison. Some field trips last all day. The fourth meeting of the week may vary between Thursday and Friday, depending on speaker availability. *Three credit hours.*

[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

[116] 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.*

131fs Introduction to International Relations An introduction to the basic concepts and theories of international relations, focusing primarily on the core issues of war and peace as they have evolved in the international system, as well as the prospects for cooperation through international institutions to address issues such as human rights, nuclear proliferation, the world economy, and the global environment. *Four credit hours.* S BABIK, HATCH, ROEMAN

171fs Introduction to Political Theory What is the nature and purpose of a political community? What is freedom? What is justice? How do such ideals relate to the design and functioning of political institutions? Political theory is the subfield within political science that addresses these and related normative and methodologically foundational questions. Introduction to classic works of political theory by Aristotle, Hobbes, Locke, Rousseau, Marx, and Mill. Students will demonstrate their understanding of the primary texts and their ability to formulate original arguments in political theory by means of papers and exams; class sessions are conducted as a mixture of lecture and discussion. *Four credit hours.* **S, I** REISERT

210f Interest-Group Politics Examines the role and behavior of organized interest groups in American politics. Provides students with an opportunity to develop their substantive knowledge of group behavior, to develop their writing skills through the completion of an independent research paper, and to develop their oral communication skills. *Four credit hours.* CORRADO

211s The American Presidency The organization, powers, and actions of the executive branch of the American government examined in historical and contemporary perspective. Students will use the tools and methodologies of political science to assess the modern presidency and its incumbents. *Prerequisite:* Government 111. *Four credit hours.* **U** MACKENZIE

[214] Parties and the Electoral Process An exploration of the electoral process in the United States, emphasizing the historical development of American parties and elections, the legal and constitutional contexts in which they exist, the practical aspects of modern campaigns, and the democratic values inherent in our electoral system and those of other nations. *Prerequisite:* Government 111 and sophomore or higher standing. *Four credit hours.*

[216] Political Rhetoric An introduction to the theory and practice of political rhetoric through the study of historically significant political speeches and the composition and delivery of original addresses, including intensive practice in persuasive writing and public speaking. Topics include the moral status of rhetoric and the identification and use of rhetorical figures and modes of persuasion. Works studied include the funeral oration of Pericles, speeches from Shakespeare such as Antony's subversive "Friends, Romans, countrymen," Lincoln's Gettysburg Address, and King's "I Have a Dream." For the culminating exercise, students will compose and deliver their own political speeches. *Three credit hours.*

[231] U.S. Foreign Policy: The Cold War An analysis of the major events facing the United States during the Cold War and the controversies surrounding them. Academic and policy debates over national security doctrines, the proper place of ideology in foreign policy, the role of economic factors, and domestic political institutions. Topics include the origin of the Cold War, nuclear weapons strategy, the Vietnam War, containment and detente, and the end of the Cold War. *Prerequisite:* Government 131. *Four credit hours.*

238f Politics of War Crime Tribunals Examines the politics of establishing tribunals to hold individuals criminally accountable for genocide and other atrocity crimes, from the Nuremberg and Tokyo trials after World War II through the International Criminal Court. Central questions involve the nature of post-conflict justice, the degree to which international legal bodies are insulated from or influenced by politics, and the impact of prosecution of transitions from war and dictatorship to peace and democracy. Academic and legal analysis combined with simulated court proceedings. Areas of application include

South Africa's Truth and Reconciliation Commission, the Milosevic trial, the Pinochet extradition hearing, and issues surrounding Guantanamo and Abu Ghraib. *Four credit hours.* **S** RODMAN

[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**

251s Israelis and Palestinians: Conflict and Accommodation An examination of the roots, evolution, and changing dynamics of the conflict between Israelis and Palestinians. Focuses on key historical junctures, from the British mandate over Palestine, through the "Oslo Process" and its collapse, to the new situation created by the events of the past few years including Hamas's victory in the parliamentary elections of January 2006, the Hezbollah-Israel war of July-August 2006, the growing divide between the West Bank and Gaza, and Israel's military assault on Gaza in December 2008-January 2009. Some attention is paid to media coverage of, and U.S. policy toward, the conflict. *Prerequisite:* Sophomore or higher standing. *Four credit hours.* **S, I** DENOEU

252f Politics of the Middle East An introduction to politics in the Middle East. Provides essential historical background, analyzes the socioeconomic and cultural context in which Middle Eastern politics takes place, examines the relationship between Islam and politics, and presents the most salient challenges faced by the region. Explores the roots and dynamics of authoritarianism in the region and delves into recent and ongoing efforts at political and economic reform in selected Arab countries. Topics selected for special attention include the resiliency and adaptability of authoritarian regimes in that part of the world, failed Arab democratization experiments and what can be learned from them, and key impediments to substantive democratization. *Prerequisite:* Sophomore or higher standing. *Four credit hours.* **I** DENOEU

[253] Latin American Politics An introduction to the political development of Latin America. Discussion of key ideas about economic development, authoritarianism, revolution and, in particular, democracy. Includes a look at the work of some of the most important political analysts writing about Latin America today. Employs both multidisciplinary and disciplinary approaches to examine key political issues in Latin American politics. The main objective is to develop analytical and critical-thinking skills as well as the ability to think comparatively about political problems. *Four credit hours.* **I**

256f Conflict in East Asia Introduces the domestic politics and foreign policies of nations/territories in East Asia, then pushes students to apply what they have learned to three specific cases of international conflict in Northeast Asia: the political status of Taiwan, competing memories of World War II, and the nuclear crisis on the Korean peninsula. It is, then, a survey course with a twist. Students will not only learn about the countries of this region and about the volatile mix of fears and aspirations, they also will learn how to think more deeply, communicate more effectively, and collaborate more successfully. *Four credit hours.* **S, I** HATCH

259s European Politics Examines the development of European political systems and their institutional arrangements, specifically how particular political arrangements may impact policymaking and implementation. Also explores several important questions

and debates in European politics. Exposes students to a variety of viewpoints and, through a range of different class assignments, helps students sharpen their research, analysis, writing, and oral presentation skills. *Four credit hours.* YODER

263f Democracy Assistance An introduction to the field of democracy assistance, taught from a practitioner's perspective. Students are exposed to key concepts, analytical frameworks, and techniques used by donors. Examines the main issues and debates in the field, the challenges and pitfalls specific to this craft, and what may be learned from both the successes and failures encountered by development professionals who have sought to support democratic forces abroad. Debates over the legitimacy, effectiveness, and evolving role of "democracy promotion" in U.S. foreign policy will be examined. Offered as Government 398C in 2010. *Four credit hours.* S, I DENOEUX

266j German Politics Examination of the political system of the Federal Republic of Germany, culminating in a discussion of the September 2009 parliamentary elections. Explores the German political parties, leaders, and policy debates central to the election. Students participate in a simulation of the negotiations to form a coalition government. Allows students to compare the German and American electorates, election campaign processes, and electoral and party systems. *Three credit hours.* YODER

[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 A survey of fundamental principles of American political thought as presented in the writings of such authors as Hamilton, Jefferson, Lincoln, and Roosevelt. General themes include the notion of republican government, concepts of liberty and equality, and the role of property in democratic society. Course is designed to provide students with an opportunity to develop critical-thinking and writing skills. *Four credit hours.* CORRADO

281s Concepts and Methods of Political Science Research An introduction to a variety of different approaches to the study of political phenomena, intended to prepare students to craft and complete more sophisticated research projects in political science. After discussing the nature and aims of scientific inquiry and the general features of effective research design, the course focuses on two broad methodological perspectives: explanation and interpretation. Within the former, topics covered include hypothesis testing and statistical analysis; within the latter, they include the problem of historical truth, symbolic representation, and discourse analysis. Assignments will include response papers, problem sets, and exams. *Prerequisite:* Permission of the instructor. *Four credit hours.* Q BABIK

297j Totalitarianism in Literature Investigates the phenomenon of totalitarianism from an unorthodox angle: through literary works. Initial lectures introduce the notion of totalitarianism in political theory, examine its conceptual validity, and review its two main historical examples: Soviet Bolshevism and German National Socialism. The main focus is on classic works of fiction dealing with utopia, dystopia, and the totalitarian mind, including novels by Orwell, Huxley, Zamyatin, and Kundera. Assignments will include papers, group presentations, and exams. *Three credit hours.* BABIK

298s Roots of Modern Conservatism An examination of the diverse intellectual sources of the contemporary conservative movement in America, from Edmund Burke to

the present. Questions to be addressed include: What does it mean to be a conservative? How (if at all) do conservative conceptions of man and society differ from liberal or "radical" visions? What (if any) is the relationship between conservative ideas and religion? How do the multiple strands of conservative thought relate to one another? Readings to be drawn from the works of Burke, Samuel Taylor Coleridge, Michael Oakeshott, Friedrich Hayek, Russell Kirk, and others. Assignments to include short analyses of the readings, in-class presentations, two longer analytical papers, and an exam (for which a long research paper may be substituted). *Prerequisite:* Government 171. *Four credit hours.* REISERT

313f Federalism in American Constitutional Law An examination of constitutional debates that have defined the structure and powers of the modern national government. Topics include: constitutional interpretation; the operation and desirability (or not) of judicial review; the scope of the states' police powers in relation to congressional power; the conflict between economic rights and the modern regulatory state; and the powers of the president, especially in times of terrorism, emergency, and war. Readings include U.S. Supreme Court decisions and related documents, as well as secondary works in political science and law. Assignments include case briefs, class participation, papers, simulations (e.g., moot courts), and exams. *Prerequisite:* Government 111. *Four credit hours.* U REISERT

[314] Civil Liberties in American Constitutional Law An examination of legal, moral, and philosophical controversies involving rights and liberties arising under the Bill of Rights and the 14th Amendment. Topics include the nature of rights and theories of constitutional interpretation; the right to the free exercise of religion and the establishment clause; freedom of expression; the "right of privacy" and protections for contraception, abortion, and homosexuality; and affirmative action and the status of women and minorities under the law. Readings include U.S. Supreme Court cases and related works of moral and political philosophy. *Prerequisite:* Government 111. *Four credit hours.* U

[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.*

[317] The Policymaking Process The policymaking process, including agenda setting, program formulation, consensus building, implementation, and the use and misuse of policy analysis. Special attention to methods and techniques of policy evaluation. Primary focus on policymaking at the national level in the U.S. government. *Prerequisite:* Government 111. *Four credit hours.* U

[318] 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.*

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

[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-à-vis cases of Cold War interventionism, East-West trade, economic sanctions, trade policy, the role of international banking, the arms industry, and the oil companies. *Prerequisite:* Government 131. *Four credit hours.*

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

[333] Globalization and Social Innovation Exploration of some important debates in globalization, new developments and ideas shaping markets and other arenas, and different global approaches to address the issue of poverty. Centers on the phenomenon of social innovation, which has become one of the most talked-about and controversial themes in the fields of development and governance. The key notion underlying the idea of social innovation is that the initiatives of individuals and communities are important to make society more democratic, more equal, and more sustainable. Students discuss, analyze, and challenge new ideas oriented to meet social needs and build more equitable societies. *Prerequisite:* Two courses focused on international issues and permission of the instructor. *Four credit hours.*

[335] 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 toward the United States. Special attention to post-Cold War issues such as the war on drugs, democracy promotion, international migration, hemispheric trade, financial crises, crime, and terrorism. *Prerequisite:* Government 131, 151, or 253. *Four credit hours.*

[344] 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. Offered as Government 398A in 2010. *Prerequisite:* Government 257, 258, or 259. *Four credit hours.*

[353] 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.*

354s The European Union How should we understand the European Union? Is it a regional trade bloc, an international organization, or even a state—and if so, what kind? Is it, as some have suggested, a superpower on par with the United States? If it is as significant as many attest, what are the implications for the primacy of nation-states and national sovereignty? This course provides a detailed and critical understanding of what the EU is and how it works. Through a variety of assignments, students analyze the design, construction, and operation of the new institutions of governance in Europe. *Prerequisite:* Government 131 or 151. *Four credit hours.* YODER

[355] 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.*

356s 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.* HATCH

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. Highlights both similarities and differences in political processes across countries, evaluates the political changes taking place in each of them, and delves into the nature of the challenges they confront. For each country, key political actors are identified, and their resources, interests and strategies are analyzed. Examines how these actors relate to one another according to both formal and informal "rules of the game" that confer a distinctive flavor on each country's political dynamics. *Prerequisite:* Government 252 *Four credit hours.* DENOEUX

359f 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.* YODER

[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.*

398s Wilson and Wilsonianism in U.S. Foreign Policy A critical examination of the international thought and practice of President Woodrow Wilson and his legacy in U.S. foreign policy. Participants will gain a detailed understanding of Wilson's statecraft, historical and intellectual context, and influence on subsequent American diplomacy. Specific policies such as the Mexican intervention, World War I entry, and the League of Nations will be discussed against the broader background of Wilson's views on religion, liberty, democracy, historical progress, and America's manifest destiny. Assignments will include exams, presentations, and a research paper. *Prerequisite:* Government 131 or History 132. *Four credit hours.* BABIK

413f Seminar: Policy Advocacy Intensive study of selected public-policy issues and the techniques of policy advocacy; emphasis on oral presentations of policy positions. *Prerequisite:* Government 111. *Four credit hours.* MACKENZIE

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

[415] 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.*

421f Seminar: Prospects for Political Reform Examines issues and various policy alternatives associated with reform of the electoral process. Topics vary but may include reform of candidate selection process and methods of voter participation. Designed to advance research, writing, and communication skills by requiring students to conduct an independent written research project and present the results to the seminar. *Prerequisite:* Senior standing as a government major. *Four credit hours.* CORRADO

432s Seminar: U.S. Foreign Policy Examines debates surrounding U.S. foreign policy and multilateral institutions with a principal focus on national security issues in the post-Cold War world. Central questions focus on when the United States should define its security in terms of acting within or strengthening international laws and institutions or whether it should maintain its freedom to engage in unilateral actions in a dangerous world. Areas of application include the use of force, counterterrorism, nuclear nonproliferation, and arms control. *Prerequisite:* Government 131 and senior standing. *Four credit hours.* RODMAN

435f Seminar: Memory and Politics An exploration of domestic and international attempts to answer difficult questions about justice, collective memory, and democratic transition, particularly as they relate to whether and how a society should address a difficult past. *Prerequisite:* Permission of the instructor. *Four credit hours.* YODER

[450] 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

451f Seminar: Political Violence A seminar exploring a variety of theoretical perspectives on political violence, with particular emphasis on terrorism and ethnic and religious violence. Introduces key relevant concepts and analytical frameworks and provides students with an opportunity to apply them to a case study of their choice. Students present the preliminary results of their research projects to the class. *Prerequisite:* Permission of the instructor. *Four credit hours.* I DENOEU

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

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 Western civilization and culture finds its basis in the ideas and thoughts of the ancient Greeks. Students acquire the basic principles of ancient Greek grammar, syntax, and vocabulary while learning to translate both simple and some compound sentences from Greek to English and from English into Greek. The grammatical and syntactical aspects also bring an appreciation for and understanding of a radically different culture, separated from us by time and space. Other learning goals include developing reading comprehension skills, enhancement of critical and analytical faculties, and attention to detail. *Four credit hours.* H. ROISMAN

112s Intermediate Greek Students continue to acquire the basic principles of ancient Greek through grammar, syntax, and vocabulary, and thus come closer to the ideas and thoughts of the ancient Greeks. Students will acquire the elementary knowledge of the tools necessary to read original Greek text. The various passages in the original Greek that the students read bring them to the appreciation for ancient Greek literature. Learning goals include developing reading comprehension skills, enhancement of critical and analytical faculties, attention to detail. Satisfies the second semester of language requirement. *Prerequisite:* Greek 111. *Four credit hours.* H. ROISMAN

131f Introduction to Greek Literature Introduction to the reading of original ancient Greek text. The choice of text varies from year to year and consists of either poetry or prose. Focus on applying the concepts of syntax and grammar learned in previous semesters. It includes textual and literary analysis of the selected work. Learning goals include decoding of ancient text, further development of reading ancient Greek and comprehension skills, enhancement of critical and analytical faculties, improvement of oral argumentational structuring skills. *Prerequisite:* Greek 112. *Four credit hours.* L H. ROISMAN

[232] Male Deception: Sophocles's *Philoctetes* Sophocles's *Philoctetes* dramatizes the suffering and rage of a hero who was abandoned on a deserted island because of a putrefied and bad-smelling wound. Ten years later his comrades realize that without Philoctetes and his bow Troy cannot be captured, and they want him back. The play questions the values of betrayal, loyalty, and friendship. It debates the value of truth and deception as means for attaining goals, and the war itself. *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

252f Euripides's *Hippolytus: The Stepmother and the Prince* Phaedra lusts after her stepson Hippolytus, who expresses his devotion to the virgin goddess Artemis by choosing sexual chastity. His angry rejection of Phaedra's advances leads to suicide, false accusations of rape, and an ever-worsening family tragedy. We shall discuss and examine the interactions of this family through the prism of Greek tragedy's perspective on deception, truth, and emotional or devotional excess. *Four credit hours.* H. ROISMAN

[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

[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.*

[356] Homer, *Iliad* 1: Hero's Rage Achilles's quarrel with Agamemnon followed by his decision not to fight caused the Greeks and their allies many casualties and led to the deaths of Patroclus and Hector. The episode described in *Iliad* 1 questions the values of authority, hierarchy, bravery, gratitude, loyalty, and arrogance, as well as the attitude of the Homeric Greeks toward their wives and concubines. The description of events allows us to analyze the emotions of anger, restraint, as well as forgiveness. Learning goals include further development of Greek reading and comprehension skills, familiarity with the Homeric epic, enhancement of critical and analytical faculties, improvement of oral and argumentational structuring skills, refinement of writing skills. *Prerequisite:* Greek 131. *Four credit hours.* L

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

359s Menelaos and Paris: Homer's *Iliad* In preparation for the combat between Menelaos and Paris, Helen shows herself on the walls of Troy. Will the two heroes, rivals for her hand, fight to the death? If not, what will happen next? *Four credit hours.* L H. ROISMAN

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

HISTORY

Chair, PROFESSOR PAUL JOSEPHSON

Professors Paul Josephson, Elizabeth Leonard, Raffael Scheck, Larissa Taylor, James Webb, and Robert Weisbrot; Associate Professor Ben Fallaw; Assistant Professor John Turner; Visiting Assistant Professors Erin-Marie Legacey and Robb Haberman; Instructor Elizabeth LaCouture

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 website.

Note: All three- or four-credit-hour courses offered by the History Department fulfill the all-College area requirement in historical studies (H).

Course Offerings

106f Greek History Listed as Ancient History 158. *Three or four credit hours.* H, I J. ROISMAN

[111] Europe from Late Antiquity to 1618 A thematic and interdisciplinary introduction to European history from ancient Greece to the beginning of the early modern period (500 B.C.E. to 1618 C.E.) with a focus on analysis and understanding of different events, time periods, and concepts. Based primarily on the use of primary sources, students learn not only about the major events of the Western past but also how to ask and answer the whys and hows of events and situations in the ancient and medieval world through examinations, response papers, class participation, and a final essay. *Four credit hours.* H, I

112s A Survey of Modern Europe An introduction to four centuries of an eventful and exciting history that has shaped not only Europe but the world of today. It includes an analysis of social structures, the role of the state, claims to political participation, intellectual currents, and a synthesis of everyday life and large-scale historical events changing at different paces. *Four credit hours.* H, I LEGACEY

131f Survey of U.S. History, to 1865 A general overview of key issues and events in U.S. history from the age of settlement through the Civil War. *Four credit hours.* H, U HABERMAN

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

[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 cluster, "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 Great Depression of the 1930s is still the worst economic collapse of modern times. Why did it come about? How did it pose a crisis of faith in capitalism? How did Americans cope with the hard times, and how did the experience shape their values and behavior? In what ways did the federal government respond, to what ends, and with what consequences? In exploring these historical problems, the course aims to hone critical thinking and interpretive skills, to help students write clearly, concisely, and precisely, and to foster clear, logical, and informed exchanges of ideas. Part of the three-course Integrated Studies 137 cluster, "American Stories: Understanding the Great Depression." *Prerequisite:* Concurrent enrollment in American Studies 137 and English 137. *Four credit hours.* H WEISBROT

[151] Introduction to East Asia from Ancient Times to the 17th Century Listed as East Asian Studies 151. *Four credit hours.* **H, I**

152f 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

[174] Introduction to Latin American Studies Listed as Latin American Studies 174. *Four credit hours.* **H, I**

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

200fs 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, LEONARD

[210] Christianity from the Reformation to the Present Listed as Religious Studies 236. *Four credit hours.* **H**

[216] Church History and Theology in Medieval Europe Introduces students to the history and theology of Christianity from ancient through medieval times, ending with the Lutheran Reformation. After an introduction to the Bible and the earliest missions, we trace developments in doctrine, heresy, persecution, popular beliefs, gender, organizational structures, and relationships with other religions, specifically Judaism and Islam. *Four credit hours.* **H**

- 221j Topics in Maine's Jewish History** Listed as Religious Studies 221. *Three credit hours.* **H, U** FREIDENREICH
- [224] Germany and Europe, 1871-1945** What went wrong with Germany from the first unification to the catastrophe of Nazism? Examining the question of German peculiarities within the European context and the debate on continuities in recent German history. Focus on critical reading and writing skills and on understanding historical processes including patterns of exclusion and intolerance. *Four credit hours.* **H, I**
- 227f The Russian Empire: Russia Looks to the West, 1613-1905** The cultural and social history of Russia. Topics include Kievan Rus', the rise of Moscow, the westernizing influence of Peter the Great, and the development of serfdom and autocracy. Focus on Russia's self-identity as Western or Eastern and on the challenges of building civil society. *Four credit hours.* **H, I** JOSEPHSON
- [228] 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**
- 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** LEONARD
- 232s American Women's History, 1870 to the Present** An exploration of critical topics in the history of women in America from Reconstruction to the present, including the struggle for suffrage, black women in the aftermath of slavery, women and the labor movement, the impact on women of two world wars, birth control and reproductive freedom, women's liberation, the feminization of poverty, and the backlash against feminism. *Four credit hours.* **H, U** LEONARD
- [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**

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

[242] 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**

[245] 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**

246s Luddite Rantings: A Historical Critique of Big Technology Adopting a technologically determinist argument, the instructor will subject to withering criticism the way in which Westerners, and in particular Americans, have embraced such technologies as automobiles, computers, reproductive devices, rockets, and reactors, with nary a thought about their ethical, moral, political, or environmental consequences. Students will be encouraged to argue. *Four credit hours.* **H** JOSEPHSON

247f African-American History, from Slavery to Freedom Explores the experience of blacks in American society from Colonial times through the present. Subjects focus on racism, slavery, the role of African Americans in shaping the nation's history, and the ongoing struggle for equality. In exploring these historical developments, the course aims to expose students to a range of primary and scholarly sources; to hone critical thinking and interpretive skills; to help students write clearly, concisely, and precisely; and to foster clear, logical, and informed exchanges of ideas. *Four credit hours.* **H, U** WEISBROT

250s History of Modern China A survey of modern China from the late Qing Dynasty (18th century) to the present, examining how the idea and reality of "China" and "Chinese-ness" changed over time through exploring the relationship between ideological change and everyday life. Topics include the decline of empire and the rise of the nation-state, changing relationships between state and society, the development of ethnic, national and gender identities, urban cosmopolitanism, and communism and capitalism with Chinese characteristics. Previously offered as History 297. *Four credit hours.* **H, I** LACOUTURE

[258] Anthropology, History, Memory Listed as Anthropology 258. *Four credit hours.*

[261] 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**

[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**

274f 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** FALLAW

[275] 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**

276s Patterns and Processes in World History An introduction to patterns and processes in world history. Themes include the evolution of trade and empire, global balances in military and political power, impacts of disease, the evolution of capitalism, slavery and its abolition, global migrations, industrialization, imperialism, and decolonization. Students read essays and study maps of historical patterns and processes and write essays to hone their critical-thinking and writing skills. *Four credit hours.* **H, I** WEBB

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

[282] The Making of Judaism Listed as Religious Studies 282. *Four credit hours.* **H**

285f 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** TURNER

297f Radical Europe, 1789-1968 An examination of the significance of revolution in the development of the modern world. Topics include the Enlightenment, the French Revolution, Napoleon Bonaparte, the revolutions of 1848, Marxism, anarchism, the Russian Revolution of 1917, and the student-worker uprisings of 1968. Although it covers almost 200 years and the entire European continent, this course unites seemingly disconnected events by searching for evidence of a transnational revolutionary tradition. *Four credit hours.* **H** LEGACEY

298As Reforming the Nation: The Early American Republic In the period between the Revolution and the Civil War, citizens of the United States experienced a series of rapid and at times bewildering changes. Confronted by an expanding polity, commercial growth, westward expansion, and divisive sectionalism, many Americans sought to cope with and control these changes by embracing personal and collective reform. This course

will focus on the ways that Americans sought to achieve security and stability, as well as their attempts to mold a shifting economic, political, and cultural landscape. *Four credit hours.* **H** HABERMAN

298Bs History of Modern Paris, 1715 to the Present An examination of the history of the city of Paris from the 18th century to the present. Covers a wide range of social and cultural topics including urban violence and revolution, Bohemianism, the *fin-de-siècle* art scene, Americans in Paris, Nazi occupation, existentialism, and the escalation of racial tensions in the late 20th century. Students will engage with a wide array of primary and secondary source material such as novels, memoirs, and films. *Four credit hours.* **H** LEGACEY

298Cs Spaces and Places in the Anglo-Atlantic World In recent decades, scholars have defined the Atlantic Ocean as a site of interaction between the peoples of Africa, Europe, and the Americas. An investigation of how new communities were formed within this Atlantic world between 1640 and 1800. Includes an examination of specific spaces and places like New England towns, mid-Atlantic urban cities (including New York and Philadelphia), ocean-borne slave ships, and plantations in the West Indies or Caribbean. A consideration of issues of collective identity, political organization, religious practices, and race relations. *Four credit hours.* **H** HABERMAN

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

[311] **Sainthood and Popular Devotion in the Middle Ages** Exposes the religious beliefs and practices of the people of the ancient and medieval world, looking beyond what was prescribed by the institutional church. How did religious behaviors structure people's lives? Why did some go so far outside of the accepted norms that they were considered heretics? Examines the role of women and non-Christians in medieval religious life. After extensive reading and discussion of secondary sources, students work on their own research projects using primary sources and present their final product to the class. *Prerequisite:* Prior course in medieval history recommended. *Four credit hours.* **H**

[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**

[315] **Heresy, Humanism, and Reform** Why would someone be willing to kill or be killed for religious beliefs? The question is as relevant in the modern world as it was in the century of the Reformations. Using microhistories and *mentalités* as the basis for our study, this seminar will use discussion and extensive writing exercises to examine this issue as it related to the inquisition, anti-Jewish sentiment at the end of the Middle Ages, and the development of Lutheranism and the reformed religions. How did changes

in belief restructure and challenge the very bases of European societies? What role did women play in religious change? We will also look at the beginnings of 'toleration' and the ambiguous meanings of the word. *Prerequisite:* Junior or senior standing or a prior course in medieval history or religion. *Four credit hours.* **H**

[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**

[321] The First World War Covers the origins of the war, its impact on European societies, the experience of soldiers and of civilians on the home front, and the war's long-term legacy in Europe and the wider world. Focus on the meaning of total war, patterns of intolerance and persecution, the crusading spirit, and the sheer scale of violence. Includes an individual research component. *Four credit hours.* **H, I**

[322] Europe and the Second World War Aims to provide a deeper understanding of the origins of the war, its military, civilian, and diplomatic aspects, and its effects. Starting with an intensive look at the First World War and its aftermath, because the Second World War is hardly imaginable without the original "Great War." Includes targeted debates on crucial aspects of the war and a strong research component. The focus is on Europe, but the global dimensions of the war receive ample consideration. The goal is to understand historical processes in their dramatic and unsettling openness. This is particularly important given that the outcome of the Second World War was extremely hard to predict at the start, leading many Europeans early on to make decisions based on what turned out to be a completely false expectation of the future. *Three credit hours.* **H, I**

[323] 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**

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.* **H** 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 Québec or Louisbourg in Nova Scotia. *Prerequisite:* A course in early European or American history. *Four credit hours.* **H**

336f After Appomattox An examination of America from the Confederacy's collapse in April 1865 to the Supreme Court's decision in *Plessy v. Ferguson* in 1896. What were the major issues facing the nation once the shooting war was over? What did Reconstruction accomplish? How much did emancipation change the lives of African Americans? Did women's activism on behalf of the war effort accelerate their expectations for equality in the postwar period? Where did all those soldiers go? We will address these and many other important questions. Enhances critical historical reading and thinking, excellence in research and writing, and competence in oral presentation. *Four credit hours.* **H, U** LEONARD

[337] The Age of the American Revolution The American revolutionary period (ca. 1760-1820), blending political, social, intellectual, and cultural history, from 18th-century America as a society built on contradictions (liberty and slavery, property and equality, dependence and independence) through the rebellion against Britain to the democratic, slave-owning, egalitarian, libertarian, and hyper-commercial world of the early republic. *Four credit hours.* **H, U**

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**

350f 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. Previously listed as History 398. *Four credit hours.* **H, I** LACOUTURE

364s Environmental and Health History in Africa A seminar on major issues in African environmental and health history. Topics include the impacts of the horticultural, agricultural, and livestock revolutions; the "Columbian Exchange" and the "Monsoon Exchange"; the rinderpest pandemic; colonial-era campaigns to control sleeping sickness, TB, and malaria; the colonial-era transformations of African disease environments; African and Western conceptions of disease etiologies; the interface between allopathic, traditional, and religious healing; and postcolonial campaigns against HIV. *Four credit hours.* **H, I** WEBB

[374] Religion and World War II Listed as Religious Studies 334. *Four credit hours.*

381s Women and Gender in Islam A comprehensive introduction to the construction of gender in the Islamic Middle East. Puts the lives of contemporary Muslim women and men into a deeper historical perspective, examining the issues that influence definitions of gender in the Islamic world. Through monographs, essays, novels, stories, and film, examines the changing status and images of women and men in the Qur'an, hadith/sunna, theology, philosophy, and literature. Traces changes and developments in those constructions of identity beginning with the rise of Islam and continuing through contemporary understandings. *Four credit hours.* **H, I** TURNER

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

[389] 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**

[394] Ecological History A seminar on major issues in ecological history. Topics include the relationship between ecological science and environmental history; the early impact of the agricultural revolutions; the "collapse" of early civilizations; processes of deforestation and desertification; the rise of the conservation movement; ecological costs and benefits of technological efforts to engineer nature; biological innovations and chemical controls; the paradox of population growth; and the contemporary crisis of modern agriculture and diet. *Four credit hours.* **H, I**

397Af Print and Politics in the American Revolution Examines the ways that the American Revolution affected the course of U.S. society, politics, and culture. Scholars have long debated whether the Revolution entailed a dramatic transformation, and we will enter this debate by focusing on such seminal texts produced during the revolutionary era as *Common Sense* and the *Federalist Papers*. In addition to studying the key arguments forwarded in these texts, we will focus on how their production, circulation, and reception influenced the outcome of revolutionary events. *Four credit hours.* **H** HABERMAN

397Bf From Vampires to the Guillotine: The Dead in European History Surveys the history of the dead in Europe from the late medieval period to 1900. After introducing students to the dynamic relationship between the living and the dead, explores historical fears of the undead such as vampires and ghosts. Then looks at the different ways that Europeans suppressed these fears and began using the dead for scientific and entertainment purposes. Finally, examines practices such as bodysnatching, dissection, Madame Tussaud's Chamber of Horrors, and different aspects of killing in the public sphere, including execution and murder. *Four credit hours.* **H** LEGACEY

[400] Senior Research Colloquium Designed to prepare honors students with independent research, writing, and presentation skills that will lead to a major, original research project. Students will focus on intensive writing, peer and professorial review in every class meeting, and will develop the collegial skills and confidence to work independently in the second semester under the guidance of their advisor before presenting their work at the Colby Undergraduate Research Symposium. *Prerequisite:* Departmental approval to undertake a full-year senior honors project. *Four credit hours.*

[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**

[414] 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**

[421] 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 Germany, the genesis and execution of the Holocaust, and the problems of postwar Germans in dealing with the Nazi past. Focus on critical research, reading, and writing skills and on understanding historical processes including patterns of exclusion and intolerance and charismatically underpinned violence. *Prerequisite:* Permission of the instructor. *Four credit hours.* **H, I**

[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**

[436] 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. 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.* **H**

[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**

[446] Research Seminar: Historical Epidemiology An exploration of humankind's historical experience with disease. Topics include the nature of disease and health, the origins of disease, the distribution of disease over time and space, therapeutic and prevention strategies, epidemics of infectious disease, international health interventions, epidemiological transitions, and behavior and disease. Students learn to integrate natural science and social science perspectives, writing weekly intellectual journals, engaging in seminar discussion, undertaking a research project on the history of disease, and making a public presentation of their research. *Prerequisite:* History 261, 276, or 394. *Four credit hours.* **H**

447f Research Seminar: The Cold War Soon after World War II the Soviet Union and the United States began a struggle for military, diplomatic, economic, and ideological supremacy. Why did this confrontation develop? Why did it risk mutual nuclear annihilation and dominate global politics for more than 40 years? How did it shape and reflect the societies and governments that waged it? In exploring these issues, the seminar aims to expose students to diverse primary sources; to hone critical thinking and interpretive skills; to help students write and speak clearly, concisely, and precisely; and to foster independent research through a semester-long project. *Prerequisite:* Permission of the instructor. *Four credit hours.* **H** WEISBROT

[461] Research Seminar: The History and Development of Islamic Law An examination of questions—how law comes to be; who has control over it; what makes it Islamic; how is it different from other systems—leading to a deeper understanding of the functions, diversity, and trajectories of Islamic law. We will explore the roots, historical paths of formation, and development of the major schools of Islamic legal thought and their arguments over and elucidation of *Shari'a*. This will shed light on current Islamist movements and their claims to that heritage and to the law. *Prerequisite:* Permission of the instructor. *Four credit hours.* **H**

473f Research Seminar: Historical Roots of Violence in Modern Latin America Why have Latin American nations experienced persistent violence? We examine its historical roots from an interdisciplinary perspective. How do social, political and cultural historians, as well as anthropologists, sociologists, political scientists and psychologists explain social and ethnic conflicts, domestic violence, torture, insurgencies and counter-insurgencies, and “dirty wars”? Objectives include a response paper, in-class presentations, a critical book review, a substantial (c.30 page) research paper, the first draft of which will be presented and critiqued in class. *Prerequisite:* A previous course on Latin America and permission of the instructor. *Four credit hours.* **H, I** FALLAW

484s History Honors Program Majors may apply late in their junior year for admission into the History Honors Program. Taken in spring semester (after History 400 in the fall) this course requires research conducted under the guidance of a faculty member and focused on an approved topic leading to the writing of a thesis. Upon successful completion of the thesis and the major, the student will graduate “With Honors in History.” *Prerequisite:* Senior standing, a 3.5 grade point average in the history major at the end of the junior year, and permission of the instructor. *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

493f Seminar: Advanced Research in East Asia Listed as East Asian Studies 493. *Four credit hours.* LACOUTURE

498As Communication, Society, and Culture in Early America This seminar will examine how the peoples of early America (ca. 1600-1840) used different communication modes to shape their social relations, political culture, religious beliefs, and economic activities. Students will investigate how a range of practices and media, whether in the form of Indian treaties, transatlantic correspondences, or working-class newspapers, evolved over time and transformed the production, circulation, and exchange of ideas and information. *Four credit hours.* **H** HABERMAN

498Bs 20th-Century Environmental History Students will consider the role of scientists, engineers, state officials, and the public in shaping the natural world in the

20th century. The focus will include major hydroelectrical, nuclear, agricultural, and transportation infrastructure in North America, Europe, and South America. Students will complete an original research paper. *Four credit hours.* **H** JOSEPHSON

498Cs French Revolution and Human Rights In 1789 the French revolutionaries declared that “all men are born and remain free and equal in rights.” We will examine the history of the revolution as one of the earliest and most influential, but also most contradictory, articulations of human rights. We will begin by looking at how 18th-century men came to the conclusion that rights were universal, natural, and self-evident. Weekly discussions on a different aspect of human rights and examination of how it played out in revolutionary ideology, society, and culture. Topics include universal suffrage, freedom of religion, rights for women, persecution of homosexuality, and the abolition of slavery and torture. *Prerequisite:* Senior standing. *Four credit hours.* **H, I** LEGACEY

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, ASSOCIATE PROFESSOR MARGARET MCFADDEN

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 in the list of courses and are cross-listed in their respective departmental sections of this catalogue. Each course is offered for four credit hours. Enrollment in each first-year cluster is limited to 15 to 20 students.

Course Offerings

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.* BEVIER, CARLSON, CHRISTENSEN, PETERSON

129f Islands in the Sun A three-course cluster with a focus on islands as lands of special origin and biological richness—lands that, as settings, give their own special twist to literature and film as well. Special attention will be paid to the scientific importance of the Galapagos Islands of Ecuador. See Biology 129, English 129, and Geology 129 for course descriptions. **Fulfills the Composition (English 115) and non-lab Natural Science requirements.** *Twelve credit hours.* BURKE, NELSON, WILSON

[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 American Stories: Understanding the Great Depression The devastating crash of the U.S. economy in 1929 caused many Americans to question their faith in capitalism, values, ways of organizing family life, sense of community, and understanding of the social contract between citizens and their government. Americans used art, film, photography, literature, theater, music, and other creative forms to represent their views and to reinvent and re-imagine a vibrant new America from the ruins of the old. We explore these cultural responses to economic and political crisis, paying special attention to the ways different groups contended to define the complexities of the Depression years and shape the national future. See American Studies 137, English 137, and History 137 for course descriptions. **Satisfies the Arts, Composition (English 115), History, and Literature requirements.** *Twelve credit hours.* KELLER, MCFADDEN, 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.*

143f Buddhism and Zen A three-course cluster devoted to Buddhist and Zen traditions. The philosophy course traces the emergence and development of Buddhist ideas in India, their introduction into China, and the resulting emergence of "Zen" Buddhism in Japan. The art history course examines the material history of Buddhist practice, including how the transfer of certain commodities (such as tea and silk) affected the spread of Buddhism from South to East Asia, and how form, style, and content evolved into modern Buddhist art forms. The English course will explore more liberally the spiritual heart of the Buddhist tradition: the expressions and practices that distinguish Buddhism as an attitude that is fundamentally lived. See Art 143, English 143, and Philosophy 143 for course descriptions. **Fulfills the Arts, Composition (English 115), International Diversity, and Literature requirements.** *Twelve credit hours.* BEHUNIAK, HARRIS, WEITZ

[175] 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.*

[187] 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, Composition (English 115), History, and Literature requirements.** *Twelve credit hours.*

[245] Science, Race, and Gender A two-course cluster. See Biology 245 and History 245. *Eight credit hours.*

INTERNATIONAL STUDIES

Director, ASSOCIATE PROFESSOR JENNIFER YODER

ADVISORY COMMITTEE: Professors Patrice Franko (Economics and International Studies), Paul Josephson (History), Bénédicte Mauguère (French), Kenneth Rodman (Government), and James Webb (History); Associate Professors Ben Fallaw (History and Latin American Studies), Walter Hatch (Government), Jennifer Yoder (Government and International Studies) and Hong Zhang (East Asian Studies); Assistant Professors Maple Razsa (International Studies), Cyrus Shaban (German), 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 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
<i>Government</i>	253 Latin American Politics
	335 United States-Latin American Relations
	450 Democratization in Latin America
<i>History</i>	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 Research Seminar: 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>	265 The Short Novel in Spanish America
	266 Language of Spanish Cinema
	273 Contemporary Spanish-American Short Story
	354 Detective and Spies: Forms of Popular Culture in Spanish-American Fiction
	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)
<i>German</i>	231 Introduction to German Studies
	237 The German Fairy Tale in Popular Culture
	298 Youth, Pop, Violence
	397 Case Studies in German Literary History
	493 Seminar: Ideologies and Identities

- 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
297 Radical Europe, 1789-1968
322 Europe and the Second World War
327 Daily Life Under Stalin
397B Death in Early Modern Europe
421 Research Seminar: Debating the Nazi Past
445 Research Seminar: Nuclear Madness
498C French Revolution and Human Rights
- International Studies* 451 Ethnicity, Nationalism, and the State in Europe
- Russian* 231 Tolstoy and Dostoevsky
232 Topics in 19th-Century Russian Literature
237 Gamblers, Madmen, and Murderers
346 20th-Century Russian Poetry
425 20th-Century Short Works
426 The 19th-Century Russian Novel
427 Re-Imaging Russia: Cinema and Russian Society
1986-2009
428 The 20th-Century Russian Novel
- Spanish* 266 Language of Spanish Cinema
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
341 Culture, Mobility, Identity: Encounters in the African Diaspora
397A Religions of Africa and the African Diaspora
- 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 Environmental and Health History in Africa
- The Middle East:*
- Government* 251 Israelis and Palestinians: Conflict and Accommodation
252 Politics of the Middle East
358 Comparative Arab Politics

<i>History</i>	184 History of the Modern Middle East
	381 Women and Gender in Islam
	389 History of Iran
Asia:	
<i>Anthropology</i>	239 Southeast Asian Cultures and Societies
	339 Asian Pacific Modernities
<i>East Asian Studies</i>	152 Introduction to East Asia from the 18th Century to Modern Times
	231 The Chinese Novel: Vignettes of Life in Imperial China
	252 Hell on Earth? Chinese Writers on Modern Chinese Society
	254 China in Transition
	257 From Communism to Consumerism
	261 Japanese Language and Culture
	271 Women in Japanese Cinema and Literature
	353 Globalization and Human Rights in China
<i>Economics</i>	292 Economic Transition in China
	294 Economic Policy and Performance in East Asia
<i>Government</i>	256 Conflict in East Asia
	355 Winners and Losers in Chinese Politics
	356 Winners and Losers in Japanese Politics
<i>Religious Studies</i>	117 Passage to India: India and the Western Imagination
	211 Religions of India
	212 Religions of China, Japan, and Tibet
	312 South Asian Women at the Crossroads: Tradition and Modernity
	317 Sikhism: Scripture, Sacred Music, and Art

Courses Approved to Fulfill the Policy Studies Component

Courses must be drawn from at least two different disciplines.

<i>Anthropology</i>	213 Human Rights and Indigenous Peoples
	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
<i>Economics</i>	214 Economic Policy and Performance in Contemporary Latin America
	231 Environmental and Natural Resource Economics
	271 International Economic Integration
	273 Economics of Globalization
	292 Economic Transition in China
	294 Economic Policy and Performance in East Asia
	298 Energy Economics
	333 Evolution of the Global Economy
	335 Economic Development
	373 Open-Economy Macroeconomics
	378 International Trade
	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
	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
	263 Democracy Assistance
	331 Business and American Foreign Policy
	332 International Organization
	333 Globalization and Social Innovation
	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 Seminar: Memory and Politics
	451 Seminar: Political Violence, Revolutions, and Ethnic Conflict
	454 Seminar: Politics of Development
<i>History</i>	322 Europe and the Second World War
	347 America in Vietnam
	364 Environmental and Health History of Africa
	374 Religion and World War II
	394 Ecological History
	446 Research Seminar: Historical Epidemiology
	447 Research Seminar: The Cold War
<i>International Studies</i>	211 Human Rights and Social Struggles in Global Perspective
	352 Internationalism: From Socialism to the World Social Forum
	437 Media, Culture, and the Political Imagination
	451 Ethnicity, Nationalism, and the State of Europe
<i>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>	451 Ethnicity, Nationalism, and the State in Europe
	452 Anthropology of Power
<i>Economics</i>	4— Senior Seminar (if topic is appropriate*)
<i>Environmental Studies</i>	493 Environmental Policy Practicum (if topic is appropriate*)
<i>Government</i>	432 Seminar: United States Foreign Policy
	435 Seminar: Memory and Politics
	450 Seminar: Democratization in Latin America
	451 Seminar: Political Violence
	454 Seminar: Politics of Development
<i>History</i>	421 Research Seminar: Debating the Nazi Past
	445 Research Seminar: Nuclear Madness
	446 Research Seminar: Historical Epidemiology

	447	Research Seminar: The Cold War
	461	Research Seminar: 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 mid-year 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>	273 Economics of Globalization
	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
	263 Democracy Assistance
	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 Seminar: 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 Research 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
	298 Energy Economics
	333 Evolution of the Global Economy
	335 Economic Development
	373 Open-Economy Macroeconomics
	378 International Trade
	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 Environmental and Health History of Africa

Development Studies

Students must take a relevant senior seminar (or senior paper) and take four of the courses listed below, one of which is drawn from Anthropology 252 or 256, one from Economics 214, 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
	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
	263 Democracy Assistance
	333 Globalization and Social Innovation
	353 Citizen Participation in Comparative Perspective
	450 Seminar: Democratization in Latin America
	451 Seminar: Political Violence
	454 Seminar: Politics of Development

<i>History</i>	364 Environmental and Health 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
	298 Energy Economics
	4— Economics Seminar (if topic is appropriate)
<i>Environmental Studies</i>	235 International Environmental Human Rights
	334 International Environmental Regimes
	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 Innovation
	334 International Environmental Regimes
	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 Environmental and Health 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 236, 452, Government 333, International Studies 211, Sociology 274.

<i>Anthropology</i>	213 Human Rights and Indigenous Peoples
	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
<i>International Studies</i>	211 Human Rights and Social Struggles in Global Perspective
	235 International Environmental Human Rights
	352 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. An examination of the political situation in Zimbabwe that has resulted in those in power causing enforced disappearances and arbitrary arrests of those who dared speak out against human rights abuses, social injustice, and impunity. The course will also analyze the rights of the incarcerated in Zimbabwe. Nongraded. Optional practicum for an additional credit. *One credit hour.* MUKOKO

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 today. Anthropology, however, with its longstanding commitments to exploring diversity and highlighting social inequalities, has often been uneasy with the universalism of human rights advocacy. This class critically examines such issues as relativism, women's and indigenous rights, as well as genocide. Involves a significant service learning component centered on the Oak Human Rights Fellowship. Students research candidates, develop reports, compare candidates, and nominate finalists to the selection committee. Assignments include both written and oral modes of analysis. Strong emphasis on discussion and collaborative debate. *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

[235] International Environmental Human Rights Listed as Environmental Studies 235. *Four credit hours.* S, I

[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

352s Internationalism: From Socialism to the World Social Forum Since the founding of the International Workingmen's Association in 1864, social movements have established numerous transnational organizations. International solidarity has, nonetheless, often proven susceptible to national antagonisms, most famously in the trenches of World War I. Considers the historical genealogy of today's international movements and their complex relationships to the modern nation-state. Case studies may include labor, anarchist, anticolonial, and indigenous struggles, the World Social Forum, as well as transnational advocacy networks. Assignments include both written and oral modes of analysis. Strong emphasis on discussion and collaborative debate. Previously listed as International Studies 397. *Prerequisite:* Anthropology 112. *Four credit hours.* S RAZSA

435f Seminar: Memory and Politics Listed as Government 435. *Prerequisite:* Permission of the instructor. *Four credit hours.* YODER

437s Media, Culture, and the Political Imagination Due largely to a surge of work

by political filmmakers—from Moore to Gore—documentary film has recently reentered theaters and the popular consciousness after decades of relative neglect. Drawing on literature from cinema studies, visual anthropology, political theory, and social history, this course traces the political documentary tradition from its origins in the 1920s. We interrogate evolving notions of political community at different historical junctures and their relationship to formal, aesthetic as well as collaborative innovation within the documentary tradition from colonialism to grassroots globalization. Assignments include written, oral, and visual modes of analysis; strong emphasis on discussion and collaborative debate. *Prerequisite:* Anthropology 112 and senior standing. *Four credit hours.* RAZSA

451f Ethnicity, Nationalism, and the State in Europe Though the modern nation-state was unknown prior to the 18th century, it is now difficult to imagine life outside its framework of social and political organization. Critically reviews social scientific theories of ethnicity, nationalism, and the state. Examines dynamics of state formation, ethnic conflict, and nationalist revival in Europe. While drawing extensively on ethnographies, emphasizes the interdisciplinary study of the recent transformation of European politics through globalization, migration, and integration. Assignments include both written and oral modes of analysis; strong emphasis on discussion and collaborative debate. *Prerequisite:* Anthropology 112, one other course on Europe, senior standing, and permission of the instructor. *Four credit hours.* 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 3.40 grade point average and permission of the advisory committee. *Four credit hours.* FACULTY

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

INTERNSHIPS

090 Internship A carefully directed work experience, most frequently at a n 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 website (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 website (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; Visiting Assistant Professor James Kriesel; Language Assistant Valentina Stellato

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. Students should plan on taking 127 and 128 consecutively, preferably before going abroad. Students planning to take fifth-semester Italian while abroad should see the department chair.

Course Offerings

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.* KRIESEL

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.* COOPER

127f Italian III Continued practice in listening and speaking skills; grammar review, with greater emphasis on writing. Reading and conversation topics taken from contemporary Italian literature; course materials convey a sense and understanding of contemporary Italian society. *Prerequisite:* Italian 126 or equivalent. *Prerequisite:* Italian 126 or equivalent. *Four credit hours.* KRIESEL

128s Italian IV Designed to deepen the understanding of Italian language and culture as well as to introduce increasingly complex grammatical structures. Study of different aspects of contemporary Italian society, as well as literature, music, and films. Through oral and written work, students will use creatively the acquired linguistic skills and cultural knowledge. Prerequisite: Italian 127 or equivalent. *Prerequisite:* Italian 127 or equivalent. *Four credit hours.* KRIESEL

131f Italian Conversation and Composition Study of contemporary Italian novel, short stories, articles, and films to increase vocabulary, consolidate knowledge of advanced grammatical structures, learn to express and support opinions, and improve analytical skills and intercultural awareness. Prepares students to engage in topics of current interest such as Italian politics, the environment, immigration, fictional representation of women, and the South. Students will produce short samples of their own critical and creative writings. Oral presentations provide the opportunity to situate literary texts and films within a broader historical, cultural, and literary context. *Prerequisite:* Italian 128 or equivalent. *Four credit hours.* COOPER

151f A Cinema of Social Conscience (in English) Many films owe a debt to the radical sociopolitical and artistic mandates of Italian neorealism. A survey of Italian cinema since World War II, emphasizing the neorealist movement and its influence on subsequent filmmakers. Readings and discussions situate films within their social and historical contexts, from the partisan resistance movement of World War II and economic boom of the postwar years to the terrorism of the '70s and '80s and the corruption scandals that plague Italy today. The elements and strategies of film as a medium are also explored in weekly readings, discussions, and analyses. Taught in English. Films screened in Italian with English subtitles. *Four credit hours.* A, I COOPER

[153] Modern and Contemporary Italian Fiction in Translation in Verona A close study of six authors whose work spans the period of World War II to the present. Readings include Silvia Bonucci's *Voices from a Time*, Leonardo Sciascia's *The Day of the Owl*, Giuseppe di Lampedusa's *The Leopard*, Giorgio Bassani's *The Garden of the Finzi Contini*, Natalia Ginzburg's *All Our Yesterdays*, and Andrea Camilleri's *The Terra Cotta Dog*. Includes field trips to Italian cultural centers around Verona, and short classes in survival Italian. Conducted in English; no knowledge of Italian required. Cost in 2010: \$3,000. *Three credit hours.* L

[235] 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.*

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.* COOPER

[254] 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

298s The Love of Art Medieval and Renaissance Italian authors used the erotic to reflect on nearly every aspect of their world. Some examples include the relationship between author and reader, fiction and reality, the physical and the metaphysical, and the human and the divine. Students will examine the erotic as a literary and metaliterary trope, while studying the origins of erotic literature (Latin elegy, Italian lyric), works by Dante, Petrarch, and Boccaccio, and the reception of Italian erotic literature in the Neoplatonic Renaissance. Readings and discussion in English. *Four credit hours.* L KRIESEL

354f 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.* COOPER

[355] Medieval and Renaissance Italian Literature: A User's Manual How can I become a better citizen of my community and inspire others to do the same? What are the qualities and skills of a successful politician? How does our past shape our future? These were some of the 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 Fontane's *Il merito delle donne*, we will explore their answers. We will also learn to understand and appreciate their language and style and will reflect on both the continuity and change between Medieval, Renaissance, and contemporary Italian language and culture. *Prerequisite:* Italian 237 or equivalent. *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

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 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 website (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. 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 the Maine Office of Emergency Medical Services for licensure at the basic EMT level. Meets National Standard Curriculum for EMT–Basic Education. Supplemental costs for materials, a required CPR course, text and workbook, and national registry fee. Students required to find their own transportation to off-campus clinical sites in Waterville, including emergency department and ambulance observation after hours. *Prerequisite:* Permission of the instructor. *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 at 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 a blacksmith at the Colby-Hume Center. No charge for materials or supplies. *Prerequisite:* Permission required. Contact Daniel Camann at djcamann@colby.edu *Noncredit.*

[012] 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 design and execute portable fresco panels. Estimated cost of special-ordered materials: \$75. *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; Visiting Assistant Professor Yosbitomo Yamashita; Language Assistant Arisa Tamashiro

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 solid grounding in all the language skills: speaking, listening, reading, and writing. Students will have a comfortable command of hiragana, katakana, basic sentence patterns, and become familiar with about 60 kanji and their combinations. *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.* YAMASHITA

128s Intermediate Japanese II Designed for students who have taken three semesters of Japanese. All four components of language skills—speaking, writing, reading, and listening—are simultaneously introduced and practiced in every class and emphasis is placed on balancing accuracy, fluency, and complexity. Enables students to function in various social contexts using culturally appropriate linguistic skills and knowledge including honorifics and speech levels. *Prerequisite:* Japanese 127. *Four credit hours.* YAMASHITA

135fs Conversational Japanese I In a small group setting, students practice speaking. Nongraded. *Prerequisite:* Concurrent enrollment in Japanese 125 or 126. *One credit hour.* TAMASHIRO

235fs Conversational Japanese II In a small group setting, students practice speaking. Nongraded. *Prerequisite:* Concurrent enrollment in Japanese 127 or 128. *One credit hour.* TAMASHIRO

321f Third-Year Japanese Advanced reading, audiovisual comprehension, writing essays in Japanese, speaking at a native-speaker's level, and an introduction to Japanese culture. *Prerequisite:* Japanese 128. *Four credit hours.* 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.* YAMASHITA

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.* TAMASHIRO

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.* YAMASHITA

422s Fourth-Year Japanese A continuation of Japanese 421 for students who have taken seven semesters of Japanese. Language practice includes reading short stories and newspaper articles, giving oral presentations on topics related to Japanese culture, learning another 150 Chinese characters, mastering the use of various types of dictionaries and online supports, and learning the structure of kanji radicals. All class activities are conducted only in Japanese. *Prerequisite:* Japanese 421. *Four credit hours.* YAMASHITA

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

JEWISH STUDIES

Director, ASSOCIATE PROFESSOR ELISA NARIN VAN COURT

PROGRAM STEERING COMMITTEE AND FACULTY: *Professors Raffael Scheck (History) and Robert Weisbrot (History); Associate Professor Elisa Narin van Court (English); Assistant Professor David Freidenreich (Jewish Studies)*

PROGRAM AFFILIATED FACULTY: *Professors Guilain Denooux (Government) and David Suchoff (English); Assistant Professor Audrey Brunetaux (French); Visiting Assistant Professor Phillip Silver (Music)*

The Jewish Studies Program, in the Division of Interdisciplinary Studies, is an academic program whose core mission is to educate students in the breadth and complexities of Jewish history, religion, politics, and culture; to situate this learning in the larger context of their liberal arts education; and to explore the ways in which the study of religion and religious cultures affects the development of tolerance and philosophical understandings of human nature. Jewish studies courses engage students of all backgrounds in diverse aspects of Jewish civilization and address themes as divergent as identity formation, prejudice, and intercultural relations. Through the minor in Jewish studies, the program offers students an opportunity to take courses in several disciplines of the humanities and social sciences, including history, religious studies, English, and government.

As the only program of its kind in Maine, Jewish studies seeks not only to educate Colby students but also to provide public programming to members of the Maine community through its curricular and co-curricular activities. Though a major in Jewish studies is not offered, interested students are encouraged to consult the director about an independent major.

Requirements for the Minor in Jewish Studies

A minimum of six courses, including two core courses (Religious Studies 181 and 182) and four other courses in Jewish studies that are approved for the minor. Students interested in the study of Hebrew should consult the program director for more information.

Successful completion of the minor requires a 2.00 average for all requirements above. None of the required courses may be taken satisfactory/unsatisfactory.

Courses listed below are described in the appropriate department sections of this catalogue.

Courses approved for the Minor in Jewish Studies:

<i>English</i>	349 Modern Jewish Writing
	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>History</i>	421 Research Seminar: Debating the Nazi Past
<i>Music</i>	121 <i>Entartete</i> (Degenerate) <i>Musik</i>
<i>Religious Studies</i>	143 Introduction to Hebrew Scriptures
	181 Conceptions of Jews and Judaism
	182 Jews, Judaism, and the Modern World
	187 Jewish Identity after Auschwitz
	197 Introduction to the Talmud
	219 Texts of Terror: Violence and the Religions of the Book
	221 Topics in Maine's Jewish History
	282 The Making of Judaism
	284 Medieval Judaism, Real and Imagined
	297 The Apocalyptic Imagination
	298 Family and Society in Ancient Israel
	322 Food and Religious Identity
	382 Abraham in the Abrahamic Religions
	398A Exhibiting Maine's Jewish Experience

For a comprehensive list of courses approved for the Jewish studies minor and courses offered in the 2010-2011 academic year refer to the Jewish Studies website.

Course Offerings

[115J] English Composition: Holocaust Lessons Listed as English 115J, Section C. *Three credit hours.*

[121] *Entartete* (Degenerate) *Musik* Listed as Music 121. *Three credit hours.* **A, I**

143f Introduction to the Hebrew Bible/Old Testament Listed as Religious Studies 143. *Four credit hours.* **L** PARKER

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

- 221j Topics in Maine's Jewish History** Listed as Religious Studies 221. *Three credit hours.* H, U FREIDENREICH
- 251s 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
- 284s Medieval Judaism, Real and Imagined** Listed as Religious Studies 284. *Four credit hours.* H, I FREIDENREICH
- 298s Family and Society in Ancient Israel** Listed as Religious Studies 298. *Four credit hours.* PARKER
- [322] Food and Religious Identity** Listed as Religious Studies 322. *Four credit hours.* S
- [376] Shadows of the Past: Remembering Vichy France and the Holocaust** Listed as French 376. *Four credit hours.* L, I
- 398s Genius of Genesis** Listed as Religious Studies 398. *Four credit hours.* PARKER
- [421] Research Seminar: Debating the Nazi Past** Listed as History 421. *Four credit hours.* H, I
- [423] Jews in Literature: Medieval to Modern** Listed as English 423. *Four credit hours.* L
- 491f, 492s Independent Study** *One to four credit hours.* FACULTY

LATIN

In the Department of Classics.

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

Course Offerings

111f Introductory Latin Latin was the language of Vergil, Ovid, Cicero and Tacitus, giants in the Western literary tradition, and, for centuries Latin remained the lingua franca of the educated. It also gave rise to the Romance languages and to a vast proportion of English vocabulary. Combines lucid explanations of grammar with cultural information and readings in simplified Latin of major classical texts. *Four credit hours.* HUNTER

112s Intermediate Latin The history, literature, and culture of the Western tradition can be traced through Rome, and many of the great ideas and texts of the ancient and premodern world were formulated in Latin. Builds on the foundations laid in Latin 111. Learning goals include continuing the assimilation of Latin grammar and syntax, equipping students with the tools to read Rome's greatest authors in their original tongue, and fostering greater familiarity with broader Roman culture. *Prerequisite:* Latin 111. *Four credit hours.* HUNTER

131f Introduction to Latin Literature Having mastered Latin grammar and syntax, students now take on the challenges and rewards of reading an unsimplified Latin text. They will learn to translate most Latin texts with the aid of a dictionary, to accomplish a literary, historical, and cultural analysis of any complex text, and to satisfy the rigorous requirements of a demanding work schedule. *Prerequisite:* Latin 112, or appropriate score on the College Board Latin SAT Subject Test or placement test administered during new student orientation. *Four credit hours.* L HUNTER

[232] Catullus and Tibullus In works ranging from brief epigrams to epyllia, from impassioned love poems to scurrilous abuse, Catullus demonstrates his mastery of meter, mythology, and language. His poems about the beautiful Lesbia provided a model for the elegiac poets to follow, while his long poems demonstrate the learning of this scholar-poet. Whether bitterly assailing a false friend or tearfully bidding farewell at his brother's graveside, Catullus exhibits a mastery of poetic language. Tibullus is a poet of deceptive complexity who writes exclusively in the elegiac meter but shares many themes with Catullus: love, death, and passion in between. *Prerequisite:* Latin 131. *Four credit hours.* L

[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

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

297f Conspiracy and Crisis: Cicero's Catilinarians In 63 B.C. Catiline and his allies (rumored to include slaves and Gauls) formed a bloody conspiracy to overthrow the Roman republic. Translation of selections from the *Catilinarians*, a series of speeches that Cicero delivered to the senate and people during this crisis and that expose the conspirators' plans to burn the city and murder key officials while their army attacked from the north. Due consideration will be given to the historical (political and social) context as well as the literary style of this great Roman orator. *Prerequisite:* Latin 131 or higher-level course. *Four credit hours.* L HUNTER

[354] Seneca's Medea This Roman version of Medea's terrible revenge on the guilty and innocent alike warns us that injustice begets injustice and asks how divine power can permit evil to triumph. The play draws on contemporary dilemmas of imperial Rome but explores them in the safe context of a Greek tragedy. Learning goals include enhanced analytical skills, improved translation abilities, and improved written, oral, and visual communication skills. *Prerequisite:* Latin 131 or higher-level course. *Four credit hours.*

[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:* LT131 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.*

398s Satire and Send-Up: Seneca and Petronius Satire is the genre that the Romans claimed as entirely theirs. We shall translate Seneca's politically charged mock-deification of the emperor Claudius, the Apocolocyntosis, and selections from the carnivalesque *Cena Trimalchionis*, a famous episode in the satiric novel by Petronius. Besides a close reading of the Latin text, there will be additional emphasis placed on understanding each work within the historical, political, and sociocultural context of Nero's Rome. *Prerequisite:* Latin 131. *Four credit hours.* L HUNTER

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: Professor 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
<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	Seminar: Historical Roots of Violence 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
	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
	493B	Seminar: The Latina Body

Course Offerings

173f History of Latin America To understand the historical roots of Latin America's enduring tensions and conflicts, students discuss and analyze sources (especially primary ones), write several short historical essays, and research and present a historical drama. Themes include the first American civilizations, the construction of colonial hierarchies, frustrated modernizations (religious, socioeconomic, political), liberalism and conservatism, nationalism, neocolonialism, and social revolutions. *Four credit hours.* **H, I** FALLAW

[174] Introduction to Latin American Studies Cross-disciplinary, historically-grounded introduction to modern Latin America including developing the capability to analyze and articulate the underlying forces behind the region's historical problems and its common geographical and environment features (i.e. frontiers, regionalism), politics, cultural features, and recurring socioeconomic structures (i.e. plantations, favelas). Historical themes include the Gilded Age of export-oriented liberal modernization, the construction of supposedly timeless national cultures during the "critical decades" of the 1920s and 1930s, urban populism and economic nationalism, the Cuban Revolution, and Cold War dictatorships. *Four credit hours.* **H, I**

214s Economic Policy and Performance in Contemporary Latin America Listed as Economics 214. *Four credit hours.* **I** FRANKO

235s Ethnographies of Latin America: Violence and Democracy in the Andes Listed as Anthropology 235. *Four credit hours.* TATE

236f 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**

274f Race, Religion, and Frontiers in Iberian-American Colonization Listed as History 274. *Four credit hours.* **H, I** FALLAW

[275] Strongmen and Populism in Modern Spain and Latin America Listed as History 275. *Three credit hours.* **H, I**

[277] History of the Maya from 200 B.C. Listed as History 277. *Four credit hours.* **H, I**

473f Historical Roots of Violence in Modern Latin America Listed as History 473. *Four credit hours.* **H, I** FALLAW

483f, 484s Senior Honors Thesis A year-long research project for senior majors, resulting in a written thesis to be publicly presented and defended. Students may register either for two credits in the fall, January, and spring terms or for three credits in the fall and spring terms. *Prerequisite:* a 3.3 or higher major average at the end of the junior year and permission of the Latin American studies advisory committee. *One to four credit hours.* FACULTY

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

MATHEMATICS AND STATISTICS

Chair, ASSOCIATE PROFESSOR JAN HOLLY

Professors Fernando Gouvêa, Leo Livshits, and Benjamin Matbes; Associate Professors Jan Holly, Liam O'Brien, and George Welch; Assistant Professors Otto Bretscher, Andreas Malmendier, James Scott, and Scott Taylor; Visiting Assistant Professor Mark Rhodes; Faculty Fellow Scott Lambert.

The Department of Mathematics and Statistics offers courses for students who: (1) plan a career in an area of pure or applied mathematics, including statistics; (2) need mathematics as support for their chosen major; or (3) elect to take mathematics as part of their liberal arts education or to fulfill the area requirement in quantitative reasoning.

The department offers three programs: majors in mathematics and mathematical sciences and a minor in mathematics. The major in mathematical sciences is also offered with a concentration in statistics. Majors in mathematics and mathematical sciences can be taken with honors. In addition, there is an interdepartmental joint major in economics-mathematics.

Colby mathematics majors in recent years have entered graduate school to do advanced work in mathematics, statistics, biostatistics, economics, 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 434 or 439, plus four additional courses selected from three- or four-credit mathematics courses numbered 300 or above (excluding 484). In exceptional cases, with the permission of the department, another 400-level course may be substituted for 434 or 439.

Although Mathematics 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 Major in Mathematical Sciences with a Concentration in Statistics

Completion of one year of calculus, Mathematics 212 or 231, 253, 274, 302, 381, 382, Computer Science 151; one course selected from Mathematics 281, 321, and 374; one three- or four-credit course selected from mathematics courses numbered 300 or above (excluding Mathematics 484). Students interested in pursuing a graduate degree in statistics are advised to take Mathematics 338.

Requirements for the Honors Program in Mathematics or Mathematical Sciences

An honors program is available for students majoring in mathematics and mathematical sciences who have a grade point average of at least 3.25 in all mathematics courses numbered 200 or higher and who complete an additional, preapproved program of independent study in the major (Mathematics 484) culminating in both a written paper and a colloquium presentation. Students who successfully complete the requirements and who receive recommendation of the department will graduate “With Honors in Mathematics” or “With Honors in Mathematical Sciences.”

Requirements for the Minor in Mathematics

Six three- or four-credit mathematics courses, including completion of at least one semester of calculus, Mathematics 253, and at least one course at the 300 level or above.

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

Course Offerings

101f Calculus with Pre-calculus I Designed for students who enter Colby with insufficient algebra and pre-calculus background for the standard calculus sequence. It is expected that all students who complete Mathematics 101 will enroll in Mathematics 102 in the following January. The combination of 101 and 102 covers the same calculus material as Mathematics 121. Completion of 101 alone does not constitute completion of a College calculus course for any purpose; in particular, it does not qualify a student to take Mathematics 122 nor does it satisfy the quantitative reasoning requirement. First-year students must complete the mathematics placement questionnaire prior to registration. *Three credit hours.* INSTRUCTOR

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 INSTRUCTOR

110s Statistical Thinking Statistics is the science of learning from data; it provides tools for understanding data and arguments based on data in many diverse fields. Students will learn to describe data in basic terms and to verbalize interpretations of it. Topics include graphical and numerical methods for summarizing data, methods of data collection, basic study design, introductory probability, confidence intervals, and statistical inference. Does not count toward any major or minor. Credit may be received for only one of Mathematics 110, 212, or 231. *Four credit hours.* Q SCOTT

[111] Mathematics as a Liberal Art Mathematics is one of humanity’s longest running conversations. Its crucial role in the thought-world of medieval Europe can be seen in the fact that four of the original seven liberal arts were inherently mathematical. Today, mathematics is just as important, permeating our culture. This course develops students’ awareness of the historical and contemporary roles of mathematics. Students who complete the course will better understand the nature of mathematics, will know what kinds of things mathematics does well, and will know when to ask for a mathematician’s help with their intellectual work. Specific topics discussed will vary. *Four credit hours.* Q

121fs Single-Variable Calculus Calculus is the result of centuries of intellectual effort to understand and quantify change, such as the position of a moving object or the shape of a curve. Competent users of calculus understand its intellectual structure sufficiently to apply its ideas to a variety of intellectual pursuits. Topics include differential and

integral calculus of one variable: limits and continuity; differentiation and its applications, antiderivatives, the definite integral and its applications; exponential, logarithmic, and trigonometric functions. First-year students must complete the mathematics placement questionnaire prior to registration. *Four credit hours.* Q FACULTY

122fs Series and Multi-Variable Calculus A continuation of Mathematics 121. Students will learn how to use infinite series both to represent and to approximate functions, and extend all of their skills from single-variable calculus to the multivariable setting. Topics: infinite series; vectors and analytic geometry in two and three dimensions; partial derivatives, differentials and the gradient; integration in two and three variables. *Prerequisite:* A course in single-variable calculus. First-year students must complete the mathematics placement questionnaire prior to registration. *Four credit hours.* Q BRETSCHER, LIVSHITS, MALMENDIER, WELCH

161f Honors Calculus I The first in a two-course sequence that treats the material of Mathematics 121 and 122 with a focus on the intellectual structure behind the methods. Students will acquire a deep understanding of the theory and foundational facts of calculus, will be able to use the techniques in an intelligent manner, will understand and be able to explain the arguments that undergird those techniques, and will be able to construct original arguments of their own. Topics are presented as a deductive mathematical theory, with emphasis on concepts, theorems, and their proofs. May not be taken for credit if the student has earned credit for Mathematics 122. *Prerequisite:* One year of calculus in high school. First-year students must complete the mathematics placement questionnaire prior to registration. *Four credit hours.* Q LIVSHITS

162s Honors Calculus II A continuation of Mathematics 161. Topics are essentially the same for Mathematics 122, but presented as a deductive mathematical theory, with emphasis on concepts, theorems, and their proofs. May not be taken for credit if the student has earned credit for Mathematics 122. *Prerequisite:* Mathematics 161. *Four credit hours.* LIVSHITS

194fs Mathematics Seminar An opportunity to read and discuss audience-appropriate mathematical material in an informal setting with members of the mathematics faculty, away from problem sets and exams. Successful students will show improvement in reading comprehension of mathematical articles, will increase their knowledge and understanding of the scientific community and the specific ways of mathematicians and statisticians, as well as will become familiar with mathematical issues of the past and present not normally covered in other courses. May be repeated for additional credit. *One credit hour.* FACULTY

212fs Introduction to Statistical Methods An exploration of statistical methods relevant to a broad array of scientific disciplines. Students will learn to properly collect data through sound experimental design and to present and interpret data in a meaningful way, making use of statistical computing packages. Topics include descriptive statistics, design of experiments, randomization, contingency tables, measures of association for categorical variables, confidence intervals, one- and two-sample tests of hypotheses for means and proportions, analysis of variance, correlation/regression, and nonparametrics. To learn about multiple linear regression techniques students should take Mathematics 231. Credit may be received for only one of Mathematics 110, 212, or 231. *Four credit hours.* Q O'BRIEN, SCOTT

231fs Applied Statistics and Regression Analysis Regression modeling provides a way to interpret data and to gain insight about the processes and populations behind them. Extracting useful information requires careful consideration of context, critical thinking, and a sound understanding of fundamental statistical concepts. Students will

explore tools, including statistical software, that help them make sense of data and will analyze it with quantitative outcomes. Topics include descriptive statistics, sampling theory, confidence intervals, one- and two-sample tests of hypotheses, correlation, simple linear regression, and multiple linear regression. Credit may be received for only one of Mathematics 110, 212, or 231. *Prerequisite:* Mathematics 102, 121, or 161. *Four credit hours.* Q SCOTT

253fs Linear Algebra Linear algebra is a crossroads where many important areas of mathematics meet, and it is the tool used to analyze the first approximation of complex systems. Students will learn to understand and use the language and theorems in both abstract and applied situations, gain insight into the nature of mathematical inquiry, and learn how to reason carefully and precisely about formally described situations. Topics include vectors and subspaces in \mathbf{R}^n , linear transformations and matrices; systems of linear equations; abstract vector spaces and the theory of single linear transformation: change of basis, determinants, eigenvalues and eigenvectors, and diagonalization. *Prerequisite:* Mathematics 102, 121, 122, or 161. *Four credit hours.* BRETSCHER, GOUVEA, LIVSHITS

274fs Introduction to Abstract Mathematical Thought An introduction to fundamental mathematical techniques used in all upper-level mathematics courses: proofs, logical reasoning, and the axiomatic method. Topics include principles of mathematical logic and standard methods of direct and indirect proof, including mathematical induction; set-theoretic approach to functions and relations; the theory of infinite sets; elementary algebraic structures; and techniques from discrete mathematics. Credit can be received for only one of Mathematics 274 and 275. *Prerequisite:* Mathematics 102, 121, 122, or 161. Two semesters of calculus is recommended. *Four credit hours.* LAMBERT, TAYLOR

[275] Introduction Topics in Abstract Mathematics Some students are sufficiently proficient with proofs and logic that they do not need to take Mathematics 274; this course offers an alternative that focuses less on proof techniques and more on the set theory and related topics. The goal is to equip students to continue their study of mathematics. Topics include set-theoretic approach to functions and relations, the theory of infinite sets, elementary algebraic structures, and techniques from discrete mathematics. Credit can be received for only one of Mathematics 274 and 275. *Prerequisite:* Mathematics 161 and 162 and permission of the department. *Two credit hours.*

[281] Topics in Epidemiology The purposes of epidemiological research are to discover the causes of disease, to advance and evaluate methods of disease prevention, and to aid in planning and evaluating the effectiveness of public health programs. Students will learn about the historical development of epidemiology, a cornerstone of public health practice. Through the use of statistical methods and software, they will explore the analytic methods commonly used to investigate the occurrence of disease. Topics include descriptive and analytic epidemiology; measures of disease occurrence and association; observational and experimental study designs; and interaction, confounding, and bias. *Prerequisite:* Mathematics 212, 231, or 382. *Four credit hours.*

302fs Vector Calculus Develops ideas first seen in Mathematics 122 by applying the notions of derivative and integral to multi-variable vector-valued functions. The goal is to understand the high-dimensional versions of the fundamental theorem of calculus and to apply these theorems to specific scientific applications. Topics include parameterized curves and surfaces; gradient, divergence, and curl; change of variables and the Jacobian; line and surface integrals; conservative vector fields; Green's, Stokes's and Gauss's theorems; applications. *Prerequisite:* Mathematics 122 or 162. *Four credit hours.* BRETSCHER, TAYLOR

311fs Ordinary Differential Equations Differential equations allow us to deduce the long-term behavior of quantities from information about their short-term rates of change; for that reason, they are the language of classical science. Students will learn to analyze concrete situations modeled by differential equations and to draw conclusions using equations, graphical techniques, and numerical methods. Topics include theory and solution methods of ordinary differential equations; linear differential equations; first-order linear systems; qualitative behavior of solutions; nonlinear dynamics; existence and uniqueness of solutions; and applications. *Prerequisite:* Mathematics 122 or 162, and 253. *Four credit hours.* HOLLY, MALMENDIER

[313] Differential Geometry Deploys the methods of calculus to study curves and surfaces in three-dimensional space, with the primary focus being on the nature of “curvature” and the distinction between intrinsic and extrinsic geometry. Students will improve their spatial intuition and learn to move easily between general theorems and specific examples. Topics include curves: tangent, normal, and binormal vectors; curvature and torsion; the moving frame; surfaces: the first and second fundamental forms, sectional and Gaussian curvature, the *Theorema Egregium*, geodesics, parallel transport; and selected additional topics. *Prerequisite:* Mathematics 122 or 162, and 253, and 274 or 275. *Four credit hours.*

[321] Applied Regression Modeling The influence of statistics has grown to affect all aspects of our lives, from health to business to public policy. Students will expand on their inferential statistical background and explore methods of modeling data through linear and nonlinear regression analysis. Through the use of statistical software, they will learn how to identify possible models based on data visualization techniques, to validate assumptions required by such models, and to describe their limitations. Topics include multiple linear regression; multicollinearity; logistic regression; models for analyzing temporal data; model building strategies; transformations; model validation. *Prerequisite:* Mathematics 212, 231, or 382. *Four credit hours.*

331s Topology Begins as the abstract mathematical study of the notions of proximity and continuity and then deploys these methods to understand interesting objects and spaces. Students will develop their ability to construct precise arguments and to explore concrete examples as instances of a general theory. Topics are selected at the discretion of the instructor from the areas of point-set, differential, and algebraic topology. *Prerequisite:* Mathematics 274 or 275. *Four credit hours.* MALMENDIER

332f Numerical Analysis In practice, a solution to a problem might be impossible to obtain by classical methods of manipulating equations. Nonetheless, solutions can often be obtained by numerical methods, usually with the aid of a computer. Numerical analysis is the study of those numerical algorithms. Students will acquire the ability to use standard methods and mathematical software for solving the most common types of numerical problems and to analyze the speed and accuracy of the solutions. Topics include solution by numerical methods of linear and nonlinear equations, systems of equations, and differential equations; numerical integration; polynomial approximation; matrix inversion; error analysis. *Prerequisite:* Mathematics 122 or 162, and 253. *Four credit hours.* HOLLY

333f Abstract Algebra Simply called “algebra” by mathematicians, it is the study of abstract sets with operations and is fundamental in expressing and working in theoretical mathematics. An introduction to that language, to the motivating examples, and to some of the fundamental theorems. Students will develop their ability to discover and write formal arguments, explore the relationship between general theory and specific examples,

and learn to recognize algebraic structures where they occur. Topics include groups, rings, and fields: definition, basic theorems, and important examples. *Prerequisite:* Mathematics 253, and 274 or 275. *Four credit hours.* GOUVEA

[336] Mathematical Economics Listed as Economics 336. *Prerequisite:* Economics 224, Mathematics 253, and either Mathematics 122 or 162. *Four credit hours.*

338s Real Analysis An exploration of the theory behind calculus, as well as its extension to more general settings. Students will learn to think carefully and clearly about limiting processes such as differentiation, integration, and summation of series, and to interpret their knowledge in terms of the topology of metric spaces. They will develop the ability to read and to produce formal mathematical arguments, with particular attention to handling exceptional cases and delicate issues of convergence. Special focus on foundational issues: topology of metric spaces, continuity, differentiation, integration, infinite series. *Prerequisite:* Mathematics 122 or 162, and 274 or 275. *Four credit hours.* LIVSHITS

[352] Complex Variables The arithmetic and calculus of complex numbers and functions. The properties of analytic functions, including Cauchy's integral theorem and formula, representation by Laurent series, residues and poles, and the elementary functions. Offered in alternate years. *Prerequisite:* Mathematics 122 or 162, and 274 or 275. *Four credit hours.*

[357] Elementary Number Theory Number theory deals with "questions about numbers," especially those related to prime numbers and factorization. It offers a wide array of problems that are easily stated and understood but that can be difficult to solve. Students will gain an understanding of the beauty that such problems offer as well as the persistence that is often necessary in tackling them, and they will strengthen their problem-solving and proof-writing skills. Topics include prime numbers and unique factorization; congruences, Fermat's Little Theorem, the Chinese Remainder Theorem, and RSA cryptography; quadratic residues, reciprocity, quadratic forms, and the Pell Equation. *Prerequisite:* Mathematics 102, 121, 131, or 161. Two semesters of calculus or Mathematics 253 is recommended. *Four credit hours.*

[372] Mathematical Modeling Applicable mathematics becomes applied mathematics when we construct a mathematical theory that models the world in a useful way. Students learn to do this using many different types of mathematical tools. Students will continue to develop their problem-solving skills and their ability to present mathematical models to others. Topics include application of mathematics to problems in a variety of areas; interpretation of existing mathematical models, analysis, and computer simulation; formulation and development of new mathematical models. *Prerequisite:* Mathematics 122 or 162, and 253. *Four credit hours.*

374f Design and Analysis of Experiments Students will learn how to identify potential sources of variation and plan experiments accordingly, paying attention to the desired comparisons. Statistical computing software will be used to perform analysis of variance and post-estimation techniques in a variety of experimental designs. Emphasis on statistical thinking and applications as well as the underlying mathematical structures and theory. Topics include completely randomized factorial designs, randomized block designs, Latin squares, factorial designs, and fractional factorial designs. Formerly offered as Mathematics 398A. *Prerequisite:* Mathematics 212, 231, or 382. *Four credit hours.* O'BRIEN

376s History of Mathematics The history of mathematics with emphasis on the interaction between mathematics, culture, and society. The course is writing-intensive and

involves careful reading of original historical documents. By studying the mathematics of different times and cultures, students will deepen their own understanding of mathematics and develop a clearer idea of how society and mathematics influence each other. A survey of the history of mathematics is followed by a more careful tracing of the development of one theme or topic. Specific topics vary from year to year but often include the mathematics of non-Western cultures. *Prerequisite:* Mathematics 274 or 275. *Four credit hours.* H GOUVEA

[378] Introduction to the Theory of Computation Listed as Computer Science 378. *Prerequisite:* Computer Science 231 and either Mathematics 274 or 275. *Four credit hours.*

381f Mathematical Statistics I: Probability A mathematical introduction to probability theory, the foundation for commonly used inferential statistical techniques (covered in Mathematics 382). Students will learn the basic theorems of probability and computational techniques for finding probabilities associated with stochastic processes. Topics include axiomatic foundations, combinatorics, random variables, discrete and continuous probability distributions, special probability distributions, independence, conditional and marginal probability distributions, properties of expectations, moment generating functions, sampling distributions, weak and strong laws of large numbers, and the central limit theorem. *Prerequisite:* Mathematics 122 or 162. *Four credit hours.* O'BRIEN

382s Mathematical Statistics II: Inference Building on their background in probability theory, students explore inferential methods in statistics and learn how to evaluate different estimation techniques and hypothesis-testing methods. Students learn techniques for modeling the response of a continuous random variable using information from several variables using regression modeling. Topics include method of moments and maximum likelihood estimation, sample properties of estimators including sufficiency, consistency, and relative efficiency, Rao-Blackwell theorem, tests of hypotheses, confidence intervals, linear models, and analysis of variance. Although applications are discussed, the emphasis is on theory. *Prerequisite:* Mathematics 381. *Four credit hours.* O'BRIEN

391fs Problem-Solving Seminar Mathematicians solve problems. This seminar on problem solving is designed for students of all levels. The focus is on mathematical puzzles and curiosity-driven mathematics. The goal is to explore systematic ways in which nonstandard problems can be approached. Facts and strategies presented will be of value to both pure and applied pursuits. Topics will vary. May be repeated for credit. *One credit hour.* FACULTY

[411] Partial Differential Equations Applying the methods of differential equations to a multi-variable setting involving both time and space generates a whole new theory, which is at the core of much scientific computation, mathematical physics, and several other areas of applied mathematics. An introduction to the main ideas of that theory, preparing students for further work in applied mathematics. Topics include linear and nonlinear partial differential equations, systems; initial value problems, boundary value problems; analytic and numerical methods of solution; applications. *Prerequisite:* Mathematics 253 and 311. *Four credit hours.*

434s Topics in Abstract Algebra One semester's exposure to algebra is not sufficient for further work in mathematics, so this is a continuation of Mathematics 333. Students will further develop their ability to speak the language of and use the methods of algebra through the study of one particular algebraic theory. Improving one's written and oral communication of mathematics is an integral part of the course. Topics will vary from year to year. May be repeated for credit with permission of instructor. *Prerequisite:* Mathematics 333. *Four credit hours.* GOUVEA

439f Topics in Real Analysis A sequel to Mathematics 338. Students will deepen their understanding of analysis through the exploration of more advanced topics and will sharpen their ability to read, analyze, construct, and present proofs. Improving one's written and oral communication of mathematics is an integral part of the course. Topics will vary from year to year. May be repeated for credit with permission of instructor. *Prerequisite:* Mathematics 338. *Four credit hours.* LIVSHITS

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

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

MUSIC

Chair, ASSOCIATE PROFESSOR JONATHAN HALLSTROM

Professors Paul Machlin and Steven Saunders; Associate Professors Todd Borgerding, Jonathan Hallstrom, and Steven Nuss; Adjunct Assistant Professor Lily Funabashi; Mellon Postdoctoral Fellow Kariann Goldschmitt

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, 241, 242, 281, 282, 341, and 493 or 494; two electives in music at the 200 level or higher; two semesters of lessons (both of which must be taken on the same instrument) and two semesters of ensemble participation.

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

Requirements for the Minor in Music

Music 111, 181, 182; one semester of music history chosen from Music 241, 242, 341; two four-credit music courses at the 200 level or higher; two semesters of applied music (both of which must be taken on the same instrument). The College does not subsidize the cost of lessons for minors. For additional information concerning applied music options, refer to the statement below.

Honors in Music

An honors program is available to students majoring in music who have a 3.25 overall grade point average and a 3.5 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.

Course Offerings

091fs Lessons: Noncredit (or January Program) Noncredit instruction in voice and instruments for qualified students. Regular offerings include violin, viola, violoncello, piano, voice, flute, guitar (classical, American traditional, and jazz), and selected brass and woodwind instruments. One 30- or 60-minute lesson weekly in fall and spring; two 45-minute lessons weekly in January. For an application (required) and additional information concerning fees and scheduling, see the Music Department secretary. Cost during January Program: \$265. *Noncredit.* FACULTY

093fs Applied Music: Ensemble, Noncredit Noncredit participation in musical ensembles sponsored by the Music Department. See description for Music 193. *Noncredit.* FACULTY

111fs Introduction to Music An exploration and celebration of the art of listening. Develops techniques and vocabulary for critical listening, emphasizing student listening

to a range of musical works in a variety of styles. Surveys the history of Western art music from the Middle Ages to the present, emphasizing the relationship between music as a historical and cultural artifact and as an object of aesthetic delight. Special attention to the structure of musical works; their place in Western culture and history; and the ways in which sounding music reflects the beliefs and values of those who made (and make) it. No previous musical experience is assumed. *Four credit hours.* **A** SAUNDERS

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

[121] 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**

[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 cluster, “America in the Postwar World: 1945-1970.” *Prerequisite:* Elect IS136 for the required concurrent enrollment in American Studies 136 and History 136. *Four credit hours.* **A, U**

153f Introduction to Music Theory An introductory survey of the main aspects of music theory and practice, including rhythm, intervals, scales and keys, melody, harmony, and form. Some music reading, creative writing, and analytical studies in various styles and periods are included. Primarily for students without extensive musical training; may be taken as preparation for Music 181. *Four credit hours.* **A** HALLSTROM

181f Music Theory I The first course in a sequence exploring the language of music. Just as learning a foreign language involves mastering a variety of skills (listening, speaking, reading, and writing), becoming conversant in music requires the ability to hear, notate, analyze, compose, and perform. 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

[184] Musicianship Required for music majors but open to all students who wish to broaden their musical knowledge and sharpen their ears. Assignments and tests are designed to reinforce aurally and physically (through extensive use of the piano) knowledge of the melodic and harmonic "grammar" of tonal music of the 17th through early 20th centuries covered in Music Theory I-III. Students will be expected to perform, construct, and improvise increasingly complex diatonic melodies and harmonizations, perform figured bass exercises, and demonstrate aural recognition of the principal formulae and elements of diatonic harmony. *Prerequisite:* Music 181. *Four credit hours.* A

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. MACHLIN

Collegium Musicum. Early music ensembles, performing music from before 1750. Groups include the Collegium Chamber Singers (a small choir of about 16 performers) and the Collegium Chamber Players (an instrumental ensemble). Instrumentalists (strings and winds) should contact instructor; enrollment for singers is through auditions early in the fall semester. BORGERDING

Jazz Band. Presents a standard big band setup, performing swing, Latin jazz, funk, soul, R & B, and bebop styles for concert, tour, and college functions. Brass, wind, and percussion players by audition. THOMAS

Orchestra. A symphony orchestra composed of students, local amateurs, and professionals performs four concerts per year of works spanning the entire range of major symphonic literature. Noncompetitive auditions are held at the beginning of each semester. 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

[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

239s Mythologizing African-American Music in Film An examination of the depiction of African-American music-making in four categories of film with African-American subjects (biopic, documentary, fiction, and concert film) and of the use of African-American music in film soundtracks. The course will explore in particular the social, political, racial, and commercial forces that give rise to the discrepancies between the ways in which making this music is presented on film (due to the assumptions and structures of an economically privileged dominant culture) and how it is actually made. *Prerequisite:* Music 111 or 136 or 153, or 181. *Four credit hours.* U MACHLIN

241f Music History I: Middle Ages to the Early Baroque Period An exploration of Western art music from c. 800 to c. 1700, including principal genres from the Middle Ages (chant, organum, motet, chanson), Renaissance (mass, motet, madrigal), and the 17th century (opera, instrumental music). Focuses on compositional concepts and processes, historical music theories, institutional patronage, and the connections between music

and such areas as theology, philosophy, and the visual arts. Students develop analytical and writing skills through listening, writing, and analysis. *Prerequisite:* Music 111 and 181. *Four credit hours.* BORGERDING

242s Music History II: High Baroque to the Dawn of Romanticism Focuses on music of the High Baroque, Classical, and early Romantic periods, including works of Bach, Handel, Haydn, Mozart, Beethoven, Schubert, Chopin, and Schumann. Students develop critical, analytical, and listening tools for dealing with these repertoires and hone their bibliographic, oral, and written skills. Theoretical issues include the relationship between musical structure and cultural context, music's relationship to literature and the visual arts, tonality, music and drama, and aesthetics. *Prerequisite:* Music 111 and 181. *Four credit hours.* SAUNDERS

252s Introduction to World Music While nearly every society in the world has music as an important part of life, its meaning varies widely. We will examine some of the ways that music is integrated in different societies in the world, focusing on a variety of musical traditions in Indonesia, Asia, Africa, the Near East, and the Americas. The course is organized into units on religious ritual, art music, theater and poetry, and festival. The traditions covered include santeria, north Indian classical music, gamelan, gagaku, Beijing opera, samba, Native American pow-wow, 'oud art music, and many more. *Four credit hours.* A, I GOLDSCHMITT

254f Music of Meditation A study of music, ritual, and meditation in Rinzi Zen Buddhism, monastic Roman Catholicism, and Hinduism. Special attention is paid to the ways in which the communication and apprehension of their sacred texts are affected (enhanced?/obstructed?) by their unique musical and meditative practices and ritual forms. Classes are divided into three activities: (1) discussion of writings by Japanese, Indian, and Western philosophers, musicians, and theorists of language; (2) instruction in the three forms of ritual choreographies and meditation techniques; (3) chant instruction and performance. Each of the class's three units will conclude with a required group performance scheduled outside of regular class time and open to the public. A willingness to engage in original research and participate in group chanting and meditation/contemplation exercises is essential. *Four credit hours.* A NUSS

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. Estimated cost: \$2,800. *Three credit hours.* A, I ALBERT, NUSS, RABATA

281f Music Theory III Analytical studies of advanced chromatic harmony and modulatory techniques in major works of the 19th century using composition assignments "in the style of" representative composers of the middle and late Romantic periods, analytical essays, and keyboard harmony and ear training assignments. The last third of the class is an introduction to neo-Riemannian theory (triadic post-tonality) with applications to selected works of Brahms, Liszt, and Wagner. At the end of the semester students should be able to illustrate the logic of complex chromatic passages, explain their analyses in clear, discipline-specific prose, translate analytical thinking to actual composition, demonstrate advanced chromatic techniques at the keyboard, and develop a solid aural grasp of chromatic idioms. *Prerequisite:* Music 182. *Four credit hours.* NUSS

282s Music Theory IV Post-tonal harmony and contemporary analytical techniques. Primarily for music majors. *Prerequisite:* Music 281. *Four credit hours.* HALLSTROM

297f Music and the Global Metropolis An exploration of the meetings of diverse musical cultures in major metropolises of the world. We will study six major cities (New York, Mexico City, Sao Paulo, Dakar, 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, mbalax, samba, j-pop, shibuya-kei, karaoke, bhangra, filmi, "world music," and electronic dance music. Students will learn how differences in power, race, economic development, and geography play a role in each city's musical life and will develop critical reading and listening skills. *Four credit hours.* A, I GOLDSCHMITT

298As Modal and Tonal Counterpoint A study of counterpoint—the composition of complementary musical lines—is essential for a thorough understanding of the origins of tonal harmonic practice and of why chords behave as they do. Indeed, no lesser figures than Mozart, Haydn, Beethoven, and Brahms recognized the importance of rigorous counterpoint studies for a musician's development and training. Students will learn the art of this "linear" musical thinking as they develop the aural and technical skills necessary to compose contrapuntal works in two, three, and four voices. *Prerequisite:* Ability to read music. *Four credit hours.* BORGERDING

341f Music History III: Music of the 19th and 20th Centuries Provides an overview of 19th- and 20th-century music with a focus on the evolution of musical styles and the manner in which they have been impacted by concurrent artistic, cultural, and political events. By the end of the semester students will have acquired a fundamental knowledge of those composers considered to have had a significant impact on music from the late-19th century to the present and their position within the larger sociocultural milieu. Achievement of learning goals will be assessed based on performance on a midterm examination, an oral presentation (for which current presentation technology and methodology must be used), and a final research paper. *Prerequisite:* Music 111 and 182. *Four credit hours.* MACHLIN

[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," and 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.*

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

493f Seminar: Late Stravinsky Possibly no composer of the 20th century had more sharply defined stylistic periods than did Igor Stravinsky. During the early 1950s until his death in 1971, Stravinsky was profoundly influenced by his studies of the music of Schoenberg and Webern. This course examines how these studies led to Stravinsky's appropriation and transformation of the "twelve-tone technique" and the ways in which he forged a uniquely personal approach to harmony and musical form. *Prerequisite:* Music 282. *Four credit hours.* NUSS

[494] Seminar: Theories of Heinrich Schenker An exploration of one of the most elegant and influential theories of tonal music, the ideas of the Austrian theorist Heinrich Schenker. Topics include Schenker's writings on harmony and counterpoint, his development of the controversial idea of the *Ursatz* or fundamental structure, analytical and graphing techniques, and recent extensions and critiques of Schenkerian theory. *Prerequisite:* Senior standing as a music major or minor. *Four credit hours.*

NEUROSCIENCE

In the Departments of Biology and Psychology

Majors with concentrations in neuroscience are described in the "Biology" and "Psychology" sections of the catalogue.

PHILOSOPHY

Chair, PROFESSOR JILL GORDON

Professors William Adams, Daniel Cohen, and Jill Gordon; Assistant Professors James Bebuniak and Lydia Moland; Visiting Assistant Professor Keith Peterson; Faculty Fellow John McHugh

"Philosophy," as William James put it, "is an attempt to think without arbitrariness or dogmatism about the fundamental issues." Colby's philosophy program challenges students to understand what it means to live morally in an often unjust world, to deliberate rationally about knowledge, freedom and meaning, and to appreciate deeply the natural and aesthetic dimensions of our lives. Our courses provide the historical depth, cosmopolitan breadth, and multiplicity of perspectives necessary for participating in the philosophical conversation that spans human history and reaches around the globe. The Philosophy Department cultivates skills in effective writing, close reading, clear reasoning, and creative thinking, enabling students to join this ongoing conversation. Philosophy prepares students for professional careers and a lifetime of intellectual engagement in a complex and changing world.

Requirements for the Major in Philosophy

To complete the major in philosophy, a student must take a minimum of 10 courses, 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 Philosophy 151, 231, and 232; one course in metaphysics and epistemology chosen from 239, 253, 274, 317, 318, 338, 353, 373, 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. 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, 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

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

112s 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.* COHEN

113s Central Philosophical Issues: On Being Human Introduces philosophical thinking through the exploration of several different philosophical accounts of what it means to be a “human being” and of what it means to live a specifically “human life.” An exploration of the implications that these definitions have for our conceptions of happiness and for our responsibilities to others and to ourselves. Use of the concept of “human nature” as a leaping off point for discussions of issues in theories of being (metaphysics), theories of morals (ethics), and, to a lesser extent, theories of knowledge (epistemology). We will read selections from Plato, Aristotle, Descartes, Hume, Nietzsche, Singer, and contemporary evolutionary biologist Franz De Waal. *Four credit hours.* S MCHUGH

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). Designed to introduce students to the history of Western philosophy, to improve skills of critical reading, writing,

and thinking, and to promote thinking on some big-picture issues, such as education, happiness, wisdom, God, spirituality, and knowledge. Readings include Plato, Aquinas, Bacon, Descartes, Hume, and James. *Four credit hours.* **L** BEHUNIAK

126f Philosophy and the Environment An introduction to prominent questions and themes in environmental philosophy. Topics include the historical context and causes of environmental crisis, anthropocentrism, animal rights, theories of intrinsic value, biocentrism, and ecocentrism. Radical theories such as deep ecology, ecofeminism, social and socialist ecology, and the environmental justice movement are explored. These provide resources for clear and creative reasoning on the philosophical aspects of creating sustainable ecologies and societies, for reflection on value priorities, and for exploration of relationships between academic work and responsibility to contribute to the world. 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

143f Buddhist Philosophies Designed to introduce students to Buddhist philosophies in India, China, and Japan. Using primary materials exclusively, examines the development of Buddhist thought chronologically as it moves from India into China and arrives finally in Japan. Students will gain a big-picture understanding of Buddhist thought while simultaneously gaining intimate familiarity with a number of central texts in the tradition. *Prerequisite:* Concurrent enrollment in Art 143 and English 143. *Four credit hours.* **L, I** BEHUNIAK

151f Logic and Argumentation Argumentation is a subject that covers the processes of reasoning, the communicative actions, and the dialectical exchanges that give form to our intellectual lives. Logic, the study of inferences, is a central component of good argumentation. Students develop the conceptual vocabulary and critical skills to argue effectively and to evaluate arguments intelligently. These include interpretive techniques, like diagramming and fallacy identification, as well as the formal, analytic tools of symbolic logic. *Four credit hours.* **Q** COHEN

174s Philosophical Anthropology What is human nature? What makes humans different from other animals? What is the significance of the divisions internal to human society, such as those of race, class, gender, and culture? What does it mean to be a self-interpreting, historical being? What is the place of human beings in the natural world, especially in the context of global environmental crisis? Can the sciences alone provide answers to these questions? Philosophical anthropology is the study of past and current responses to these questions and includes an understanding of critique as a philosophical method. Exposure to responses from ancient Greece to the present provides opportunities to question fundamental beliefs about human nature. *Four credit hours.* **S** PETERSON

[175] Ancient Greek Thought Western philosophy was not born in Greece, it was constructed there. Distinguishing itself from poetry, myth, and other rhetorical forms was one of the most important achievements of ancient Greek philosophy. Reading both from "non-philosophical" sources as well as those that sought to give philosophy the higher ground as an authority in all areas of intellectual life, whether ethics, politics, or, even, poetry and rhetoric. The aim is to give students the chance to read some of the history that set philosophy apart from other literary forms and set it up as the foundation of all other branches of knowledge. Part of the three-course Integrated Studies 175 cluster, "Ancient Worlds." *Prerequisite:* Concurrent enrollment in Anthropology 175 and Science, Technology, and Society 175. *Four credit hours.* **S**

[175B] Science in Ancient Greece Listed as Science, Technology, and Society 175. *Four credit hours.* **H**

201f, 202s Philosophy Colloquium I and II 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. *Prerequisite:* Philosophy major or minor. 201 is prerequisite for 202. *One credit hour for completion of two semesters of the series.* COHEN

211f Moral Philosophy Should ethics be based on universal respect for human dignity, on an assessment of what would benefit society at large, or on what fosters desirable character traits in the individual? Our answers determine how we address difficult questions concerning life and death, the ethics of war, indigenous rights, and global poverty. We explore the historical basis of four major movements in current ethical theory: virtue ethics, deontology, moral psychology, and utilitarianism. In conjunction with each theory, we will consider a contemporary ethical issue. Students develop both written and verbal argumentative skills through essays and class presentations. *Four credit hours.* **S** MCHUGH

[213] 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**

215s 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** GORDON

[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** GORDON

232s History of Modern Philosophy A survey of philosophy from the Early Modern Period (roughly from 1600 to 1800). While thinkers in this era (also known as the Enlightenment) dealt with a wide variety of subjects, focus will be primarily upon their contributions to epistemology and metaphysics. The goal is to understand better the work of important historical figures (like Descartes, Spinoza, Hume, and Kant) so that we can appreciate the ways in which they have shaped our current situation. *Four credit hours.* **H** MCHUGH

[234] Philosophy and Art In 1964 the philosopher Arthur Danto had a life-changing experience while viewing contemporary art and concluded that we had reached the “end of art.” What could this mean? We will explore this and other questions, including: Why do humans create art in the first place? Is the aesthetic experience primarily cognitive or emotive? Should art merely entertain us or ennoble and improve us? Do artistic genres such as comedy evolve, or do they (and does art in general) articulate something constant about human nature? Will engage students in artistic events on campus as well as with the Colby Museum of Art. Through written exercises and student presentations, this course develops students’ written and verbal skills. *Four credit hours.* **A**

[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**

[238] 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**

[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.*

[240] 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, the dialogical ethics of Martin Buber and Emmanuel Levinas, and the discourse ethics of Jürgen Habermas. Students will reflect on the ultimate structures of ethical relationships, the assumptions we make when we theorize about them, as well as on their own beliefs about the good, values, duty, rationality, freedom, and moral judgment. *Four credit hours.*

[253] Skepticism East and West For as long as there have been philosophers engaged in the passionate pursuit of knowledge, there have been skeptics who have been critical of the entire enterprise. Can we really know the Truth about anything? For that matter, how important is it for us to know the Truth? Skeptical thinkers have appeared in all times and cultures. We will engage with three venerable texts: the *Chuang Tzu* from ancient China, Nagarjuna’s writings on the *Middle Way* from ancient India, and the *Outline of Skepticism* by Sextus Empiricus from ancient Greece. Our goal is to put these authors into dialogue and then join them in that dialogue. *Prerequisite:* A prior course in philosophy. *Three credit hours.*

258s Advanced Logic Further investigations into symbolic logic and its extensions, with special attention of modal logic and some attention to metatheoretic results. *Prerequisite:* Philosophy 151. *Four credit hours.* COHEN

[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

[265] Chinese Philosophy An introduction to the major thoughts, texts, and thinkers in the "classical" period of Chinese philosophy, which covers roughly the sixth through the third centuries B.C.E. (also known as the "Warring States" period). We will cover the following figures: Confucius (Kongzi), Mozi, Mencius (Mengzi), Zhuangzi, Laozi, Sunzi, Xunzi, Han Feizi, the Yijing or "Book of Changes," and other important texts. The aim is to provide an overview of the philosophical questions that motivated thinkers in early China, to provide an appreciation for how various answers to these questions have shaped East Asian civilizations, and to take aim at the basic object of philosophical inquiry, "What is the Good Life?" from the cultural perspective of the Chinese. *Four credit hours.* L

266f 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.* L BEHUNIAK

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 and students jointly select, read, discuss, and argue about a philosophical text in regular, intellectually rigorous, but free-wheeling and informal sessions that provide an opportunity to indulge our passion for philosophy. *Prerequisite:* Philosophy major or minor. *One credit hour.* COHEN

298s Environmental Ethics Familiarizes students with the variety of philosophical ethics that have been developed to address the environmental crisis and its many dimensions. Students will engage this growing field by reflecting on themes such as the moral considerability of nonhuman nature, anthropocentrism and ecocentrism, the intrinsic value of nature, environmental values, monism and pluralism in environmental ethics, wilderness conservation, restoration, sustainability, and the relation between theory and environmental policy. This involves examining our deepest beliefs about human/nature relations and understanding their ethical implications. *Four credit hours.* PETERSON

[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 also ask whether the nation-state as we know it can be morally justified in an age of globalization, and we will consider arguments regarding the ethical value of patriotism, nationalism, and cosmopolitanism. *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

316s 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.* BEHUNIAK

317s 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.* COHEN

[318] Philosophy of Nature *Philosophia naturalis* (philosophy of nature) is the study of physical existences, living nature, and cosmology, and it reigned from Aristotle's time to the scientific revolution, when it was eclipsed by modern science. Perceived limitations of the new science have led to philosophies of nature that seek alternative explanations of nature and to reveal the sometimes 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.*

[328] Radical Ecologies Radical ecologies interrogate our everyday, scientific, and metaphysical conceptions of nature, they emphasize that environmental problems in human-to-nature relations originate in human-to-human relations (e.g., gender, class, and race relations), and they call for comprehensive social and cultural changes through their critiques of existing social forms. They critically explore the historical, cultural, ethical, political, economic, and technological aspects of the place of the human in nature. Readings from anarchist social ecology, deep ecology, ecofeminism, and ecosocialism. *Prerequisite:* One philosophy course. *Four credit hours.*

338f 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 longstanding philosophical problems. The development of the philosophy of language and its success, with special attention to the role of metaphor. *Prerequisite:* Philosophy 151. *Four credit hours.* COHEN

[352] American Philosophy An introduction to classical American philosophy (roughly 1870-1945), with a focus on pragmatic naturalism as a response to European forms of empiricism and idealism. Begins with the transcendentalist thinker Ralph Waldo Emerson and concludes with contemporary neo-pragmatist Richard Rorty. Features the close study of thinkers most representative of the "classical" period: Peirce, James, Dewey, Addams, Mead, and others. Students acquire a solid historical, cultural, and philosophical understanding of what is quintessentially "American" about American philosophy and how it relates to other philosophical traditions, and they are encouraged to relate classical

American philosophy to contemporary issues and concerns. *Prerequisite:* One course in philosophy. *Four credit hours.* **H**

[353] Contemporary Analytic Philosophy At the turn of the 20th century, G. E. Moore and Bertrand Russell revolutionized the way we philosophize. Their new methods focused intensely on language, radically altering philosophy's agenda: new answers were given to old questions, new questions were raised, and more attention was paid to the nature of philosophy itself. It culminated in Ludwig Wittgenstein's extraordinary *Tractatus Logico-Philosophicus*—and to a discipline in a crisis of self-identity. The first articulate responses in mid-century were Logical Positivism and Ordinary Language Philosophy, but the contours of contemporary philosophy and its main voices, such as Kripke's Realism or Rorty's Neo-Pragmatism, are still best understood against this historical backdrop. This course provides the context for entering contemporary philosophical debates. *Prerequisite:* Two philosophy courses. *Four credit hours.*

[355] Kant and German Idealism The years between the publication of Kant's *Critique of Pure Reason* (1781) and Hegel's *Phenomenology of Spirit* (1806) are among the richest in the history of philosophy. Inspired by the French Revolution, questions about Germany's political future, and attempts to respond to scientific advances, philosophers struggled to articulate a description of modern personhood, aesthetics, and politics. Focus is on several figures, including Kant, Fichte, Hvdlerlin, Novalis, Schlegel, Schelling, and Hegel. Through submitting detailed questions on the readings and writing essays that include secondary literature, students develop writing and critical-thinking skills. *Prerequisite:* Three courses in philosophy. *Four credit hours.* **H**

[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.*

[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. 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.*

381s 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.* GORDON

[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.*

[387] Philosophers in Focus: William James An examination of the thoughts and writings of one of America's greatest thinkers, William James. We will explore his most important and groundbreaking ideas, which include: the stream of consciousness, habit,

radical empiricism, pure experience, the will to believe, pragmatism, and humanism; as well as his career-long assault upon the idea of the "Absolute," an idea that James insisted should be replaced by a notion of "Pluralism." The objective is to develop an appreciation for James's philosophical vision, to understand its importance to philosophy, and to recognize its place in the larger context of the American experience. *Prerequisite:* Two courses in philosophy. *Four credit hours.*

388f Philosophers in Focus: Adam Smith Most of us know Adam Smith (1723-1790) as the author of the *Wealth of Nations* (1776). Smith envisioned his groundbreaking work in political economy as part of a grand system rooted in the moral psychology and philosophy of his *Theory of Moral Sentiments* (1759), which has seen a recent boom in attention from philosophers. We begin by discussing some of Smith's most important influences, which include the moral psychologies and philosophies of Hutcheson (1694-1746) and Hume (1711-1776). Then, we will read significant portions of Smith's *Theory of Moral Sentiments*, as well as selections from the *Wealth of Nations*. *Four credit hours.* MCHUGH

397f The Unfinished Animal In this time of ecological crisis it is imperative for human beings to reconsider their place in the natural world. Students will engage with early-20th-century philosophical anthropology and phenomenology, as well as contemporary scientism and postmodernism. They will explore the implications of different theories of human nature when applied to contemporary scientific, social, political, and ethical questions about humanity. Themes include evolutionary theory, category theory, embodiment, language, social life, ecology, culture, and ethics. With regard to both the descriptive and normative dimensions, the human being can be considered to be "the unfinished animal." *Prerequisite:* One philosophy course. *Four credit hours.* PETERSON

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 ROBERT BLUHM

Professors Robert Bluhm, Murray Campbell, Charles Conover, and Duncan Tate; Assistant Professor Jonathan McCoy; Visiting Assistant Professor Yoshihiro Sato; Teaching Assistant Lisa Lessard

Physics studies nature and how things work on levels ranging from the smallest subatomic and atomic scales, through intermediate scales describing matter in its various forms, up to the largest astrophysical scales. Physics students acquire skills in mathematical calculation, experimental measurement and instrumentation, theoretical and numerical modeling, scientific writing, and oral presentation. Flexible major and minor programs are designed to fit within a liberal arts education and to provide preparation for careers or advanced training in science, teaching, business, medical professions, and engineering. The department welcomes students from all majors and with diverse backgrounds.

The introductory course sequence, Physics 141 (or 143) and 145, provides a solid basis for further work in physics as well as preparation for medical school and advanced study in other sciences. These courses also provide excellent preparation for students who plan to enter professions such as law, teaching, and business. The intermediate and advanced course offerings in the department provide a strong background for graduate study in physics, astronomy, engineering, and interdisciplinary fields such as biophysics, environmental science, medical physics, and bioengineering.

Emphasis is placed upon independent work and cooperative research with the faculty in atomic, molecular, and optical physics, condensed-matter physics, theoretical physics, and 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, 241, and 242 form a full introduction to classical and 20th-century physics. For students with a previous background in physics and calculus from high school, Physics 143 may be taken instead of Physics 141.

Requirements for the Physics Major

Physics majors have a lot of flexibility in choosing the courses that are most appropriate for them. Students should work closely with their advisors in selecting courses to fulfill the requirements for the major. Not all upper-level elective courses are offered every year. Physics 415, taken in the fall of the senior year, involves completing an independent project, internship, or research in physics or a related field. All students are invited to attend the colloquia presented by faculty, senior students, and visiting scientists; senior physics majors are required to participate by enrolling in Physics 401, 402. The point scale

for retention of the major applies to all courses taken that can satisfy the requirements listed below. No requirements for the major may be taken satisfactory/unsatisfactory. Physics majors receive Distinction in the Major upon graduating if they have a grade point average of at least 3.5 in physics and mathematics.

Required Physics Courses (unless exempted by advanced placement)

<i>Physics</i>	141 Foundations of Mechanics (or 143 Honors Physics)
	145 Foundations of Electromagnetism and Optics
	241 Modern Physics I
	242 Modern Physics II
	401, 402 Senior Physics and Astronomy Colloquium
	415 Physics and Astronomy Research (Physics 483-484 for students completing the honors major)

Mathematics and Computer Science Courses: Choose four (unless exempted by advanced placement)

<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
	398 Physics of Fluid
	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, 241, 242 (or a physics course numbered 300 or above); Mathematics 121 (or 161), 122 (or 162).

Effective for the Class of 2012, no requirements for the physics minor may be taken satisfactory/unsatisfactory.

Course Offerings

[115] The Shadow of the Bomb More than 60 years ago, based on a radically new understanding of the laws of nature, nuclear weapons were constructed, tested, and used in war. Nuclear weapons and associated technology have shaped the scientific and political worlds since. Discusses complex scientific, technological, and environmental issues arising from human understanding and use of nuclear science for both weapons and energy. Science is taught in the context of its historical development and provides an understanding of the physics of atoms and nuclei and the necessary background for understanding the technology of nuclear weapons and nuclear power and events surrounding them both now and as they continue to develop. Includes discussions of radiation safety, nuclear waste, and nuclear weapons proliferation. Working knowledge of algebra required, but no previous study of physics assumed. *Four credit hours.* **N**

141f Foundations of Mechanics Explores the classical foundations of modern science, emphasizing the pioneering work of Copernicus, Galileo, and Newton. Students will learn how fundamental laws enable us to unify and describe mathematically a wide variety of physical phenomena. Topics covered in lecture include kinematics, dynamics, gravitation, conservation laws, fluids, and waves. These topics are developed further in discussions, labs, and problem-solving assignments. May not be taken for credit if the student has earned credit for Physics 143. *Prerequisite:* A working knowledge of high school or college calculus, or concurrent enrollment in Mathematics 121 or 161. *Four credit hours.* **N** MCCOY

143f Honors Physics An accelerated, calculus-based introductory course on Newtonian mechanics supplemented with some coverage of additional special topics. Intended for students who have had substantial courses in physics and calculus in high school. Topics in Newtonian mechanics include kinematics, dynamics, conservation laws, oscillations, and waves. Additional topics include special relativity and nuclear physics. Students acquire knowledge in these areas and skills for solving mathematical problems and doing laboratory work. May not be taken for credit if the student has earned credit for Physics 141. *Four credit hours.* **N** BLUHM

145s Foundations of Electromagnetism and Optics Explores the classical foundations of electrical and magnetic forces, electromagnetic waves, and optics, emphasizing the pioneering 19th-century experimental and theoretical work culminated by Maxwell's equations. Students will learn how electrical and magnetic force fields are described mathematically, how they are interrelated, and how the interrelations lead to a wide variety of physical phenomena. These topics are developed further in discussions, labs, and problem-solving assignments. Formerly listed as Physics 142. *Prerequisite:* Physics 141 or 143. *Four credit hours.* N CAMPBELL

231f Introduction to Astrophysics Listed as Astronomy 231. *Four credit hours.* N CAMPBELL

241f Modern Physics I An introduction to the two central paradigms of non-Newtonian physics: Einstein's special theory of relativity and the quantum behavior of light and matter. The experimental evidence for quantum mechanics is considered from a historical perspective, beginning with Planck's quantum hypothesis for blackbody radiation through to the Bohr model of the hydrogen atom and the experimental evidence for the Schrödinger equation. Students will acquire skills in solving mathematical problems, advanced laboratory work, and scientific writing. Lecture, discussion, and laboratory. Students must be available for a self-scheduled lab outside of class time for approximately three hours every second week. *Prerequisite:* Physics 142 or 145 and Mathematics 122 or 162. *Four credit hours.* TATE

242s Modern Physics II An intermediate-level introduction to quantum mechanics and atomic physics. Topics include the Schrödinger equation, interpretation of the wave function, one-dimensional potentials, hydrogen atom, electron spin, exclusion principle, atomic structure, and atomic spectra. Lectures, discussions, and labs. Enrolled students must be available for a self-scheduled lab outside of class time for approximately three hours every second week. *Prerequisite:* Physics 241. *Four credit hours.* BLUHM

[254] Essential Electronics An introduction to modern scientific electronics, emphasizing laboratory work and including theory, problem solving, and circuit design. From simple, direct-current devices to digital integrated circuits, microcomputer instrumentation, and analog signal processing. Normally offered every other year. *Prerequisite:* Physics 142 or 145. *Four credit hours.*

311s Classical Mechanics Newton's laws, oscillatory motion, noninertial reference systems, classical gravitation, motion of rigid bodies, and Lagrangian and Hamiltonian mechanics. Lecture and discussion. *Prerequisite:* Physics 142 or 145 and Mathematics 122 or 162. *Four credit hours.* MCCOY

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

[332] Thermodynamics and Statistical Mechanics Examines the concepts of temperature, energy, heat, work, and entropy. Thermodynamic relations between these quantities are studied from both a microscopic and macroscopic point of view. The laws of thermodynamics are developed from an underlying statistical treatment. Topics such as heat flows, heat engines, phase transitions, chemical reactions, Bose-Einstein and Fermi-Dirac statistics, and blackbody radiation are discussed. Lecture and discussion. Normally offered every other year. *Prerequisite:* Mathematics 122 (or 162) and either Physics 242 (may be taken concurrently) or Chemistry 342 (may be taken concurrently). *Four credit hours.*

[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.*

334s Experimental Atomic Physics Laboratory projects in modern atomic, molecular, and optical (AMO) physics. Experiments include observing the Zeeman effect in mercury using a grating spectrometer, Doppler-free diode laser spectroscopy, and magneto-optical trapping of rubidium atoms. Through these and other projects, students will learn cutting-edge techniques of modern AMO physics. In addition, they will become familiar with, and be expected to engage in, communication of results both orally and in written form. Laboratory and tutorial. Some out-of-class participation required. *Prerequisite:* Physics 242. *Three credit hours.* TATE

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

336s Condensed Matter Physics An introduction to the properties of solid (condensed) matter. Topics may include bonding and crystal structure; diffraction of X-rays; thermal, optical, acoustical, electrical, and magnetic properties; energy band structure; and superconductivity. Students will research in more depth a chosen topic of current interest in condensed matter physics. *Prerequisite:* Physics 242. *Four credit hours.* MCCOY

[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.*

401f, 402s Senior Physics and Astronomy Colloquium A colloquium series with presentations by visiting scientists, department faculty, and senior physics majors. Visitors and faculty present their current research. Seniors present formal spoken presentations, typically supported by PowerPoint, discussing their senior projects or theses. Nongraded. *One credit hour for the year.* CAMPBELL, TATE

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.* MCCOY

431f Quantum Mechanics Study of the structure and interpretation of quantum mechanics at an advanced level. Quantum states and observables are described in terms of abstract state vectors and operators. The theory of quantum mechanics is reformulated in terms of a set of axioms and theorems. Students learn about representations of quantum states in terms of wave functions and matrices. The interpretation of the theory, including issues concerning the nature of quantum reality, are examined and discussed. Problems include short proofs involving operators, state vectors, and measurement theory. A core upper-level physics class that should be taken by students intending to go to graduate school in physics or a related area. *Prerequisite:* Physics 242 and Mathematics 253. *Four credit hours.* SATO

483f, 484s Independent Honors Project Research conducted under the guidance of a faculty member and focused on an approved topic leading to the writing of an honors thesis. *Two to four credit hours.* FACULTY

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

PSYCHOLOGY

Chair, PROFESSOR MARTHA ARTERBERRY

Professors Martha Arterberry, Thane Pittman, and Edward Yeterian; Associate Professor Tarja Raag; Assistant Professors Jennifer Coane, Melissa Glenn, Erin Sheets, and Christopher Soto; Visiting Assistant Professors Joseph Atkins and Meghan Housley

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 website, 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 251, 253, 254, 255 or 256; 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 251, 253, 255 or 256; 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, 315, 357, 373, 374. A student may not double major in biology with a concentration in neuroscience and psychology: neuroscience.

Honors in Psychology or Psychology: Neuroscience

Students who are invited by the department to participate in the honors program may submit a formal application near the end of the junior year. In addition to fulfilling the basic requirements for the psychology major, students must complete the honors research sequence (Psychology 483, 484). Upon vote of the department, the student will be awarded his or her degree "With Honors in Psychology" or "With Honors in Psychology: Neuroscience."

Course Offerings

111fs Introduction to Psychology An examination of classical and contemporary topics in psychology including research methods, physiological psychology, sensation, perception, learning, memory, cognition, language, intelligence, development, emotion, personality, psychopathology, and social psychology. Students will participate in some in-class activities. Develops skills that will enhance understanding of the discipline of psychology, including explaining behavior from multiple theoretical perspectives, evaluating research results, applying research in real-world contexts, thinking about implications of research, and working collaboratively in a scientific context. *Four credit hours.* **S** COANE, GLENN, RAAG, SHEETS

214f Research Methods and Statistics in Psychology I Along with Psychology 215, provides students with knowledge of research design and statistical tools for working with data, which will allow them to engage in original empirical research. Topics include literature review, hypothesis formulation, issues of control and ethics in research, as well as descriptive and inferential statistics. Students prepare a written proposal for an experiment following the stylistic conventions of the American Psychological Association, work with SPSS, a powerful statistical software program, and practice a variety of statistical tests. Lecture and laboratory. *Prerequisite:* Psychology 111. *Four credit hours.* **Q** SOTO

215s Research Methods and Statistics in Psychology II Continuation of Psychology 214. Topics include experimental design, analysis of variance (ANOVA), interpretation of complex factorial studies, and oral and written communication of findings following the conventions of the American Psychological Association. Collaborative laboratory activities center on design, data collection, analyses, and oral and written communication of an original empirical research project. Lecture and laboratory. *Prerequisite:* Psychology 214. *Four credit hours.* ARTERBERRY

232f Cognitive Psychology Study of human cognition: how the cognitive system encodes, processes, and uses information. The emphasis is on theoretical models of pattern recognition, attention, memory, and language. We will approach these areas by discussing classic and contemporary research. We will integrate findings from behavioral studies, neuroscience, and special populations to gain understanding of the basic processes underlying normal cognitive operations and how these can be studied using the scientific method. *Prerequisite:* Psychology 111. *Four credit hours.* COANE

233f Biological Basis of Behavior A broad survey of the field of behavioral neuroscience will include instruction on neural anatomy and function; the modulation of these systems by hormones, drugs, and disease; and the neural basis of a host of behaviors of interest to psychologists, including sex, sleep, learning, and memory. Students will gain a comprehensive working knowledge of the mammalian central nervous system in the context of psychology and will use this knowledge as they learn the historical and modern framework of specific questions by reading and discussing research articles and

completing a series of assignments. These assignments will prepare students to write a research proposal on one topic that they will learn about and critically analyze in more depth. *Prerequisite:* Psychology 111. *Four credit hours.* GLENN

251s Personality Psychology Students will critically engage with the theories, methodologies, and research findings that influence current thinking about personality. Issues considered will include (a) approaches to studying personality and individual differences, (b) the influences of personality characteristics and situational factors on behavior, (c) the biological and environmental bases of personality, and (d) the cognitive, emotional, motivational, and perceptual processes that underlie personality. *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.* HOUSLEY

254s Abnormal Psychology An examination of major paradigms, current issues, and research in abnormal psychology. Includes definitions and conceptualizations of abnormality, diagnostic classification, epidemiology, etiology, and clinical intervention strategies as applied to the major categories of mental disorder. Special topics such as the cross-cultural study of psychopathology, the legal implications of diagnostic classifications, and the importance of co-morbidity in the study of psychopathology are addressed. *Prerequisite:* Psychology 111. *Four credit hours.* SHEETS

255s Child Development Presentation of the psychological principles as they relate to development. Focus topics include in utero development, cognitive development, physical development, social/emotional development, attachment, parenting, peers/play, gender roles, importance of context/culture in development, resiliency, and developmental research methods. Applied work helps students explore how to bridge the gap between research/theory and use of research/theory in the real world. *Prerequisite:* Psychology 111. *Four credit hours.* RAAG

256f Adolescent and Adult Development Presentation of psychological principles as they relate to development with a focus on adolescence, emerging adulthood, adulthood, and aging. Topics include developmental responses to traumatic and positive life changes, death and dying, rites/rituals of passage, cultural influences on development, normative/non-normative development, and resiliency. An extensive unit on identity development highlights racial/ethnic, sexual, gender, class, religious, and career identities as well as the relationships of one's identity to one's social groups. Applied work helps students explore how to bridge the gap between research/theory and its use in the real world. *Prerequisite:* Psychology 111. *Four credit hours.* RAAG

[272] 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.*

335s Developmental Psychology Seminar Psychological principles as they relate to human development. After focusing on developmental theories, students select and address specific topics, such as bullying, domestic violence, development with disabilities, parenting stress, poverty, development during wartime, and systems of discrimination (sexism/racism/homophobia/classism). Research methods in development (which are

unique and different from methods in other sub-areas of psychology) are also explored. Students are expected to participate in applied work and to reflect on how to bridge the gap between research/theory and its use in the real world. *Prerequisite:* Psychology 255 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.* HOUSLEY

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.* HOUSLEY

339s Seminar in Personality Psychology Critical examination of theories and research addressing a variety of topics in personality psychology. Topics considered will include (a) the organization and structure of personality, (b) the development of personality across the lifespan, and (c) the influences of personality characteristics and situational factors on behavior. *Prerequisite:* Psychology 215 and either 251, 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. Students will design, conduct, and report research to address unanswered questions about personality. *Prerequisite:* Concurrent enrollment in Psychology 339. *One credit hour.* SOTO

341s Seminar in Memory In-depth study of one or more areas of memory. Current theories are explored and empirical research testing these theories is evaluated. Discussion topics may include types of memory, memory distortions, and the relationship between attention and memory. Ongoing evaluation of current theories and the empirical research in the field as well as interpreting data and placing it within a broad theoretical context will be achieved through reading and discussing original research articles. In-class discussion and discussion questions/responses will assess the achievement of these goals. *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. Students will conduct original empirical work addressing an original research question on a specific topic in memory being addressed in the seminar component. Following the guidelines of the American Psychological Association, students' competence in research and communication will be assessed through written assignments and oral presentations, both collaborative and individual. *Prerequisite:* Concurrent enrollment in Psychology 341. *One credit hour.* COANE

343f 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 251, 253, or 254, and concurrent enrollment in Psychology 344. *Four credit hours.* SHEETS

344f 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.* SHEETS

[345] Seminar in Perception and Action Critical examination of various areas of research in human movement and coordination, with an emphasis on the role of action for understanding cognition, perception, and social interaction. Discussion topics may include classical explanations of human movement and motor control, perception and action, mimicry and imitation, affordances, dynamical systems theory, locomotion and postural control, intrapersonal and interpersonal coordination, social action, and the adaptive properties of movement variability and noise. *Prerequisite:* Psychology 215 and either 232 or 272, and concurrent enrollment in Psychology 346. *Four credit hours.*

[346] Collaborative Research in Perception and Action Course involving collaborative empirical research projects on topics discussed in Psychology 345. *Prerequisite:* Concurrent enrollment in Psychology 345. *One credit hour.*

347f Seminar in Cognitive Development Study of several areas of cognitive development focusing on preschool-aged children. Current theories and empirical research are explored with an emphasis on developmental processes. Discussion topics may include memory development, children's information processing, and problem solving. Reading and discussion of empirical research articles allow for development of skills for evaluating current empirical research, placing new data within a theoretical context, and explaining cognitive development from several theoretical perspectives. *Prerequisite:* Psychology 215, and either 232 or 255, and concurrent enrollment in 348. *Four credit hours.* ARTERBERRY

348f Collaborative Research in Cognitive Development Collaborative empirical research projects on topics discussed in Psychology 347. Empirical work addressing an original research question on a topic pertaining to preschool-age children's cognitive development. Collaborative and individual oral and written assignments, following the conventions of the American Psychological Association, evaluate students' research and communication competencies. Includes working with children in a local early-childhood program. *Prerequisite:* Concurrent enrollment in Psychology 347. *One credit hour.* ARTERBERRY

[349] Seminar in Neural Plasticity and Behavior Several topics within the field of behavioral neuroscience will be examined in depth with an emphasis on rat models of cognition and emotion. Current and historical contexts will be examined and discussion topics will focus on varieties of neural plasticity and their relevance to behavior, including adult hippocampal neurogenesis, neuron morphology, neurotransmitter function, protein expression and how these plastic features pertain to memory consolidation, anxious and exploratory behaviors, stress reactivity and consequences, social interactions, and/or fear. Reading and discussion of empirical and review papers will develop skills to critically evaluate, integrate, and synthesize published and generated data. *Prerequisite:* Psychology 215 and 233, and concurrent enrollment in Psychology 350. *Four credit hours.*

[350] Collaborative Research in Neural Plasticity Collaborative empirical research projects on topics discussed in Psychology 349. Empirical work addressing an original research question on a topic pertaining to a feature of brain plasticity and a corresponding behavioral construct will be conducted. Collaborative and individual oral and written assignments, following the conventions of the American Psychological Association, will be used to evaluate students' research and communication competencies. *Prerequisite:* Concurrent enrollment in Psychology 349. *One credit hour.*

352f Sex and Gender Seminar Psychological principles as they relate to sex/gender/sexuality. Focus topics including theoretical perspectives of how the dimensions of sex/gender/sexuality are formed will be addressed in the first half of the term; specific topics related to sex/gender/sexuality in the second half. Focus topics are selected by students and have included dating violence, gender bullying, homophobic/transphobic bullying, domestic violence, links between systems of discrimination (sexism/racism/homophobia/classism). Students are expected to participate in applied work and to reflect on how to bridge the gap between research/theory and using research/theory in the real world to think about solving social problems linked to sex/gender/sexuality. *Prerequisite:* Psychology 255 and permission of the instructor. *Four credit hours.* RAAG

374f Seminar: Psychology and Neuroscience Exploration of the vast intersection between the fields of psychology and neuroscience. Selected topics will be covered in depth to gain insight and understanding about how psychology has shaped and contributed to the field of neuroscience and how findings from neuroscience aid psychological research and theories. Topics may include developmental and degenerative neuropathology and the impact of environment, genetics, psychological factors, and sociocultural contexts over them. Students will read, critically evaluate, and discuss empirical and theoretical papers as they gain depth of knowledge on different topics. Students will be expected to present their ideas in oral and written form and will work on a collaborative writing project. *Prerequisite:* Psychology 233. *Four credit hours.* GLENN

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.* GLENN

420fs Senior Integrative Seminar A culminating experience for students majoring in psychology, organized around the department's research colloquium series. Students will critically engage with a variety of current psychological research and will integrate theories, methodologies, and findings across areas of psychology. Specifically, students will attend research presentations by invited guest speakers, read companion papers selected by the speakers, meet in a seminar session to discuss each speaker's presentation, and write a final paper that integrates the theories, methodologies, or research findings of at least two colloquium speakers. *Prerequisite:* Senior standing in psychology and permission of the instructor. *Three credit hours.* ARTERBERRY, HOUSLEY

483f, 484s Honors Research I Under faculty supervision, students prepare a proposal and carry out an independent, empirical project culminating in the preparation of a paper of publishable quality and a formal presentation. A 3.50 major average at the end of the senior year is a condition of successful completion of this program. Application required during junior year. *Prerequisite:* A 3.50 major average at the end of the junior year and permission of the department. *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

RELIGIOUS STUDIES

Chair, PROFESSOR NIKKY SINGH

Professors Debra Campbell and Nikky Singh; Associate Professor Carleen Mandolfo; Assistant Professor David Freidenreich; Visiting Assistant Professor Julie Parker

The study of religion in a college curriculum involves the historical and comparative scrutiny of the religious traditions of Christianity, Judaism, Islam, Hinduism, Sikhism, Jainism, Buddhism, Taoism, Confucianism, and Shinto. Inevitably, the examination of basic questions about religion, such as the existence and nature of God, religious experience, and the role of religion in society, are central to the discipline.

Requirements for the Major in Religious Studies

A minimum of 10 courses, to include at least one from each of the following groups: Eastern religions (211, 212); Judaism and Islam (181, 182); history (285); 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. As part of the culminating experience, all seniors are required to present their independent research as part of the Undergraduate Research Symposium.

The point scale for retention of the major applies to all courses that count toward the major.

Honors Program in Religious Studies

Students majoring in religious studies 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); Judaism and Islam (181, 182); history (285); history of Christianity (216, 236, 258, 259); biblical literature (143, 144); two religious studies courses at the 300 level or above. The two required 300-level courses may not include courses from other departments or institutions.

Courses from other departments that can serve as electives in religious studies major

<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
<i>Government</i>	364	Buddhism in American Poetry
	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

117s A Passage to India: India and the Western Imagination Beginning with Walt Whitman's romantic journey toward the "soul" of the universe, Western attitudes towards India and India's encounter with Western culture will be studied. Literature and film include *A Passage to India*, *The Razor's Edge*, *The English Patient*, *Siddhartha*, *The Namesake*, *Gitanjali*, *My Son the Fanatic*, *Bend It Like Beckham*, and *Four Quartets*. Historical, political, religious, and visual context of the texts will be provided. A close reading of the texts for their aesthetic value, their existential disclosures, and as narratives on colonialism, racism, and orientalism. *Four credit hours.* L SINGH

[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.*

121j Catholic Church and Hollywood Explores various ways in which the histories of the Catholic Church and Hollywood intersect: in the works of God/church-obsessed directors (e.g., Alfred Hitchcock, Clint Eastwood, and Mel Gibson); in Hollywood's treatment of Catholic teachings and ritual and of pivotal moments in the Catholic community's history; and in the Catholic hierarchy's attempt to act as Hollywood's censor. Designed to: increase students' understanding of Catholic history and culture; provide practice in the art of discussing controversial religious topics; refine students' writing through brief, focused essays on Catholic films; and prepare students to reach their own conclusions about Catholics and Hollywood. *Three credit hours.* H, U CAMPBELL

143f Introduction to the Hebrew Bible/Old Testament The Bible is the best-selling book in human history; this course explores why. By examining the Hebrew Bible in its literary, social, and historical contexts, students will develop an informed understanding of this rich and complicated collection of texts. The course will incorporate excerpts from film, art, and music to illustrate the Bible's influence in Western culture and civilization. *Four credit hours.* L PARKER

144s Introduction to the New Testament Continues the exploration of the Bible begun in Introduction to the Hebrew Bible/Old Testament, although it does not rely on Religion 143. We will examine the varied writings that compose the New Testament from social, historical, literary, and theological perspectives to discover how these texts both reflect and challenge their Greco-Roman context. Questions of authorship, translation, and early interpretation will enable students to evaluate these texts critically, while gaining appreciation for their stunning influence on both ancient and modern culture. *Four credit hours.* L PARKER

181f Conceptions of Jews and Judaism Survey of the history of the Jewish people and the religion called Judaism from the biblical era through the Middle Ages, tracing the development of ideas, texts, beliefs, and practices that continue to influence Jewish life

and thought today. Examination of Christian and Islamic ideas about Jews and Judaism and the historical impact of inequality, prejudice, and persecution on Jewish society and culture. Students will acquire basic knowledge of the course's subject matter and will develop skills in the analysis of religious texts both as historical sources and as windows into the ways religious communities make sense of the world. *Four credit hours.* **H, I** FREIDENREICH

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

[187] 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 cluster, "Identity After Auschwitz." *Prerequisite:* Concurrent enrollment in English 187 and German 187. *Four credit hours.* **H**

211f Religions of India A study of Hinduism, Buddhism, Sufism, and Sikhism with a focus upon their religious texts and the cultural context within which they developed. An examination of the relationship these religious traditions have to one another, their metaphysical understanding of reality, their theories of self, and their views of the social, as expressed in myth, art, and ritual performance. How do these Indian religious traditions enrich our "patchwork heritage" in the United States? In addition to readings, slides, sacred music, and film clips will be used to introduce the respective traditions. *Four credit hours.* **S** SINGH

[212] 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**

[216] Church History and Theology in Medieval Europe Listed as History 216. *Four credit hours.* **H**

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. Intended to provide students with practice in the art of discussing and writing about the controversial topic of religion in America so that they can reach their own informed conclusions about American religion, now and throughout their lives. *Four credit hours.* **H** 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.*

221j Topics in Maine’s Jewish History Maine is home to a distinctive yet under-researched Jewish community with deep historical roots. Participants in this civic engagement course will advance scholarly and popular understanding of the experiences of Jews in Maine by producing original works of oral- and document-based historiography. In the process, they will learn the skills of critical ethnographic historianship and effective oral and Web-based communication. Students will also explore the nature and consequences of popular anti-Semitism and the ways in which American Jews have overcome this prejudice. Previously offered as Religious Studies 297J. *Three credit hours.* **H, U** FREIDENREICH

[236] Christianity from the Reformation to the Present Examines critical turning points in the relationship between Christianity and modernity, including: the Protestant Reformation; the encounter between religion and reason; the emergence of evangelical Christianity and its involvement in missions and social reform; Christianity’s complex relationships with movements to fight racial, ethnic, gender, and class-based oppression. Designed to increase students’ understanding of the evolution and diversity of Christianity, provide practice in discussing controversial religious topics, refine writing skills, and prepare students to reach their own conclusions about Christianity and its history. *Four credit hours.* **H**

[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 late-19th-century Anglo-Ireland through the postcolonial, multicultural, religiously diverse Irish state of the early 21st century: stories, poems, plays, and films. Designed to increase students’ understanding of modern Irish literature and religious history through reading and discussing selected texts, to provide practice in discussing controversial religious topics, to refine writing skills, and to prepare students to reach their own conclusions about religion in Ireland, past and present. Formerly offered as Religious Studies 298. *Four credit hours.* **L, I** CAMPBELL

259f 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.* CAMPBELL

[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.*

[277] Religious Responses to Harry Potter Close reading of Harry Potter novels will uncover some of the religions and ethics that have contributed to the world of Hogwarts. Students will research the principal voices in the discussion, develop an understanding of both Christian and pagan religious expressions, and write their own evidence-based analysis of the question, what are the religious influences in the Harry Potter novels? *Three credit hours.*

[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

284s Medieval Judaism, Real and Imagined The Middle Ages witnessed the flourishing of Jewish life in both Christian and Islamic societies even as the Jews were subordinate and at times persecuted minorities. Explores medieval Jewish ideas and practices, with particular attention to the impact of broader cultural trends. It also examines the ways Christians and Muslims perceived their Jewish neighbors and the historical impact of prejudice and intolerance on Jewish society and culture. Students will learn how historians approach the study of medieval religion and develop their own historiographic skills. *Four credit hours.* H, I FREIDENREICH

298s Family and Society in Ancient Israel Ancient Israelite society was based on the family. This class examines the roles of men, women, and children during the periods portrayed in the Hebrew Bible. By gleaning insights from biblical texts, archaeology, anthropology, and social-historical studies, we will explore interpersonal relations and societal structure in ancient Israel. Topics covered include childbirth, adoption, infant mortality, war, incest, agro-pastoral subsistence, food production, urban life, communal organization, slavery, child sacrifice, goddess worship, gender roles, aging, and cultic practices. *Prerequisite:* Some knowledge of the Bible preferred. *Four credit hours.* PARKER

312f South Asian Women at the Crossroads: Tradition and Modernity A study of South Asian Women as they contest issues of gender, sexuality, race, class, and globalization. The seminar includes novelists, poets, philosophers, translators, artists, and filmmakers. How do modernity and tradition intersect in their texts? How do literary ideals, religious traditions, and societal issues overlap? How do their literary creations convey the harsh reality of honor killings, dowry deaths, female feticides, widowhood, arranged marriages, purdah? How do they express their own dislocation and hybridity? What is the role of

language in identity formation? The role of gender-inclusive translations of scripture? The contributions of unique tropes and metaphors from the other side of the world for our own thinking and being in the West? The role of fiction, poetry, and art in social transformation? *Four credit hours.* L, I SINGH

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

[322] 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

333s 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 216, 217, 236, 258, or 259. *Four credit hours.* CAMPBELL

[334] Religion and World War II Examines religious and spiritual responses to World War II (including the Holocaust) as they are embodied in historical narratives, theologies, personal narratives, fiction, and film. Addresses how political crises catalyze spiritual awakenings and theological breakthroughs. Designed to increase students' understanding of World War II as a religious and spiritual turning point (for individuals, religious groups, and nations), provide practice in discussing complex and controversial religious topics, refine writing skills, and prepare students to reach their own conclusions about the spiritual and religious impacts of war. *Prerequisite:* One of the following: Religious Studies 217, 236, 257, or 259. *Four credit hours.*

[336] 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. Intended to provide students with an opportunity to develop a deeper understanding of the Catholic religion through seminar discussions and frequent short writing assignments focused on specific Catholic novels. *Prerequisite:* History 216 or Religious Studies 236, 258, or 259. *Four credit hours.*

[357] 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

381s Women and Gender in Islam Listed as History 381. *Four credit hours.* TURNER

[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.*

397f Was God Married? Exploring the Goddess in the Ancient Near East Examines the power and influence of goddesses in ancient Anatolia, Mesopotamia, Egypt, Ugarit, and Israel. Why did people believe in goddesses? What can the various roles of goddesses teach us about families and society in antiquity? Topics include goddesses in the Hebrew Bible, symbols and manifestations, archaeological artifacts and inscriptions, rituals and worship, and divine relationships. *Prerequisite:* Religious Studies 143 or permission of instructor. *Four credit hours.* PARKER

398As Exhibiting Maine’s Jewish Experience Students in this civic engagement course will curate physical and online museum exhibitions about Jewish life in Maine from the mid-19th century to the present. Students will learn about the experiences of Jewish immigrants to Maine, the impact of national and world events on Jewish Mainers, and Maine’s place within American Jewish history. They will then design and lead guided tours on these subjects for public school students and community members. Through these activities, students will develop communications and teamwork skills while engaging with Mainers and meeting a real need for education about local Jewish experiences. *Four credit hours.* FREIDENREICH

398Bs Genius of Genesis Perhaps no book of the Bible is as well known and poorly understood as Genesis. This course divides Genesis into its two major components—the primeval history and the stories of the ancestors—and places them in the framework of their ancient Near Eastern context. We will compare and contrast renowned narratives from the primeval history (e.g., Creation, Adam and Eve, Noah’s Ark, the Tower of Babel) with their Mesopotamian parallels and employ narrative criticism to exegete the stories of the ancestors (i.e., Abraham, Sarah, and their descendants). Students will acquire and use tools of literary analysis to appreciate the exquisite artistry of these texts and to discover why they continue to exert powerful influence throughout millennia. *Prerequisite:* Religious Studies 143 or permission of instructor. *Four credit hours.* PARKER

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 Daria Bureeva

The major emphasizes Russian language, literature, and film in order that students develop a broad understanding of Russian culture in the past and the present. Students are encouraged to participate in extracurricular activities on the campus, including guest lectures, discussion group meetings, films, weekly Russian-table dinners or Russian teas, and an annual program of cultural events.

Students majoring in Russian language and culture are expected to study in Russia for at least one semester. Instructors advise beginning students carefully about January, summer, and semester programs. The Colby in St. Petersburg program offers students highly individualized study of Russian language, literature, and history, a full cultural program, and residence with Russian families.

Requirements for the Major in Russian Language and Culture

- (1) A minimum of seven courses (three or four credits) numbered above Russian 127 in the Department of German and Russian, including Russian 426 or 428, and at least one course each in 19th- and 20th-century Russian literature or film in English translation (chosen from 231, 232, 237).
- (2) One course in pre-20th-century Russian history and one course in 20th-century Russian history (usually History 227 and 228)
- (3) A seminar in Russian literature, conducted entirely in Russian (Russian 426, 428).

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

Requirements for the Minor in Russian Language and Literature

- (1) Four introductory Russian language courses: Russian 125, 126, 127, 128.
- (2) Two courses in Russian culture in English translation: one course in 19th-century literature and one course in 20th-century literature or film (chosen from Russian 231, 232, 237, 242).
- (3) One course in Russian literature in the original (chosen from Russian 325, 326, 425, 426, 428).

Note: In special circumstances, course substitutions for major and minor requirements may be made after extensive consultation with Russian program staff.

Russian majors and minors who are unable to study in Russia for a semester are strongly encouraged to enroll in one or more of the Jan Plan courses in St. Petersburg.

Russian majors and minors should broaden their study through courses related to Russian in other departments, particularly courses in history and government.

Course Offerings

113j The Literature and Art of St. Petersburg In St. Petersburg, Russia. Students read Pushkin, Dostoevsky, and other major St. Petersburg writers and learn about the city's art and architecture in classroom lectures and museum visits. Theater and concert performances are included; residence is with a Russian family. Conducted in English; no knowledge of Russian required. Nongraded. Cost in 2011: \$3,000. Required meetings on campus in November and December. Early registration required. *Three credit hours.* INSTRUCTOR

114j Russia's Transition Economy In St. Petersburg, Russia. Daily class lectures and planned site visits introduce students to the Soviet centralized economy and its evolution since the 1950s. Topics include militarization, industrialization, collectivization, budgets and taxation, inflation and currency reforms, banks, investment, the new Russian entrepreneur, stock markets, the oligarchs, and "natural" monopolies. Cultural program included; residence is with a Russian family. Conducted in English; no knowledge of Russian required. Nongraded. Cost in 2011: \$3,000. Required meetings on campus in November and December. Early registration required. *Three credit hours.* INSTRUCTOR

115j Russian Ethnography In St. Petersburg, Russia. Class lectures and discussions, field trips to the Museum of Anthropology and Ethnography and to the Russian Ethnographical Museum, and day excursions outside the city introduce students to many of the Russian Federation's minority ethnic groups, including the indigenous peoples of Siberia, Russia's northern peoples, Jews, Cossacks, and others. Lectures will contrast tsarist policy to Soviet ethnic policy of the 20th century. Cultural program included; residence is with a Russian family. Conducted in English; no knowledge of Russian required. Nongraded. Cost in 2011: \$3,000. Required meetings on campus in November and December. Early registration required. *Three credit hours.* INSTRUCTOR

125f Elementary Russian I Introductory course enables students to acquire a high degree of competence in elementary Russian through communicative learning and interaction. Acquisition of grammar and vocabulary through substantial engagement in speaking repetition, memorization, role-playing, and creative communication, which are reinforced by listening, readings, writing, and speaking assignments outside of the classroom. Students become familiar with cultural differences through the study of everyday activities and practices of Russians in urban settings. *Prerequisite:* Russian 125 is prerequisite for 126. *Four credit hours.* DE SHERBININ

[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. Required meetings on campus in November and December. Early registration required. *Three credit hours.*

126s Elementary Russian II 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. *Four credit hours.* MONASTIREVA-ANSELL

127f, 128s Intermediate Russian The second-year language sequence in Russian builds on the communicative abilities mastered in elementary Russian by active classroom engagement in conversation and vocabulary-building. Students study Russian culture

through reading brief biographies of writers, watching film and Internet clips, and reading short fiction and poetry. The final stages of Russian grammar are introduced, practiced, and tested. Biweekly essay assignments increase writing skills, and oral tests allow students to develop fluency in speaking. *Prerequisite:* Russian 126. Russian 127 is prerequisite for 128. *Four credit hours.* MONASTIREVA-ANSELL, DE SHERBININ

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.* BUREEVA

174j Chekhov and the Short Story (in English) Study of the American and British short story as it was influenced by the Russian master of the short story, Anton Chekhov. Readings include Chekhov's early humorous stories and his mature works, essays on the short story, and selected stories by Raymond Carver, Bernard Malamud, Katherine Mansfield, Alice Munro, Joyce Carol Oates, Eudora Welty, Virginia Woolf, Richard Wright, and others. No knowledge of Russian required. *Three credit hours.* L DE SHERBININ

231f Tolstoy and Dostoevsky (in English) Close study of the biographies, philosophies, short stories, novels, and essays of two of the world's most influential authors. Texts include Leo Tolstoy's "The Death of Ivan Ilych," *Anna Karenina*, "The Kreutzer Sonata," and his works on nonviolence, vegetarianism, and social justice; Fyodor Dostoevsky's "Poor Folk," *The Double*, "Notes from the Underground," and *The Brothers Karamazov*. Emphasizes the development of cogent arguments in speaking and writing, including work with drafts of papers. No knowledge of Russian required. *Four credit hours.* L DE SHERBININ

232s Topics in 20th-Century Russian Literature: Engineering Human Souls (in English) An in-depth study of the literature, film, and politics of the Stalinist era in the Soviet Union. Conducted in English. *Four credit hours.* L MONASTIREVA-ANSELL

[237] 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

[242] Russian Cinema from Lenin to Putin (in English) A survey of major periods, genres, and themes of Russia's "most important art," including Soviet Revolutionary montage cinema of the 1920s (Kuleshov, Vertov, Eisenstein, Dovzhenko), Stalinist "easterns" and propaganda musicals of the 1930s and '40s (Vasiliev Brothers, Aleksandrov), the post-Stalinist cinematic revival of the 1950s and '60s (Kalatozov, Tarkovsky, Muratova, Askoldov), and the post-Soviet search for new aesthetics, themes, and heroes (Balabanov, Bodrov, Zviagintsev, Sokurov). Topics 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.* A, I

[325] 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. *Four credit hours.*

326fs Conversation and Composition Reading and analysis of literary and historical texts focusing on the quest for moral values and personal identity from pre-Revolutionary years to the post-Soviet era. Grammar review and continued practice in oral and written expression. Internet, film, and audio materials supplement the readings. Conducted in Russian. *Prerequisite:* Russian 325 *Four credit hours.* MONASTIREVA-ANSELL, DE SHERBININ

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.* BUREEVA

[346] 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.*

425f 20th-Century Short Works Reading and analysis of literary and historical texts focusing on the quest for moral values and personal identity from pre-Revolutionary years to the post-Soviet era. Grammar review and continued practice in oral and written expression. Internet, film, and audio materials supplement the readings. Conducted in Russian. *Prerequisite:* Russian 325. *Four credit hours.* L MONASTIREVA-ANSELL

426s 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 DE SHERBININ

[427] Re-Imaging Russia: Cinema and Russian Society 1986-2009 Cinema's social and ideological functions in late-Soviet and post-Soviet Russia. Topics include defining Russia's position in regard to capitalism, the West, and Western values; making sense of organized crime and re-division of political and economic power; struggling for a positive vision of Russian national identity; reassessing the Stalinist past; renegotiating gender roles; evaluating Soviet imperial ambitions and their enduring legacy; and exploring the place of non-Russians within the Russian Federation. Extensive work in advanced conversation, grammar, and writing. Conducted entirely in Russian. *Prerequisite:* Russian 325. *Four credit hours.* L

[428] 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

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

SCIENCE, TECHNOLOGY, AND SOCIETY

Director, PROFESSOR JAMES FLEMING

ADVISORY COMMITTEE: Professors Daniel Cohen (*Philosophy*), James Fleming (*Science, Technology, and Society*), Fernando Gouvêa (*Mathematics and Statistics*), 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 Members without Rank Lauren Lessing (*Museum of Art*) and Elizabeth Finch (*Museum of Art*)

Science, Technology, and Society (STS) is an exciting interdisciplinary field of study grounded in the history, philosophy, anthropology, and sociology of science and technology. It examines deep cultural roots of our technoscientific society and addresses pressing public policy issues. It constitutes a fundamental aspect of a liberal arts education and is excellent preparation for graduate study or future employment opportunities.

Science and technology have become increasingly important components of our world, changing the ways we live, work, and think. The well-being of individuals, nations, and, ultimately, our Earth depends in part on technoscientific developments that are part of the process shaping both the social fabric and the natural environment, both in America and globally.

Following an introductory core course, students in the STS Program choose from a variety of electives and complete a year-long senior research project. By doing so they gain an understanding of the historical and social dimensions of science and technology, become better-informed citizens of our high-tech society, and hone critical and valuable interdisciplinary skills involving writing, speaking, and creative thinking. Students pursuing a major or minor in STS require no special technical expertise.

Requirements for the Major in Science, Technology, and Society

The STS major has a core curriculum based on the research and teaching interests of the faculty. All courses are either U.S. or internationally focused and either science or technology focused. Majors must take three required courses and choose a minimum of eight electives from the list of STS approved courses below. Courses taken abroad or otherwise not on this list require the approval of the STS Program director:

ST 112: Introduction to STS (required)

ST 485: Technology Matters or ST 483 Honors (required)

ST 486: Senior Project: The Craft of Research or ST 484 Honors (required)

One 200-level or higher course in natural science or computer science beyond the all-college requirement

One STS internationally-focused course (designated I)

One STS U.S.-focused course (designated U)

One STS science-focused course (designated S)

One STS technology-focused course (designated T)

Three approved STS electives

Electives are chosen from the list of STS approved courses to fulfill the I, U, S, and T foci, but a course that satisfies two or more foci may not be counted twice. In choosing the eight electives, students must take a minimum of three courses designated or cross-listed as ST. A student may not count more than two 100-level electives toward the major.

Senior Projects

All senior STS majors will take STS 485, which will prepare them for research through seminar readings, literature reviews, and proposal writing. This is the first part of a year-long capstone experience in which students design and complete a final integrative project in science, technology, and society. This is followed by STS 486, an intensive research and writing experience with final public presentations. Any member of the faculty may serve as an advisor for STS senior projects.

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

<i>Anthropology</i>	256 Land, Food, Culture, and Power I
	341 Culture, Mobility, Identity I
<i>Biology</i>	115 Biology of Women U, S
	133 Microorganisms and Society U, S
	245 Biology of Race and Gender S
	274 Neurobiology S
	275 Mammalian Physiology S
	493 Problems in Environmental Science S
<i>Chemistry</i>	112 Chemistry for Citizens U, S
	118 Chemistry of Life S
	217 Environmental Chemistry S
<i>Computer Science</i>	232 Computer Organization T
<i>Economics</i>	231 Environmental and Natural Resource Economics U, S
<i>Environmental Studies</i>	118 Environment and Society U
	266 Environment and Human Health I, T
	271 Introduction to Ecology S
	319 Conservation Biology S
	334 International Environmental Regimes I
<i>Government</i>	333 Globalization and Social Innovation I, S, T
<i>History</i>	242 Rivers
	245 Science, Race, and Gender
	246 Luddite Rantings U, I, T
	364 Environmental and Health History in Africa I, S
	394 Ecological History I, S
	445 Nuclear Madness I, U, T
	446 Historical Epidemiology I, S
	498B 20th-Century Environmental History I, U, S
<i>Mathematics</i>	376 History of Mathematics S
<i>Philosophy</i>	126 Philosophy and the Environment U, S
	175 Science and Skepticism in Ancient Greece I

*Psychology**Science, Technology,
and Society*

- 213 Philosophical Inquiries into Race I, S
- 317 Philosophy of Science S
- 318 Philosophy of Nature S
- 233 Biological Basis of Behavior S
- 112 Science, Technology, and Society (required)
- 175 Science in Ancient Greece I, S
- 215 Weather, Climate, and Society I, U, S, T
- 253 Energy, Power, and the American Century, 1901-2001
U,T
- 271 History of Science in America U, S
- 297 Body, Place, Planet, I, U, S, T
- 358 Climbing the Oil Peak I, T
- 483 and 484 Honors in STS
- 485 Technology Matters (required)
- 486 Senior Project: The Craft of Research (required)
- 491/492 Independent Study

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

[175] Science in Ancient Greece Ancient Greek theories about the natural world began in wonder about its constituent elements. But as the Greeks acquired a philosophically sophisticated understanding of the nature of scientific explanations, their speculation soon gave way to the conceptual rigor of Aristotelian physics, the technical and encyclopedic accomplishments of Hippocratic medicine, and the mathematical exactitude of Ptolemaic astronomy. Fosters the skills needed for historical contextualization and textual interpretation enabling us to trace the development of what became the foundations of Western scientific thinking. Part of the three-course Integrated Studies 175 cluster "Ancient Worlds." *Prerequisite:* Concurrent enrollment in Anthropology 175 and Philosophy 175. *Four credit hours.* **H**

197j Science and the Art of Sailing History, science, technology, and design of sailboats, as well as psychological, philosophical, competitive, and business aspects of the sport. Based on texts, articles, lectures, and videos, an in-depth study of the many and varied aspects of sailing for both beginners and old salts. *Three credit hours.* REICH

[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**

[215] Weather, Climate, and Society A scientific introduction to the Earth's atmosphere and historical and social issues related to weather and climate. Topics include the atmosphere's composition, structure, and dynamics; air pollution, ozone depletion, natural disasters, and climate change. Includes lectures, an exam, quizzes, short essays, and a group project to be presented in a final poster session. *Four credit hours.* **N**

[242] Rivers Listed as History 242. *Three credit hours.* **I**

- [245] Science, Race, and Gender** Listed as History 245. *Four credit hours.* H, U
- 246s Luddite Rantings: A Historical Critique of Big Technology** Listed as History 246. *Four credit hours.* H JOSEPHSON
- 253f Energy, Power, and the American Century, 1901-2001** A study of the development and use of energy sources in the United States during the century from the discovery of oil in Texas to the attack of September 11, 2001, with emphasis on economic, political, military, social, and environmental factors. Students will gain an understanding of how our nation's evolving energy systems have brought us extraordinary strength and abundance but also led to entangling military commitments and environmental problems, while making us dependent on forces beyond our control. *Prerequisite:* Sophomore or higher standing. *Four credit hours.* 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
- 297f Body, Place, Planet: Aerial Interventions and Inscriptions** We live in an ocean of air, interacting with it on all scales from the intimacy of breathing to the global commons. Offered in conjunction with the Colby Museum of Art, connects the literature of the history of science, technology, and medicine with architectural and artistic expression. Emphasis will be on reading and interpreting historical texts, architectural plans, and works of art. Seminar meetings and occasional evening enrichment sessions will be aimed at developing discussion, argumentation, research, writing, and presentation skills. Students will prepare and present studio portfolio of ideas, images, and text. *Prerequisite:* Science, Technology, and Society 112 preferred, but not required. *Four credit hours.* FLEMING
- 317s Philosophy of Science** Listed as Philosophy 317. *Four credit hours.* COHEN
- 341s Culture, Mobility, Identity: Encounters in the African Diaspora** Listed as Anthropology 341. *Four credit hours.* S, I MAINS
- [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** Societies worldwide have been exploiting greater and greater quantities of petroleum for more than 100 years, and it has helped to make us tremendously wealthy and dramatically changed our expectations and values. Examines the history of petroleum development since the early 20th century and the issues confronting us as we approach the worldwide peak in oil production. This task is multifaceted, comprising science, technology, economics, sociology, agriculture, and government, as well as military, environmental, and human-rights issues. Includes an examination of the society-wide ramifications of the coming peak in oil production and considers viable alternatives to oil in the decades ahead. *Prerequisite:* Junior standing. *Four credit hours.* S REICH
- 364s Environmental and Health History in Africa** Listed as History 364. *Four credit hours.* H, I WEBB

[445] **Nuclear Madness** Listed as History 445. *Four credit hours.* **H**

[446] **Research Seminar: Historical Epidemiology** Listed as History 446. *Four credit hours.* **H**

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 3.50 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 seminar emphasizing classical and enduring issues involving the social study of science and technology used as a senior capstone experience in Science, Technology, and Society in preparation for a career after Colby. Students will design, propose, and initiate a yearlong project. To prepare, students will read broadly in the literature, engage in seminar discussions, write short think pieces and a book review, conduct a thorough literature search, and prepare a research proposal and exploratory essay. The completion of the project, typically in the spring semester but also including a possible January internship, involves intensive research and writing accompanied by a presentation of results in a public seminar. Funding for research expenses may be available. The ultimate goal is to identify and complete a project that the student finds really interesting, exciting, and challenging; that will solidify their ability to conduct interdisciplinary research; that will help shape their next steps after Colby. *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**

498As 20th-Century Environmental History Listed as History 498A. *Four credit hours.* **H** **JOSEPHSON**

SOCIOLOGY

Chair, PROFESSOR TERESA ARENDELL

Professors Teresa Arendell, Cheryl Townsend Gilkes, and Thomas Morrione; *Associate Professor* Alec Campbell; *Assistant Professor* Victoria Mayer; *Visiting Assistant Professor* Matthew Archibald; *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: 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 ARCHIBALD, ARENDELL, BLAKE, MORRIONE

197j Special Topics in Health and Medicine: Substance Use and Abuse An exploration of the world of drug and alcohol addiction. Uses a number of perspectives (e.g., social-psychological, economic, pharmacological, political, historical, legal) to examine and critique the central issues. Includes a mixture of advanced readings in addictions research as well as popular treatments. Key topics include: a brief history of drug prohibition, the science of neurotransmitters, temperance movements, self-help support groups, drug markets, the treatment industry, decriminalization, adolescent drug and alcohol use, and dysfunctional family systems. Students will gain a true appreciation for the complexity and salience of substance use and abuse. *Three credit hours.* ARCHIBALD

[213] Schools and Society Listed as Education 213. *Four credit hours.* U

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

215f Classical Sociological Theory The history of sociology, and a critical survey of the systems of thought about society, centered on major schools of sociological theory and their representatives. The place of theory in social research as presented in works of major social theorists, including Comte, Spencer, Durkheim, Weber, Marx, Pareto, Simmel, and Mead. *Prerequisite:* Sociology 131. *Four credit hours.* MORRIONE

218s Contemporary Sociological Theory Introduces the social theories that have had a significant impact on contemporary sociological scholarship. Students learn how to analyze and compare different theoretical paradigms, preparing them to use theory to better understand how social life is both patterned and dynamic. Students explore how these theories, like other cultural products, both reflect and affect the historical moment in which they were produced. Because much of this work engages with Enlightenment thought and institutions, the students develop a critical understanding of some of the central ideas and practices that shaped modern Western society. *Prerequisite:* A 100-level sociology course. *Four credit hours.* MORRIONE

[231] Contemporary Social Problems Analysis of selected controversial issues and public problems in the contemporary United States. General theoretical frameworks in the sociology of social problems used to analyze issues from one or more perspectives; areas include alienation, economic and political freedom, the politics of morality, poverty, women's roles, and social inequality. *Four credit hours.* S, U

[233] Crime and Justice in American Society Exposes students to contemporary theories about crime. Students develop their critical-thinking skills by evaluating the theories' ability to explain recent empirical trends in crime. We also examine contemporary issues in criminology including police use of force, false conviction, moral panic, and mass incarceration. Includes the critical evaluation of arguments presented by experts. There is a strong emphasis on writing and classroom discussion. *Prerequisite:* A 100-level sociology course. *Four credit hours.*

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 are required to participate in a community-based service learning project as part of the course. *Prerequisite:* Sociology 131. *Four credit hours.*

257s Sociology of Mental Health and Mental Disorders Explores meanings of and factors in mental illness; developments in categories and treatments; impacts of social inequalities on incidence, diagnosis, and treatment; effects on family and support systems; and social policy issues. Considers the contributions of social science, biology, and medicine. Studies sociological conceptualizations of mental disorder, particularly social constructionism, labeling, and stress theories. Draws upon an array of scholarship and applies understandings to select memoirs and autobiographies. Hones close reading, critical analysis, and communication skills. Offered in 2009 as Sociology 297. *Prerequisite:* Sociology 131. *Four credit hours.* ARENDELL

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 ARCHIBALD

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.* ARENDELL

273f Sociology of Families Central issues in the social study of the family,

predominantly the historical and contemporary American family. Emphasis is on the family as a primary group and a unit of intense interpersonal relationships structured along gender and generational lines and on the family as a major social institution. The changing structures, functions, and dynamics of the family are explored. *Prerequisite:* Sociology 131 preferred, but not required. *Four credit hours.* S ARENDELL

274s Social Inequality and Power Study of sociological explanations of how patterned social interaction at the individual and institutional levels create unequal life chances for people inhabiting different social locations, defined in terms of class, race, and gender. Includes discovery of how economic and government institutions operate in historically specific ways by comparing the effects of early capitalism to the effects of recent processes of globalization and deindustrialization. Shifting focus to the local level, students conduct their own research to study how social class impacts the ability of young Mainers to navigate the stratification system as they leave high school. *Prerequisite:* Sociology 131 and sociology major. *Four credit hours.* U ARCHIBALD

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 Health and Medicine Applies sociological principles to medicine, health, illness, and health care. Situates the latter in a variety of institutional domains: economic markets, politics, science, religion, and culture, broadly construed. Topics include medical and sociological models of illness, epidemiology, epidemics, an (abbreviated) history of medicine in the West, public health, the social stratification of illness, medicalization and de-medicalization of illness, individuals' experience of illness, the medical profession, global health, health-care provision, access and delivery, complementary and alternative health care, and the contemporary U.S. health movement. *Four credit hours.* ARCHIBALD

297Bf Environment and Social Inequality Listed as Environmental Studies 297C. *Four credit hours.* U LASHLEY

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

[315] Politics of Social Policy An investigation of the politics of policymaking and the effects of social programs. By studying policymaking and implementation at different historical moments, students trace the changing connections between citizenship and labor, noting how these connections differ over time and according to citizens' race, class, and gender. They conduct a research project that explores how social policies, along with local labor markets and community institutions, shape the challenges people face in supporting and caring for their families. Conducting research, students practice creative and analytical thinking and writing for multiple audiences. *Prerequisite:* Sociology 131, 215, or 218. *Four credit hours.*

322s Social Class and Schooling Listed as Education 322. *Four credit hours.* U HOWARD

[337] Childhood in Society A seminar exploring the social, historical, and cultural

constructions of childhoods and children, with a specific focus on the American and Western European contexts, using a sociological perspective, especially the social constructionist paradigm, to explore the relationships between the social order and constructions of childhood, children and their environment, and age categories and social relations. Social policy relevant to childhoods and children. The history and development of child welfare in the United States, and selective contemporary social issues and needs, among them economic provision, education, child care, and health care. *Prerequisite:* Sociology 131. *Four credit hours.*

[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.*

[352] 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.*

355f African-American Women and Social Change Sociological analysis and historical overview of African-American women and their families, work lives, and community (especially religious and political) experience. A focus on the contradictions between lived experience and cultural expectations surrounding gender and on the distinctive experiences of African-American women as a force for social change. *Prerequisite:* An introductory social science course or American Studies 276. *Four credit hours.* **U** GILKES

357s 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** GILKES

[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**

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

[375] Contemporary Family Relations: Mothers and Daughters An advanced seminar exploring the Western mother-daughter relationship through sociological case studies, ethnographies, and survey research. Draws upon myth, memoir, fiction, and poetry. Systemically considers racial and ethnic variations, looking at social science materials and literature representing the experiences and insights of Euro-American, African-American, Asian-American, Latina, Native American, and recent immigrant women and children. Includes the consideration of alternative family arrangements, such as single-parent mothers and lesbian mothers. Examines issues of development and stresses on families and relationships. *Prerequisite:* Sociology major and Sociology 276 or 311. *Four credit hours.* S, U

398As Diversity and Inequality in the Environmental Movement Listed as Environmental Studies 398A. *Four credit hours.* U LASHLEY

398Bs Learning by Giving: Nonprofit Organizations and Philanthropy An academically-grounded, community-based educational experience exploring the meaning of philanthropy and the nature of nonprofit organizations. Students will volunteer in Waterville area nonprofit organizations, working with them as assistant grant writers. The class, operating like the board of a granting foundation, will review organizations' grants, make funding decisions, and allocate one or more grants totaling \$10,000. The Sunshine Lady Foundation, founded by Doris Buffett, generously provides the funding for this class. *Prerequisite:* Senior standing, Sociology 131, and permission of instructor. *Four credit hours.* MORRIONE

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: Urban Sociology A capstone seminar integrating students' theoretical and methodological perspectives with urban sociology topics, including urbanization, suburbanization, globalization, subcultures, architecture, transportation, race, poverty, planning, political economies, neighborhoods, inequality, gender. Focus on American cities. Students are strongly urged to engage in community-based research and will complete three short papers, a book review, a 20-page research paper, and public presentation of findings. *Prerequisite:* Senior standing in sociology, and Sociology 131, 215, 218, 271, and 272. *Four credit hours.* MORRIONE

SPANISH

Chair, ASSOCIATE PROFESSOR LUIS MILLONES

Professors Jorge Olivares; Associate Professors Luis Millones, Barbara Nelson, and Betty Sasaki; Assistant Professors Lisette Balabarca, María Bollo-Panadero, and Emma García; Visiting Instructor Cristina Delano; Language Assistant Javier Gonzalez Lopez

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 The first semester of three consecutive courses designed to develop fluency and accuracy in the Spanish language. Through an interactive approach to language learning, students gain communicative proficiency through fast-paced, task- and content-based exercises designed to integrate listening, speaking, reading, and writing skills. Videos, audio, and Web materials introduce students to cultural differences within the Spanish speaking world. *Four credit hours.* MILLONES

126fs Elementary Spanish II The second of three consecutive courses designed to develop fluency and accuracy in the Spanish language. Through a continued interactive approach to teaching and learning, students begin to develop skills for more independent communicative proficiency. Task- and content-based assignments challenge students to integrate listening, speaking, reading, and writing skills in a functional use of the language. Videos, audio, and Web materials are incorporated. *Prerequisite:* Spanish 125. *Four credit hours.* DELANO, GARCIA, NELSON

127fs Intermediate Spanish I The third of three consecutive courses designed to develop fluency and accuracy in the Spanish language. Through an intensive grammar review, students develop skills for independent and creative interactive communication. Designed to refine students' major skills in listening, speaking, reading, and writing, as well as to provide insight into the literature and culture of Spanish-speaking countries. Video screenings and short readings in Hispanic literature and culture deepen student understanding of linguistic and cultural nuances and serve as the basis for in-class discussions and writing assignments. *Prerequisite:* Spanish 126. *Four credit hours.* BALABARCA, BOLLO-PANADERO, DELANO

127Jj 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 2010: \$2,570. *Prerequisite:* Spanish 126 with a grade of B+ or better and permission of the instructor. *Three credit hours.* MILLONES

128fs Intermediate Spanish II Development of critical skills through analysis of fictional texts in Hispanic literature. Continuing work in vocabulary building and grammar review. Students will achieve a high intermediate level in the four basic language skills: reading, writing, speaking, and aural/oral comprehension. *Prerequisite:* Spanish 127. *Four credit hours.* SASAKI

131fs Conversation and Composition Development of critical communication skills through conversation, and analysis of nonfiction texts, as well as comparative, narrative, and descriptive writings. Introduction to the principles of composing a research paper. Continued work in vocabulary building and grammar review. Students write and present summaries of Spanish-language newspaper articles in small groups. Preparation for oral exams stresses team building as a basis for successful individual presentations. Topics include immigration, euthanasia, gun control, abortion, presidential elections, and the role of the university in preparing students for an ever-changing world. *Prerequisite:* Spanish 128. *Four credit hours.* BOLLO-PANADERO

135fs Introduction to Hispanic Literature Introduction to literary analysis through Spanish, Spanish-American, and U.S. Latino/a texts. Students are presented with works of fiction in prose, poetry, drama, and film and learn how to examine the texts through close reading, detailed analysis, and strategies of interpretation. Students develop skills in writing critical essays and learn the basics of scholarly research. *Prerequisite:* Spanish 131. *Four credit hours.* L BOLLO-PANADERO, GARCIA, MILLONES

231fs Advanced Spanish An in-depth analysis of Spanish grammar, focusing on the more complex and subtle linguistic and cultural dimensions of a variety of syntactical and lexical concepts. Students will achieve an advanced mastery of Spanish grammar and vocabulary. *Prerequisite:* Spanish 131 or 135. *Four credit hours.* OLIVARES

264s 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 GARCIA

265f The Short Novel in Spanish America Close readings of contemporary Spanish-American short novels by representative authors. Explores representations of gender, history, human rights, politics, race, and sexualities within the context of the social and political realities of Spanish America in the 20th and 21st centuries. Also considers critical literary concepts such as narrative perspective, parody, intertextuality, and self-consciousness. Previously offered as Spanish 298A. *Prerequisite:* Spanish 135. *Four credit hours.* L OLIVARES

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

I DELANO

[267] Transcultural Journeys: U.S. Latina/o Literature of Resilience Since the arrival of Columbus in Puerto Rico in 1493 and of various Spanish explorers in what is now the Southeast and Southwest United States, the Spanish language has been part of the literature of America. With the continual influx of immigrants from Latin America and Spain, the United States continues to have Spanish as a literary presence today. Topics include exile, immigration, migration, labor, gender, and social justice. Formerly offered as Spanish 298C (Spring 2008). *Prerequisite:* Spanish 135. *Four credit hours.* L, U

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

276f 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 SASAKI

[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 Students learn how to read *Quijote* and to anticipate frequently repeated themes, dressed up as different characters in new adventures. Students practice oral skills and keep reading journals, basing their observations on their own personal and academic experiences. They read literary criticism about *Quijote*, compare it to other novels from world literature, read a short work by Cervantes, and compare *Quijote* to modern films. Ultimately each student, writing as Cervantes, submits his/her original "aventura." *Prerequisite:* A 200-level literature course. *Four credit hours.* L

354s 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, García Márquez, Leñero, Padura Fuentes, Puig, Sábato, Valenzuela, and Vargas Llosa have simultaneously appropriated and subverted the genre. While focused on the function of parody and intertextual relations, and on the distinction between the mimetic and the reflexive modes, the course will provide a framework to address questions of ideology, community, gender, sex, and sexuality. Previously offered as Spanish 398. *Prerequisite:* A 200-level literature course in Spanish. *Four credit hours.* L OLIVARES

371f The Colonial Experience: European and Amerindian Responses Close readings of representative primary documents and iconography from throughout the Spanish and Portuguese empires that were produced to report, understand, legislate, and record various dimensions of the encounter between Europe and the New World during the 16th and 17th centuries. Emphasizes efforts by Europeans and Amerindians to control the memory of events and to position themselves in colonial societies. Students will explore texts and cultural productions used to exert dominance or resistance during a specific historical context, become critical readers of primary documents, and engage with key issues of colonial literature. *Prerequisite:* A 200-level literature course. *Four credit hours.* L MILLONES

483f, 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

493As Seminar: The Colonial Andean World Study of the chronicles produced in the Andean region during the 16th and 17th centuries. Including study of the material aspects of chronicles: orality vs. written tradition, the manuscripts, and the editions produced in Early Modern times. Studying the point of view of the chronicles, paying special attention to why and for whom texts were written, and to what kind of literary or textual tradition they belong. Identify and analyze the major issues addressed in the chronicles, paying special attention to the interaction between Spanish and indigenous cultures. Students will explore discourses of representation, power, gender, and nature as part of the cultural encounter in the Andes. *Prerequisite:* Senior standing and a 300-level literature course. *Four credit hours.* L, I MILLONES

[493B] 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 Spanish literature course. *Four credit hours.* L, U

THEATER AND DANCE

Chair, ASSOCIATE PROFESSOR LYNNE CONNER

Associate Professor Lynne Conner; Adjunct Associate Professor James Thurston; Assistant Professors Todd Coulter and Annie Kloppenber; Technical Director John Ervin; Teaching Artists Jonathan Mastro, Daphne McCoy, and Bess Welden

The Theater and Dance Department offers students a multidisciplinary approach to understanding the history, literature, and production of performance. Our mission is to impart liberal arts values by fostering creative expression, stimulating critical and imaginative thinking, and increasing cultural literacy through study in a spectrum of studio, laboratory, and discussion-centered courses. The program of study includes frequent opportunities for practical experience in theater and dance, including creative research and production opportunities, and service learning projects. Undergraduate students in theater and dance also enjoy opportunities to increase their abilities in self-reflection, multicultural sensitivity, and the comparison of social values and ethical systems; in short, they learn how to be productive citizens and professional leaders through their scholarly and applied experiences. The department also seeks to entertain and to educate the larger community through its rigorous production schedule of plays, dance concerts, touring artists, and residency workshops with guest artists.

Consistent with the College's mission, the major in theater and dance is a liberal arts, not a pre-professional, major. It is, however, a major that will adequately prepare particularly interested and talented students for graduate study and further involvement in the performing arts. It is both a structured and sequential major, ensuring that all students have broad exposure and training in acting, directing, movement, design, technical production, performance history, and theory in addition to the opportunity to focus on a specialized track during the junior and senior years.

Requirements for the Major in Theater and Dance

A nine-course* (36-credit) major with the addition of three faculty-led production experiences, one each in the areas of performance and stage management, and an additional experience determined in consultation with the major advisor.

*All courses below are four credits unless otherwise noted.

Core Curriculum (20 credits, with four credits in each of the following five areas):

- (1) Dancing or Acting: 115, 116, 117, 119 (all two credits); or 171
- (2) Design or Stagecraft: 135, 139
- (3) Directing or Choreography: 281, 285
- (4) Performance History I: 224
- (5) Performance History II: 226

Focus Curriculum (eight credits in one of the following areas):

- Acting/Directing: 261, 271, 281, 361
 Dancing/Choreography: 262, 285, 361
 Design/Stagecraft: 235, 365, 239, 339
 Scripting: 141, 241
 History/Literature/Theory: 248, 268

Elective (four credits)

- Must be chosen in consultation with the major advisor
- Preferably at the 200 or 300 level
- Can be taken in another department with prior approval

Senior Capstone (four credits)

TD 493, taken in the spring semester of the senior year

Requirements for the Major in Theater and Dance-Interdisciplinary Computation

The theater and dance-interdisciplinary computation major focuses on the growing relationship between computation and performance scenography and the multiple applications of software technologies to stage design. It offers a sequenced, stage design-based curriculum while also providing students with exposure to the theory and practice of dance, acting, choreography, and directing. Students should begin by taking Theater and Dance 113 or 114, and Computer Science 151 in their first year; then Theater and Dance 135 and Computer Science 231 (fall) and 251 (spring) in their second year. The remaining requirements may be taken in any other semester in consultation with the major advisors in theater and dance and computer science.

Required Courses in Theater and Dance

Theater and Dance 113 or 114; 135; 171 or two courses chosen from 115, 116, 117, and 119; 281 or 285; 235 or 365

Required Courses in Computer Science

Computer Science 151, 231, 251, 351, and 369 or 451

Senior Capstone (four credits)

Designed in consultation with the major advisors in both departments.

Requirements for the Minor in Theater and Dance

A six-course* (24-credit) minor with the addition of two faculty-led production experiences in the areas of performance, stage management, or design/technical production.

*All courses below are four credits unless otherwise noted.

Core (16 credits, with four credits in each of the following four areas)

Dancing or Acting: 115, 116, 117 (all two credits); or 171

Design or Stagecraft: 135, 139

Directing or Choreography: 281, 285

Performance History: 224, 226

Focus (four credits)

Acting/Directing: 261, 271, 281, 361

Dancing/Choreography: 256, 257, 285, 262, 361

Design/Stagecraft: 235, 365, 239, 339

Scripting: 141, 241

History/Literature/Theory: 248, 268

Elective (four credits)

- Must be chosen in consultation with the minor advisor
- Preferably at the 200 or 300 level
- Can be taken in another department with prior approval

Honors in Theater and Dance

Theater and Dance majors with a minimum cumulative grade point average in the major of 3.5 and an overall GPA of 3.25 at the end of the January term of the junior year and with unanimous approval of the department faculty are eligible to apply for the honors thesis. These projects signify a serious engagement with independent scholarship, and interested students should plan to devote a large segment of their academic time to the project during their senior year. Interested students should contact a faculty sponsor during the spring semester of the junior year to discuss a project and secure that faculty member's sponsorship. Students must then petition the department for permission to undertake honors work. 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.

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

[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.*

064Af Applied Performance/Production: *The Last Days of Judas Iscariot* Students may register without credit for working on Theater and Dance Department faculty-directed productions (as actors, dramaturges, stage managers, and theater technicians). May be taken up to eight times. *Prerequisite:* Audition. *Noncredit.* COULTER

064Bj Applied Performance/Production: *Putting It Together* Students may register without credit for working on Theater and Dance Department faculty-directed productions (as actors, dramaturges, stage managers, and theater technicians). May be taken up to eight times. *Prerequisite:* Audition. *Noncredit.* CONNER

064Cs Applied Performance/Production: *The Cuchulain Cycle* Students may register without credit for working on Theater and Dance Department faculty-directed productions (as actors, dramaturges, stage managers, and theater technicians). May be taken up to eight times. *Prerequisite:* Audition. *Noncredit.* SEWELL

[113] The Dramatic Experience Survey of the history, literature, and visual recordings of dramatic performance traditions. Offers students the opportunity to see live performances and facilitates introductory-level participation exercises and projects designed to provide a basis of understanding for students coming from a variety of fields of study. Students will display a basic understanding of fundamental theater and dance terminology; will discuss and write confidently about their experiences as an audience member, demonstrating the ability to debate varied and possibly opposing positions on the aesthetic and sociopolitical context of the performance material in question; and will collaborate and problem solve in the creation of an original piece of theater performance or design. *Four credit hours.* A

114f The Dance Experience Serves as a broad introduction to the field of contemporary dance and includes both opportunities to experiment with studio practices (dance techniques and creative, choreographic exercises) and to study and analyze the form's history and theory. No prior dance training is necessary. Students with dance training are invited to enroll, understanding that technique will be taught at an introductory level but that the course includes valuable exercises in contextualizing and discussing dance. At the end of the semester students will be able to demonstrate the fundamentals of contemporary dance movement, communicate (in verbal and written form) aesthetic ideas, and meaningfully engage in the creative research process. *Four credit hours.* A KLOPPENBERG

115Af Theater Technique Lab: Stage Voice Workshop Discover your most relaxed, flexible, and expressive voice in this interactive course designed as a laboratory of creative experimentation. Students will learn a comprehensive vocal warm-up that includes techniques for identifying and releasing tension, expanding breath awareness and capacity, exploring resonance, supporting appropriate volume, and developing strong articulation skills. While developing these fundamental skills toward a confident and connected voice, participants will memorize and experiment with poetry and monologues as text-based tools for further vocal exploration. *Two credit hours.* WELDEN

115Bf Theater Technique Lab: Interpreting the Song An introduction to preparing songs from the musical theater repertoire. Students will work on solo pieces and learn how to use vocal technique for dramatic impact. Emphasis is placed on close reading of lyrics, dramatic objectives and tactics, and experimentation. Students will learn a comprehensive vocal warm-up and strategies for building both vocal strength and dramatic interpretation. *Two credit hours.* MASTRO

115Cs Theater Technique Lab: Musical Theater Skills Scenes and songs from the musical theater repertoire. Working in groups of two and three, students learn how to turn the transition between speech and singing into a character choice. Emphasis on scene work, vocal technique, and pursuing character objectives through song. *Two credit hours.* MASTRO

115Ds Theater Technique Lab: Unlocking Shakespeare Students will learn voice/speech techniques and physical exercises to release tension, connect with breath, and develop clear diction. They will examine the poetic structure, word choice, and punctuation of Shakespeare's sonnets to reveal clues about meaning. They will rehearse brief two-person scenes from the plays through games and activities designed to explore the musicality and physicality of both language and character. Ultimately students should be able to read Shakespearean text for meaning derived through scansion and other structural analysis techniques, speak selections of the language aloud with fluency and confidence, interpret and present a poem or scene with a clear voice and connected body. *Two credit hours.* WELDEN

116Af Ballet Forms Technique Lab: Intermediate Level This intermediate-level ballet class focuses on rediscovering the functional anatomy of the moving body through classical ballet vocabulary. Students will begin to move with greater freedom, ease, and efficiency, investigating the physical and energetic dichotomies between groundedness and lightness, between balance and stasis, between support and tension, and between force and energy. *Two credit hours.* KLOPPENBERG

116Bs Ballet Forms Technique Lab: Beginning Level This beginning-level ballet class focuses on developing the functional anatomy of the moving body through classical ballet vocabulary. Students are introduced to the basic vocabulary of the form and encouraged to experiment with groundedness and lightness, balance and stasis, support and tension, and force and energy. Students will demonstrate increased flexibility, strength, coordination, and body connectivity. *Two credit hours.* MCCOY

117Af, 117Bs Contemporary Dance Forms Technique Lab: Intermediate Level In this studio practicum, students with prior dance experience at the intermediate or advanced level will develop greater facility with contemporary/modern dance practices. Students will increase efficiency of movement articulation at the joints, will increase ability to perform complex movement in a dynamic range of qualities, will make nuanced and subtle choices in performance, and will understand how to approach complex movement sequences as embodied investigations. Students will demonstrate increased flexibility, strength, coordination, and body connectivity. *Two credit hours.* KLOPPENBERG

117Cs Contemporary Dance Forms Technique Lab: Beginning Level This is an introductory contemporary/modern studio course for students at the beginner or advanced-beginner level. It will address movement fundamentals from a variety of influences and their application in executing increasingly complex movement sequences. Students will develop deeper awareness, skill, confidence, and individuality in movement—a solid base for continued study in dance or one that can inform other creative pursuits from a more embodied point of view. *Two credit hours.* KLOPPENBERG

119f Popular Dance Forms Technique Lab: Musical Theater Dance An exploration of choreography and techniques from masters of musical theater, including Hanya Holms, Agnes De Mille, Bob Fosse, Gower Champion, Michael Bennett, Michael Kidd, Twyla Tharp, and Jerome Robbins. Introduces students to the basic principles of musical theater dance movement: body alignment, coordination, strength and flexibility, and forms of locomotion. Students will increase their technical understanding of musical theater dance, build body strength and coordination, develop aesthetic understanding and taste, and learn how to cultivate a personal movement aesthetic within the genre. *Two credit hours.* MCCOY

131j Theater Production An introduction to basic theatrical engineering, computer-aided drafting (CAD), and technical planning. Students help build a show from the ground up and will apply this knowledge while collaboratively inventing and drawing technical solutions to theoretical scenery. No previous experience is necessary, but students who have taken Stagecraft will find this an excellent companion course. *Three credit hours.* A ERVIN

135f Introduction to Design An introduction to the principles of visual design and their role in the dramatic event. Particular emphasis is placed on bringing the imagined world of the playwright to life through the use of space, light, and clothing. Historical and contemporary texts are explored through lectures, discussions, and projects. The primary goal of the course is to engage the student in the dynamic scenographic process and to allow each student opportunities to explore her or his own creative potential while concentrating on dramatic texts. *Four credit hours.* A THURSTON

139fs Stagecraft I Introduces students to scenic construction, theatrical rigging, lighting production, and prop-making concepts, techniques, equipment, and materials, emphasizing problem solving through research, experimentation, and collaborative learning while considering the environment, economic choices, and safety. Students will learn to appreciate the performative aspects of stagecraft by participating in a behind-the-scenes role during the construction period, technical rehearsals, and performances of a faculty-directed, department production. Independent out-of-class work is essential. Previous experience is not necessary. *Four credit hours.* A ERVIN

[141] Beginning Playwriting An introduction to the playwriting process for students interested in dramatic storytelling and the process of new play development. Student work focuses on: 1) close reading and analysis of representative plays in order to understand dramatic structure, characterization, rhythm, imagery, etc.; 2) creative experimentation through a series of writing exercises; and 3) participation in the process of workshopping class products, including offering and receiving constructive criticism. *Four credit hours.* A

[171] Acting I Introduces students to the process of shaping emotion, the voice, body, and intellect in creating a character for performance. Based on the writings of Stanislavski and other 20th-century teachers, students will prepare monologues and scenes

culminating in polished audition pieces. Through individual, partnered, and group work, students will learn to collaborate while developing critical and analytical thinking skills. In-class presentations and performances enforce the need for risk taking. Introductory physical work enables students to explore mind-body intelligences. No prior experience needed. *Four credit hours.* **A**

197j Live Performance and Digital Media Explores innovations in digital technology that bring new possibilities to stage design through performer-activated light, sound, and projection. Multimedia inclusion in performance challenges traditional design principles and demands a new aesthetic awareness by theater and dance artists. While creating short performance works in a collaborative lab-oriented setting, students will explore aesthetic possibilities inherent in interactive performance media, learn how to practically use software, hardware, and videography to interpret text, and evaluate critically the use of digital media in performance. *Three credit hours.* THURSTON

224f Performance History I Explores world performing traditions from c. 534 B.C.E. to c. 1700 C.E. by examining the ways theater, dance, and other types of live performance arise out of and give expression to their surrounding cultures. Using multiple media (text, video, artifacts), students develop a familiarity with aesthetic and social values within specific eras and across time. Oral and written research projects (individual and group) further analytical and collaborative skills and develop cogent and expressive writing and speaking. Exposure to different cultures increases awareness of diversity and the capacity for self-reflection. *Four credit hours.* **L** COULTER

226s Performance History II Explores world performing traditions from 1700 to the early 1970s by examining the ways theater, dance, and other types of live performance arise out of and give expression to their surrounding cultures. Using multiple media (text, video, artifacts), students develop a familiarity with aesthetic and social values within specific eras and across time. Oral and written research projects (individual and group) further analytical and collaborative skills and develop cogent and expressive writing and speaking. Exposure to different cultures increases diversity awareness and the capacity for self-reflection. *Four credit hours.* **L** CONNER

235s 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** THURSTON

239fs Stagecraft II Further exploration of scenic construction, theatrical rigging, lighting production, and prop-making concepts, techniques, equipment, and materials, emphasizing problem solving through research, experimentation, and collaborative learning while considering the environment, economic choices, and safety. An expansion of the course of study from Stagecraft I in which students will examine scenic art and scene painting through theoretical and practical projects where possible. Independent 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**

248f The Citizen Artist: Theater and Social Change An introduction to the theory

and practice of community-based theater, including close study of practitioners who use theater as a tool for social change in the United States and abroad. Students analyze and discuss the history and theory of community-based theater, develop an understanding about the relationship between art and civic dialogue, learn theater exercises and techniques, and explore creative tools for devising original exercises and performance works. Projects incorporate academic learning, community service, and civic engagement on and off campus; creative exploration of both campus and community issues will be encouraged and supported. Previously offered as Theater and Dance 198. *Four credit hours.* **A, U** CONNER

261s Topics in Theater Performance/Production: New Works Practicum This experiential class is designed to bring together playwrights, directors, actors, designers, stagecraft specialists, and dramaturges to produce the Theater and Dance Department's New Works Festival in mid-April 2011. Students work together in a supervised environment to prepare new works (plays, dance, and performance pieces) submitted by Colby students. Class time will be devoted to designing and organizing the production elements, including researching/writing background and context information; writing connecting material to link the new works; creating set, costume, and sound designs; directing and performing the plays; and marketing the performances. Out-of-class time will be devoted to rehearsals and other production needs. *Prerequisite:* A 100-level Theater and Dance course. *Four credit hours.* CONNER

262s Topics in Dance Performance/Production: Collaborative Company Experience Modeled after the structure of many contemporary dance companies working today. Students will operate as an ensemble, collaborating to create works for performance that will ultimately be shaped by the artistic director but will include substantial contributions of each member. Students will experience creative production as unfolding processes, rigorous research, a collaborative endeavor, and a product substantiated by inquiry and editing. *Prerequisite:* Permission of instructor. *Four credit hours.* KLOPPENBERG

264Af Applied Performance/Production: Last Days of Judas Iscariot Set in a time-bending, darkly comic world between heaven and hell, *The Last Days of Judas Iscariot* by Stephen Guirgis reexamines the plight and fate of the New Testament's most infamous and unexplained sinner. Audition required. *Prerequisite:* Audition. *Two credit hours.* COULTER

264Bj Applied Performance/Production: Putting It Together Drawing its title from a song in *Sunday in the Park with George*, *Putting It Together* is a musical revue showcasing the songs of Stephen Sondheim. *Prerequisite:* Audition. *Two credit hours.* CONNER

264Cs Applied Performance/Production: The Cuchulain Cycle The story of Ireland's greatest hero as told by one of the country's greatest playwrights, William Butler Yeats. Audition required. *Prerequisite:* Audition. *Two credit hours.* SEWELL

271s Acting II: Character and Ensemble An investigation of the use of the body and movement in the creation of dramatic characters. Through solo and group work students will develop an awareness of individual and ensemble physicality in order to communicate emotion, thought, and aesthetic intention. They will begin to explore acting styles needed for plays outside of the Modern tradition. Through in-class and public performances students will develop an understanding of the benefits and consequences of creative and aesthetic risk. At the conclusion, students will display an understanding of aesthetic knowledge and sensibility by participating in and observing each other's work. *Prerequisite:* Theater and Dance 171 or two sections of 115. *Four credit hours.* COULTER

281f Directing Emphasizing the collaborative nature of theater, allows students to explore a wide variety of performance styles. Practical matters, such as casting, the design process, and working with actors, will be discussed along with the historical and contemporary roles of the director. Students will cast and direct scenes in class and present a final directing concept for a longer, more substantial piece of work. Equal parts studio and lecture, requires stringent attendance and preparatory/rehearsal time outside of class. Students will be able to demonstrate fundamentals of composition and blocking, communicate aesthetic ideas, and collaborate with artistic team colleagues. Previously listed as Theater and Dance 379. *Four credit hours.* COULTER

[285] Choreography Contact Professor Conner. *Four credit hours.*

339s Stagecraft III Further exploration of scenic construction, lighting production, and prop-making concepts, techniques, equipment, and materials. In addition to expanding their studies from Stagecraft II, students will examine welding and computer-assisted woodworking 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, dramaturges, 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.*

[361A] 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.* A

[361B] Topics: Theater as Laboratory Through a combination of seminar and applied work, explores the history of alternative theater models in the United States throughout the 20th and early 21st centuries. With papers, presentations, exams, archival exercises, and possible on-site study, students will analyze the ways in which lab theaters have challenged and complemented established theater models in relationship to contemporary cultural trends. The final semester 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.* A

[361J] 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.* A

365s Advanced Topics in Design Advanced studies in design and technical production. Emphasis is placed on the theoretical and historical role of design in theater and dance as it informs contemporary scenography. Topics vary from semester to semester and may focus on the historical context of design, design theory, production design, digital design, technical theater, or theater architecture. Previously listed as Theater and Dance 335. Prerequisite: permission of the instructor. *Four credit hours.* THURSTON

483f, 484s Honors Thesis in Theater and Dance Majors may apply for admission in spring of their junior year. Requires research conducted under the guidance of a faculty member and focused on an approved topic leading to the writing of a thesis, an oral public presentation or performance, and a presentation in the Colby Undergraduate Research Symposium. Prerequisite: Senior standing, a 3.25 grade point average, a 3.50 major average at the end of January of the junior year, and unanimous approval of the department. *Three or four credit hours.* FACULTY

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

493s Senior Production Seminar Senior theater and dance majors research and develop productions of performance works (theater, dance, and nontraditional pieces) as part of Theater and Dance's spring season. This capstone experience offers students the chance to engage in seminar-level discussions on the history and aesthetics of performance, to develop individual areas of expertise, and to collaborate on the creation of a cumulative public performance on Strider stage. Prerequisite: Senior standing. *Four credit hours.* COULTER

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 Hollis Griffin*

PROGRAM FACULTY FOR WOMEN'S, GENDER, AND SEXUALITY STUDIES: *Professors Teresa Arendell (Sociology), Debra Barbezat (Economics), Kimberly Besio (East Asian Studies), Jennifer Finney Boylan (English), Lyn Mikel Brown (Education), Cedric Gael Bryant (English), Debra Campbell (Religious Studies), James Fleming (Science, Technology, and Society), Cheryl Townsend Gilkes (Sociology and African-American Studies), Jill Gordon (Philosophy), Paul Josephson (History), Elizabeth Leonard (History), Phyllis Mannocchi (English), Mary Beth Mills (Anthropology), Jorge Olivares (Spanish), Laurie Osborne (English), Adrianna Paliyenko (French), Tamae Prindle (East Asian Studies), Nikky Singh (Religious Studies), Mark Tappan (Education), and Larissa Taylor (History); Associate Professors Ben Fallaw (History and Latin American Studies), Tilar Mazzeo (English), 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), and John Turner (History); Faculty Member without Rank Marilynn 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 (WGSS 491 or 492) or four credits of Senior Scholars work (if approved by the WGSS coordinating committee).

The point scale for retention of the major applies to all courses taken toward fulfillment of the major. Courses counted toward the major may not be taken satisfactory/unsatisfactory.

Honors in Women's, Gender, and Sexuality Studies

Students majoring in WGSS may apply to participate in the honors program their senior year by submitting a formal statement of their intention to the WGSS coordinating committee by April 15 of their junior year. The written proposal must include a description of the proposed work, a timeline, and the agreement of a faculty sponsor and a secondary faculty reader. A 3.5 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
	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
<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

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

[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

217f Boys to Men An exploration of the thoughts, feelings, physical responses, life choices, and aspirations of boys and men throughout the life cycle as they act and interact with girls and women, with each other, and with the larger sociocultural context in which they live. From an explicit social justice perspective, how power, privilege, and difference shape boys' and men's lives, and how the social construction and reproduction of masculinity differ based on sexual orientation, race, ethnicity, social class, and age. Particular attention to the problem of men's violence against women and other men. Students work with boys and young men in schools and after-school programs. *Four credit hours.* S, U TAPPAN

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

273f Sociology of Families Listed as Sociology 273. *Four credit hours.* S ARENDELL

[275] Gender and Popular Culture Listed as American Studies 275. *Four credit hours.* U

276s Sociology of Gender Listed as Sociology 276. *Four credit hours.* S, U BLAKE

311f Topics in Feminist Theory: Feminist Theories and Methodologies Takes an interdisciplinary, intersectional, and progressively transnational approach to feminist theory of the past three decades. Equally premised in the convictions that the "personal is political" and "the political is gendered," this course fosters critical consciousness of the many and varied ways in which sex, gender, and sexuality shape our daily lives. Taking seriously the challenges posed from both within and without feminism to acknowledge and grapple with the gaps between theory and practice born of the many and varied

differences between and among women, we closely examine not only what Estelle Freedman terms the "historical case for feminism," but also the historical case for feminist theory. *Four credit hours.* U GRIFFIN

334f Film and Society: Films of the 1940s Listed as American Studies 334. *Four credit hours.* U SALTZ

[375] Contemporary Family Relations: Mothers and Daughters Listed as Sociology 375. *Three credit hours.* S, U

[376] Queer Popular Cultures Listed as American Studies 376. *Four credit hours.* U

393f Proseminar: American Masculinities Listed as American Studies 393. *Prerequisite:* Junior standing as American studies major. *Four credit hours.* U ARELLANO

398s I Love the '80s: Sex, Gender, Media Culture in Reagan's America Use of television, film, and popular music to interrogate the cultural politics of the 1980s. With an emphasis on nostalgia, the course aims to parse out the vexed and vexing relationship among gender, history, and memory as they relate to the conditions of regulation and capital unique to 1980s media culture. An interrogation of nostalgia endemic to Reaganism's brand of sociocultural conservatism in tandem with the nostalgia often brought to contemporary interactions with 1980s media culture. Tackling thorny issues like the politics of memory around the AIDS virus, the multivalent centrality of "the city" to the formations of publics rooted in sexual and gender difference, and the "waves" of feminism that so often locate a rupture in this period. Student work will include in-class presentations and written assignments and will culminate in a research project of students' own design. *Four credit hours.* GRIFFIN

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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THE CORPORATION 2010-2011

Corporate Name

The President and Trustees of Colby College

Officers

William D. Adams, M.A. '00, Ph.D., Waterville, Maine, *President*

Robert E. Diamond Jr. '73, M.A. '93, LL.D. '08, M.B.A., New York, New York, *Chair of the Board*

Richard Y. Uchida '79, M.A. '06, J.D., Bow, New Hampshire, *Vice Chair of the Board*

Lori G. Kletzer, M.A. '79, Ph.D., Waterville, Maine, *Vice President for Academic Affairs and Dean of Faculty*

Parker J. Beverage, M.A., Waterville, Maine, *Dean of Admissions and Financial Aid*

Douglas C. Terp '84, M.B.A., Winslow, Maine, *Vice President for Administration*

Sally A. Baker, A.B., Winslow, Maine, *Vice President and Secretary of the Corporation*

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

Board of Trustees

William D. Adams, M.A. '00, Ph.D., Waterville, Maine, *President*

Joseph F. Boulous '68, M.A. '93, LL.D. '09, Falmouth, Maine, *President, The Boulous Companies* (2012)

Julie Sands Causey '85, M.A. '10, M.B.A., Saint Paul, Minnesota, *Chairman, Western Bank* (2013)

Ann Marie Connolly, M.A. '07, M.Ed., Concord, Massachusetts, *Retired Vice President of Strategic Marketing and Planning, Emmanuel College* (2011)

Rebecca Littleton Corbett '74, M.A. '06, Baltimore, Maryland, *Deputy Bureau Chief, Washington Bureau, New York Times* (2014)

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

James E. Cowie '77, M.A. '05, M.B.A., Kenilworth, Illinois, *Managing Director, Frontenac Company* (Al. 2011)

James B. Crawford '64, M.A. '90, LL.D. '05, Richmond, Virginia, *Chairman, InterAmerican Coal Holding L.C.* (2011)

John B. Devine Jr. '78, M.A. '06, Unionville, Pennsylvania (Al. 2012)

Robert E. Diamond Jr. '73, M.A. '93, LL.D. '08, M.B.A., New York, New York, *President, Barclays PLC* (2011)

Diana J. Fuss '82, M.A. '07, Ph.D., New York, New York, *Professor, Princeton University* (2011)

Robert Sidney Gelbard '64, LL.D. '02, M.P.A., Washington, District of Columbia, *Chairman, Washington Global Partners LLC* (2012)

William H. Goldfarb '68, M.A. '85, J.D., Farmington, Connecticut, *Principal, HRW Resources Inc.* (2014)

Michael L. Gordon '66, M.A. '04, J.D., New York, New York, *Chief Operating Officer, Angelo Gordon & Company* (2012)

- Todd W. Halloran '84, M.A. '06, M.B.A., Darien, Connecticut, *Partner, Freeman Spogli and Company* (Al. 2012)
- Robert R. Hoopes Jr. '89, M.A. '09, M.A., Bethesda, Maryland, *President, VOX Global Mandate* (Al. 2012)
- Emma J. James '04, M.A. '07, J.D., New York, New York, *Willkie Farr & Gallagher LLP* (Al. 2013)
- Colleen A. Khoury '64, M.A. '95, J.D., Portland, Maine, *Professor Emeritus and Former Dean, University of Maine School of Law* (2012)
- Harry F. Krensky '85, M.A. '09, M.S., M.B.A., Bedford Corners, New York, *Principal and Founding Partner, Atlas Discovery Capital* (2013)
- Seth W. Lawry, M.A. '06, M.B.A., Weston, Massachusetts, *Managing Director, Thomas H. Lee Partners, L.P.* (2014)
- Paula Crane Lunder, M.A. '98, D.F.A. '98, Scarborough, Maine, *Kenilworth, Inc.* (Life Trustee)
- John W. McClain '69, M.A. '10, M.S.W., Ph.D., Omaha, Nebraska, *Retired Associate Vice Chancellor for Academic Affairs/Chief Student Affairs Officer, University of Nebraska Medical Center* (2014)
- William J. Montgoris, M.A. '99, B.B.A., Demarest, New Jersey, *Retired Chief Operating Officer, Bear Stearns and Company, Inc.* (2012)
- Betsy L. Morgan '90, M.A. '09, M.B.A., New York, New York (2013)
- William A. Oates Jr. '65, M.A. '05, M.B.A., Dedham, Massachusetts, *President, Northeast Investment Management, Inc.* (2013)
- M. Jane Powers '86, M.A. '05, M.S.W., Medford, Massachusetts, *Director of Day Treatment Program, St. Ann's Home* (Al. 2011)
- Lawrence R. Pugh '56, M.A. '82, LL.D. '99, Falmouth, Maine, *Retired Chairman and Chief Executive Officer, VF Corporation* (2013)
- David Pulver '63, M.A. '83, M.B.A., Palm Beach Gardens, Florida, *President, Cornerstone Capital, Inc.* (2014)
- Eric Rosengren '79, M.A. '10, Ph.D., Sharon, Massachusetts, *President and Chief Executive Officer, Boston Federal Reserve Bank* (2014)
- Dilan Siritunga '92, M.A. '09, New York, New York, *Managing Director, Serendiv Capital Management LLC* (Al. 2012)
- Edward A. Snyder '75, M.A. '09, Ph.D., Chicago, Illinois, *Dean, University of Chicago Booth School of Business* (2013)
- Paul G. Spillane Jr. '79, M.A. '05, M.B.A., Darien, Connecticut, *Chief Executive Officer and President, Soleil Securities Group, Inc.* (2013)
- Robert E. L. Strider II, M.A. '57, Litt.D. '79, Ph.D., Jamaica Plain, Massachusetts, *President Emeritus, Colby College* (Life Trustee)
- Michael S. Sylvester '63, M.A. '03, M.B.A., New York, New York, *Chairman and Founder, Novagard Solutions, Inc.* (2011)
- Charles Terrell '70, M.A. '06, Ed.D., Washington, District of Columbia, *Chief Diversity Officer, Association of American Medical Colleges* (2014)
- Richard Y. Uchida '79, M.A. '06, J.D., Bow, New Hampshire, *Attorney, Orr & Reno Professional Association* (2014)
- Joshua C. Woodfork '97, M.A. '09, Ph.D., Saratoga Springs, New York, *Assistant Professor, Skidmore College* (Al. 2013)

Faculty Representatives

To be announced

Student Representatives

Leslie A. Hutchings '11, Great Falls, Virginia (2011)

Athul N. Ravunniarath '11, Cochin, India (2011)

Trustees Emeriti

Richard L. Abedon '56, M.A. '86, J.D., 1986-1994

William L. Alford '72, M.A. '02, 2002-2010

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

Gerald Dorros, M.A. '02, Sc.D. '01, M.D., 2002-2010

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

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 Hahlbohm 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 Haweeli '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
 Patricia Rachal '74, M.A. '80, Ph.D., 1980-1986
 William J. Rouhana Jr. '72, M.A. '99, J.D., 1999-2007
 Robert A. Rudnick '69, M.A. '04, J.D., 2004-2010
 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
 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
 Nancy Greer Weiland '65, M.A. '02, Ph.D., 2002-2010
 Anne Clarke Wolff '87, M.A. '02, M.B.A., 2002-2010
 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* (2014), Visiting Committee on Women's, Gender, and Sexuality Studies

Laurie Haley Allen '87, Dover, Massachusetts (2013), Visiting Committees on African Studies, on Mathematics, and on Geology

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 Committees on Off-Campus Study and on Biology

Remi J. Browne '74, M.S., Boston, Massachusetts, *Managing Director/International Equity, Munder Capital* (2014), Visiting Committees on Sociology and on German and Russian

Robert J. Bruce '59, West Chester, Pennsylvania, *Retired President, Widener University* (2014), Visiting Committees on Off-Campus Study and on Athletics

Alexander K. Buck Jr. '78, Cumberland Foreside, Maine, *President, Horizon Foundation Inc.* (2012)

Sara J. Burns '79, Manchester, Maine, *President and Chief Executive Officer, Central Maine Power Company* (2011), Visiting Committees on Physical Plant and on Career Services

Malcolm G. Chace Jr. '90, Providence, Rhode Island, *Managing Director, Oppenheimer & Co.* (2012)

David H. Cody '92, New York, New York, *Managing Director, Fortress Investment Group LLC* (2014), Visiting Committee on Anthropology

Robert A. Davidson '80, Duxbury, Massachusetts, *Chief Investment Officer, Longwood Investment Advisors* (2012), Visiting Committee on Physical Plant

Alice D. Domar '80, Ph.D., Sudbury, Massachusetts, *Executive Director, Domar Center for Complementary Healthcare* (2014), Visiting Committee on Student Services

Deborah Wathen Finn '74, M.A., Westfield, New Jersey, *President, The Wathen Group* (2013), Visiting Committees on Classics and on Physical Plant

Janice C. Griffith '62, J.D., Cambridge, Massachusetts, *Vice President of Academic Affairs, Suffolk University* (2013), Visiting Committees on Religious Studies, on Chemistry, on Sociology, and on German and Russian

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, *Former Managing Director and Global Head of Credit Research, Barclays Capital* (2011), Visiting Committees on Music and on Career Services

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* (2014), 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, Rye Brook, 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.* (2014)
- R. James O'Neil '83, M.B.A., '88, Malvern, Pennsylvania, *Partner/Equity Portfolio Manager, Cooke & Bieler* (2013)
- Randy Papadellis '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., 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 (2014), Visiting Committee on Biology
- Lou Richardson '67, Wellesley, Massachusetts, *Controller, Xerox Corporation* (2011), Visiting Committees on Economics, on Theater and Dance, on Psychology, and on College Relations
- Stuart Rothenberg '70, Ph.D., Potomac, Maryland, *Editor/Publisher, Rothenberg Political Report* (2014), 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), Visiting Committee on College Relations
- 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 2009-2010

College Relations (September 13-15, 2009): Lou Richardson '67, chair; George Shur '64; John Cornell '65; Catherine Roosevelt '89; Chris Ponce, Pomona College, consultant.

Career Services (October 4-6, 2009): Sara Burns '79, chair; Mark Howard '85; Michael Sciola, Wesleyan University, consultant.

Anthropology (October 18-20, 2009): Moses Silverman '69, chair; David Cody '92; Angeliqne Haugerud, Rutgers University, consultant; Miguel Diaz-Barriga, Swarthmore College, consultant.

German and Russian (November 8-10, 2009): Janice Griffith '62, chair; Remi Browne '74; Thomas Newlin, Oberlin College, consultant; Margaret McCarthy, Davidson College, consultant.

Physical Plant (January 10-12, 2010): Deborah Wathen-Finn '74, chair; Robert Davidson '80; John Gratiot, Dartmouth College, consultant.

Biology (February 28-March 2, 2010): G. Arthur Brennan '68, chair; Kathleen Reed '86; C. Gary Reiness, Lewis & Clark College, consultant; Helen Young, Middlebury College, consultant.

Geology (April 11-13, 2010): Laurie Allen '87, chair; Rae Jean Goodman '69; Raymond Rogers, Macalester College, consultant; Christine Smith Siddoway, Colorado College, 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*

Stephen E. Chase '61, *member at large*

Alexander Chin '96, *chair, Athletics Committee*

David S. Epstein '86, *chair, Career Center Committee*

Ha Le '10, *past president, Student Alumni Association*

Laura Pavlenko Lutton '94, *chair, Colby Fund Committee*

Mark Lyons '77, *chair, Admissions Committee*

Stephen C. Pfaff '81, *chair, Awards Committee*

Catherine Roosevelt '89, *chair, Nominating Committee*

Jacquelyn Lindsey Wynn '75, *member at large*

FACULTY 2009-2011

William D. Adams, M.A. '00, Ph.D., 2000-
President; Professor of Philosophy

Lori G. Kletzer, Ph.D., 2010-
Vice President for Academic Affairs and Dean of Faculty, Professor of Economics

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

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

Priscilla A. Doel, M.A. '93, M.A., 1965-2010
Professor of Portuguese and Spanish, Emerita

Sidney W. Farr '55, M.A. '95, M.B.A., 1960-1995
Professor, Emeritus; Alumni Secretary; Secretary of the Corporation

Charles A. Ferguson, Ph.D., 1967-1995
Associate Professor of French and Italian, Emeritus

Guy T. Filosof, M.A. '81, Ph.D., 1969-2001
Professor of French, Emeritus

David H. Firmage, M.A. '88, Ph.D., 1975-2010
Clara C. Piper Professor of Environmental Studies, Emeritus

Bruce E. Fowles, Ph.D., 1967-2003
Associate Professor of Biology, Emeritus

Henry A. Gemery, M.A. '77, Ph.D., 1961-2002
Pugh Family Professor of Economics, Emeritus

Hugh J. Gourley III, A.B., April, 1966-2003
Faculty Member without Rank: Carolyn Muzzy Director of the Museum of Art, Emeritus

Adel Heinrich, A.Mus.D., 1964-1988
Associate Professor of Music, Emerita; Director of Chapel Music, Emerita

Jan S. Hogendorn, M.A. '76, Ph.D., 1963-2003
Grossman Professor of Economics, Emeritus

Henry Holland, M.A. '66, Ph.D., 1952-1988
Professor of Modern Languages [Spanish], Emeritus; Resident Director of Colby in Cuernavaca Program, Emeritus

Susan McIlvaine Kenney, M.A. '86, Ph.D., 1968-2007
Dana Professor of Creative Writing, Emerita

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. Mavrincac, 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 2010-2011 Chairholders

The Allen Family Chair in Latin American Literature (1993) by Leon and Karen Allen P '86. Jorge Olivares, Spanish.

The Leslie Brainerd Arey Chair in Biosciences (1993) by Mary E. Arey in memory of her husband, Colby Class of 1912. W. Herbert Wilson, biology.

The 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. Margaret T. McFadden, American studies.

The Audrey Wade Hittinger Katz and Sheldon Toby Katz Professorship for Distinguished Teaching (1994) by Audrey Hittinger Katz '57, Colby trustee, and Sheldon T. Katz. 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. Vacant.

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. Reiser, government.

The Zacamy Chair in English (1993) by John R. Zacamy Jr. '71, Colby trustee. Peter B. Harris, English.

The Ziskind Professorship of East Asian Studies (1963) by the Jacob Ziskind Trust. Kimberly A. Besio, East Asian studies.

FACULTY

The faculty is arranged alphabetically. In parentheses are 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 shared and part-time 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), 2009-2010
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], PGIMER [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), 2003-2010
Professor of American Studies; Vice President for College Relations

Jeffrey D. Anderson, Ph.D. (Knox, Chicago), 1996-
Associate Professor of Anthropology

Matthew E. Archibald, Ph.D. (Massachusetts at Amherst, Washington), 2010-
Visiting Assistant Professor of Sociology

Lisa Arellano, Ph.D. (Bryn Mawr, San Francisco State, Stanford), 2005-
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*

Martha Arterberry, M.A. '07, Ph.D. (Pomona, Minnesota), 2006-
Professor of Psychology

Catherine Ashcraft, M.S. (Pennsylvania, Yale), 2008-2010
Visiting Instructor in Government

Joseph E. Atkins, Ph.D. (Vassar, Rochester), 2002-
*Visiting Assistant Professor of Psychology; Coordinator of Multicultural Student Programs and
Support*

Milan Babik '01, Ph.D.¹ (Colby, LSE [UK], Oxford [UK]), 2010-
Visiting Assistant Professor of Government

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.¹ (California at Santa Cruz, Cornell), 2000-2010

Visiting Assistant Professor of Anthropology/Classics

Jared R. Beers '01, B.A. (Colby), 2006-

Adjunct Instructor in Athletics

James Behuniak Jr., Ph.D. (Southern Maine, Hawaii at Manoa), 2006-

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 Professor of East Asian Studies

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), 2008-

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

Jennifer Finney Boylan, M.A. '01, M.A.¹ (Wesleyan, Johns Hopkins), 1988-

Professor of English

Otto K. Bretscher, Ph.D.¹ (Zurich [Switzerland], Harvard, Zurich [Switzerland]), 1998-

Assistant Professor of Mathematics

Lyn Mikel Brown, M.A. '05, Ed.D.² (Ottawa, Harvard), 1991-

Professor of Education

Philip H. Brown, Ph.D. (Colorado, School for International Training, Michigan), 2003-
Associate Professor of Economics

Audrey Brunetaux, Ph.D. (Poitiers [France], Michigan State), 2008-
Assistant Professor of French

Cedric Gael Bryant, M.A. '05, Ph.D. (San Diego State, California at San Diego), 1988-
Lee Family Professor of English

Kyle Timothy Bulthuis, Ph.D. (Calvin, Utah State, California at Davis), 2009-2010
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.¹ (California at Berkeley, Massachusetts at Amherst), 1987-
Professor of English

Thomas K. Burton, B.A. (Hamilton), 1999-
Adjunct Associate Professor of Athletics; Assistant Director of Athletics, 2002-

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

Gail Carlson, Ph.D.¹ (St. Olaf, Wisconsin at Madison), 2004-
Visiting Assistant Professor of Environmental Studies

Jennifer Coane, Ph.D. (Illinois State, Washington University [St. Louis]), 2008-
Assistant Professor of Psychology

Daniel H. Cohen '75, M.A. '00, Ph.D. (Colby, Indiana), 1983-
Professor of Philosophy

Maria Colbert, Ph.D. (Harvard), 2002-2010
Assistant Professor of Spanish

F. Russell Cole, M.A. '90, Ph.D. (Massachusetts, Illinois at Urbana), 1977-
Oak Professor of Biological Sciences

Susan Westerberg Cole, M.S.¹ (Knox, Illinois), 1978-
Faculty Member without Rank: Science Librarian

Lynne Conner, Ph.D. (Oberlin, Stony Brook, Pittsburgh), 2008-
Associate Professor of Theater and Dance

Charles Conover, M.A. '04, Ph.D. (Middlebury, Virginia), 1990-
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

G. Russell Danner, D.V.M.¹ (Wisconsin at Madison, Idaho at Moscow, Wisconsin at
Madison), 2004-
Visiting Assistant Professor of Biology

Cristina Lynn Delano, M.A. (University of South Florida), 2010-
Visiting Instructor in Spanish

Michael J. Dell'Olio, J.D.¹ (Maine, New Hampshire College, Massachusetts School of
Law), January-May, 2004; 2005-
Visiting Assistant Professor of Administrative Science

Guilain P. Denoeux, M.A. '03, Ph.D. (Grenoble [France], Georgetown, Princeton),
1990-
Professor of Government

Julie W. de Sherbinin, M.A. '07, Ph.D. (Amherst, Yale, Cornell), 1993-
Professor of Russian

Thomas A. Dexter, M.S. (SUNY at Cortland), 1989-
Adjunct Associate Professor of Athletics

Valérie M. Dionne, Ph.D. (Montreal [Canada], Princeton), 2007-
Assistant Professor of French

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-*

Linwood C. Downs '83, M.A., M.B.A.¹ (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

James R. Fleming, M.A. '02, Ph.D. (Pennsylvania State, Colorado State, Princeton),
1988-
Professor of Science, Technology, and Society

Patrice M. Franko, M.A. '00, Ph.D. (Bucknell, Notre Dame), 1986-
Grossman Professor of Economics; Director, Oak Human Rights Institute 2006-2010

David M. Freidenreich, Ph.D. (Brandeis, Columbia), 2008-
Pulver Family Assistant Professor of Jewish Studies

Yuri Lily Funahashi, D.M.A. (Wisconsin at Madison, UCLA, Julliard), 2009-
Visiting Assistant Professor of Music

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), 2005-2010
Adjunct Instructor in Athletics

Cheryl Townsend Gilkes, M.A. '00, Ph.D. (Northeastern), 1987-
John D. and Catherine T. MacArthur Professor of Sociology and African-American Studies

Karen J. Gillum '76, M.L.S. (Colby, Oxford, Oklahoma, South Carolina), 2009-
Faculty Member without Rank: Electronic Resources Librarian

Melissa J. Glenn, Ph.D. (Memorial [Canada], Concordia [Canada]), 2007-
Assistant Professor of Psychology

Jill P. Gordon, M.A. '04, Ph.D. (Claremont McKenna, Brown, Texas at Austin), 1991-
Charles A. Dana Professor of Philosophy

Fernando Q. Gouvêa, M.A. '01, Ph.D. (Universidade de Sao Paulo [Brazil], Harvard),
1991-
Carter Professor of Mathematics

Gary M. Green, M.F.A.¹ (SUNY Empire State, Bard), 2007-
Assistant Professor of Art

Arthur D. Greenspan, M.A. '91, Ph.D. (Columbia, Indiana), 1978-
Professor of French and Italian

Paul G. Greenwood, M.A. '04, Ph.D. (Knox, Florida State), 1987-
Professor of Biology and Dr. Charles C. and Pamela W. Leighton Research Fellow

Lodovica Guidarelli, B.A. (Universita Di Bologna [Italy]), 2009-2010
Visiting Instructor in Italian

Samara R. Gunter, Ph.D. (Chicago, Michigan), 2008-
Assistant Professor of Economics

Clement P. Guthro, Ed.D. (Manitoba [Canada], Point Loma Nazarene, Western Ontario [Canada], Nova Southeastern), 2003-
Faculty Member without Rank: Director of the Colby Libraries

Robb K. Haberman, Ph.D. (Alabama, Georgia State, Connecticut), 2010-
Visiting Assistant Professor of History

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 Hanssen, Ph.D. (Johns Hopkins, Chicago), 2009-2010
Associate Professor of Economics

Paula Harrington, Ph.D. (Columbia, San Francisco State, California at Davis), 2008-
Visiting Assistant Professor of English; Director of the Writers' Center 2009-

Natalie B. Harris, Ph.D.¹ (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

Steven J. Harrison, Ph.D. (Portsmouth [U.K.], Connecticut), 2009-2010
Visiting Assistant Professor of Psychology

Walter F. Hatch, Ph.D. (Macalester, Washington), 2002-
Associate Professor of Government; Director, Oak Human Rights Institute, 2010-

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

Meghan Kathleen Housley, M.A. (Mary Washington, Miami[Ohio]), 2010-
Visiting Instructor in Psychology

M. Adam Howard, Ph.D. (Berea, Harvard, Cincinnati), 2003-2004, 2008-
Associate Professor of Education

Anthony Hunter, M.A. (Canterbury [New Zealand]), 2010-
Visiting Instructor in Classics

- Anupama Jain, Ph.D. (Bryn Mawr, Wisconsin at Madison), 2009-2010
Visiting Assistant Professor of English
- Russell R. Johnson, Ph.D. (Colorado College, Washington State), 1996-
Associate Professor of Biology
- Paul R. Josephson, M.A. '08, Ph.D. (Antioch, Harvard, MIT), 2000-
Professor of History
- Kristina Katori, M.Ed.¹ (Nichols, Plymouth State), 2009-
Adjunct Instructor in Athletics
- Jeffrey L. Katz, Ph.D. (Pennsylvania, Harvard), 2002-
Associate Professor of Chemistry
- Toni D. Katz, M.S. (Maine at Portland, Simmons), 1983-
Faculty Member without Rank: Assistant Director for Technical Services, Colby Libraries
- Peter Joshua Kavalier, 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
- 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
- Lori G. Kletzer, Ph.D., (Vassar, California at Berkeley), 2010-
Vice President for Academic Affairs and Dean of Faculty, Professors of Economics
- Ann Marie Kloppenberg, M.F.A. (Middlebury, Ohio State)
Assistant Professor of Theater and Dance
- Arne Koch, Ph.D. (Kenyon, Pennsylvania State, North Carolina at Chapel Hill),
2007-
Associate Professor of German
- James C. Kriesel, Ph.D.¹ (Macalester, Notre Dame), 2010-
Visiting Assistant Professor of Italian
- Emily M. Kugler, Ph.D. (Scripps, California at San Diego), 2010-
Assistant Professor of English
- Karen Kusiak '75, M.Ed.¹ (Colby, Lesley)
Assistant Professor of Education
- Elizabeth LaCouture, M.I.A. (Barnard, Columbia), 2009-
Instructor in History and East Asian Studies
- Scott A. Lambert, Ph.D.¹ (Maine at Farmington, Binghamton, Montana at Missoula),
2008-
Visiting Assistant Professor of Mathematics

Erin-Marie Legacey, M.A. (Guelph [Canada], Queen's [Canada]), 2010-
Visiting Assistant Professor History

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

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*

Susan H. MacKenzie '80, Ph.D.¹ (Colby, Michigan), 2010-
Visiting Assistant Professor of Environmental Studies

L. Sandy Maisel, M.A. '83, Ph.D. (Harvard, Columbia), 1971-
*William R. Kenan Jr. Professor of Government; Director, Goldfarb Center for Public Affairs
and Civic Engagement, 2003-*

Laura Malaguzzi Valeri, Ph.D. (Universita La Sapienza[Italy], Universitat Pompeu
Fabra [Spain], Michigan at Ann Arbor), 2010-
Visiting Assistant Professor of Economics

Andreas Malmendier, Ph.D. (Bonn [Germany], MIT), 2010-
Assistant Professor of Mathematics

Carleen R. Mandolfo, Ph.D. (California State at San Francisco, Jesuit School of
Theology, Emory), 2002-
Associate Professor of Religious Studies

Phyllis F. Mannocchi, M.A. '96, Ph.D. (Pennsylvania, Columbia), 1977-
Professor of English

Michael A. Marlais, M.A. '95, Ph.D. (St. Mary's of California, California at Hayward,
Michigan), 1983-
James M. Gillespie Professor of Art

Jonathan Mastro, M.Phil.¹ (Northwestern, Dublin [Ireland], Ireland [Ireland],
Trinity), 2009-
Irving D. Suss Visiting Guest Artist, Theater and Dance

D. Benjamin Mathes, M.A. '03, Ph.D. (Middlebury, New Hampshire), 1990-
Professor of Mathematics

Harriett Matthews, M.A. '84, M.F.A. (Sullins Junior, Georgia), 1966-
Professor of Art

Bénédicte Mauguière, M.A. '09., Ph.D. (Universite d'Angers [France], Universite de 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-
Associate Professor of English

Brenda McAleer, Ph.D.¹ (St. Mary's College, Vermont College, Walden), 2003-
Visiting Assistant Professor of Administrative Science

Daphne McCoy, M.F.A.¹ (Oklahoma, Illinois), August-November 2009
Faculty Member without Rank: Visiting Guest Artist in Theater and Dance

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, Christian A. Johnson Associate Professor of Integrative Learning

Michael C. McGuire '89, M.L.S. (Colby, Syracuse), 2000-
Faculty Member without Rank: Systems/Reference Librarian

John W. McHugh, B.A.¹ (Providence College), January-May 2010
Visiting Instructor in Philosophy

James W. Meehan Jr., M.A. '82, Ph.D. (Saint Vincent, Boston College), 1973-
Herbert E. Wadsworth Professor of Economics

Ferdi Memelli, Ph.D.,¹ (Lausanne [Switzerland], Purdue), 2009-
Visiting Assistant Professor of French

Margaret P. Menchen, M.L.S. (Southampton [England], Maine), 1989-
Faculty Member without Rank: Assistant Director for Public Services, Colby Libraries

Edward J. Mestieri, M.A. '06, M.Ed. (Springfield, Norwich), 1989-
Adjunct Professor of Athletics

Jonathan Patrick Michaelles, B.A. (Bates), 2005-
Adjunct 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.¹ (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-Ansdell, Ph.D. (Piatigorsk State Institute of Foreign Languages [Russia], Iowa, Indiana), 2009-
Assistant Professor of Russian

Caterina Mongiat Farina, Ph.D. (Universita di Padova [Italy], Harvard), 2009-2010
Assistant Professor of Italian

Thomas J. Morrione '65, M.A. '85, Ph.D. (Colby, New Hampshire, Brigham Young), 1971-
Charles A. Dana Professor of Sociology

Jestina Mukoko, M.B.A.¹ (University of Zimbabwe), September-December 2010
Visiting Professor International Studies and Oak Human Rights Fellow

Elisa M. Narin van Court, Ph.D. (California at Berkeley), 1996-
Associate Professor of English

Barbara Kuczun Nelson '68, M.A.¹ (Colby, Middlebury), 1978-
Associate Professor of Spanish

Randy A. Nelson, M.A. '90, Ph.D. (Northern Illinois, Illinois), 1987-
Douglas Professor of Economics and Finance

Robert E. Nelson, M.A. '96, Ph.D. (San Francisco State, Washington), 1982-
Professor of Geology

Mouhamedoul Amine Niang, Ph.D. (Universite Gaston Berger [Senegal], East Tennessee State, Wisconsin at Madison), 2009-
Assistant Professor of French

Daniel W. Noyes '02, M.Ed. (Colby, St. Lawrence), 2007-
Adjunct Assistant Professor of Athletics

Steven R. Nuss, Ph.D. (Wisconsin at Madison, CUNY), February 1996-
Associate Professor of Music

Philip Nyhus, Ph.D. (St. Olaf, Wisconsin at Madison), 1999-2001; 2004-
Associate Professor of Environmental Studies

Liam O'Brien, Ph.D. (Colorado School of Mines, Harvard), 2003-
Associate Professor of Statistics

Jordi Olivar, M.A. (Barcelona [Spain], Illinois at Urbana-Champaign), 2009-2010
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

William E. Orchard, M.A. (Santa Clara, Chicago), 2010-
Instructor in English

Laurie E. Osborne, M.A. '03, Ph.D. (Yale, Syracuse), 1990-
NEH/Class of 1940 Distinguished Professor of Humanities, English

Adrianna M. Paliyenko, M.A. '04, Ph.D. (Boston University, North Carolina at
Chapel Hill), 1989-
Charles A. Dana Professor of French

Candice B. Parent, B.S. (Maine at Farmington), 1998-
Adjunct Associate Professor of Athletics; Assistant Director of Athletics 2008-

Julie Faith Parker, Ph.D. (Hamilton, Yale Divinity, Yale), 2010-
Visiting Assistant Professor in Religious Studies

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

Veronique B. Plesch, M.A. '08, Ph.D. (Swiss Maturite Federale [Switzerland],
University of Geneva [Switzerland], Princeton), 1994-
Professor of Art

Dale Plummer, B.S.¹ (Maine), 2007-
Adjunct Instructor in Athletics

Sara L. Prael, M.A.¹ (Oberlin, Iowa), 2004-
Faculty Member without Rank: Reference Librarian

Tamae K. Prindle, M.A. '98, Ph.D. (SUNY at Binghamton, Washington State,
Cornell), 1985-
Oak Professor of East Asian Language and Literature [Japanese]

Darylyne M. Provost, M.L.S.¹ (Trinity College, Maryland at College Park), 2007-
Faculty Member without Rank: Reference Librarian

Marilyn R. Pukkila, M.L.S.¹ (Michigan, Aberystwyth [Wales], Columbia), March
1984-
Faculty Member without Rank: Head of Instructional Services, Colby Libraries

Tarja Raag, Ph.D. (Skidmore, Indiana), 1995-
Associate Professor of Psychology

Maple J. Razsa, Ph.D. (Vassar, Harvard), 2007-
Assistant Professor of International Studies

- Scott H. Reed III, M.F.A.¹ (South Florida, Rhode Island School of Design), February 1987-
Associate Professor of Art
- Leonard S. Reich, M.A. '95, Ph.D. (Bucknell, Johns Hopkins), February 1986-
Professor of Administrative Science and Science, Technology, and Society
- Douglas E. Reinhardt '71, M.B.A. (Colby, Babson), 1972-
Faculty Member without Rank: Associate Vice President for Investments
- Joseph R. Reisert, Ph.D. (Princeton, Harvard), 1997-
Harriet S. Wiswell and George C. Wiswell Jr. Associate Professor of American Constitutional Law
- Valerie Reynolds, Ph.D. (North Carolina at Wilmington, Tennessee at Knoxville), 2008-
Assistant Professor of Geology
- Mark Rhodes, Ph.D.¹ (SUNY at Binghamton, New Mexico State), 2006-
Visiting Assistant Professor of Mathematics
- Kevin P. Rice '96, Ph.D. (Colby, Wisconsin at Madison), 2005-
Assistant Professor of Chemistry
- 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
- Bruce F. Rueger, Ph.D. (Salem State, Colorado), 1984-
Visiting Assistant Professor of Geology, 2003-; Senior Teaching Associate
- Ira Sadoff, M.A. '88, M.F.A.¹ (Cornell, Oregon), 1977-
Arthur Jeremiah Roberts Professor of Literature
- Elizabeth H. Sagaser, Ph.D. (Brown, Brandeis), 1994-
Associate Professor of English
- Daniel Salas-Diaz, Ph.D. (Pontificia Universidad Catolica [Peru], Colorado at Boulder), 2009-2010
Visiting Assistant Professor in Spanish
- Laura Saltz, Ph.D. (Chicago, Yale), 2001-
Associate Professor of Art and American Studies
- 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
- Elizabeth N. Schiller, M.F.A., (Iowa), 1987-
Faculty Member without Rank: Registrar 2006-
- James Carl Scott, Ph.D. (Macalester, California at Berkeley), 2009-
Assistant Professor of Statistics
- Mark R. Serdjenian '73, B.A. (Colby), 1982-
Adjunct Associate Professor of Athletics
- Cyrus Shahan, Ph.D.¹ (Virginia Tech, North Carolina at Chapel Hill), 2008-
Assistant Professor of German
- Thomas W. Shattuck, M.A. '00, Ph.D. (Lake Forest, California at Berkeley), 1976-
Professor of Chemistry
- Erin S. Sheets, Ph.D. (Duke, Colorado at Boulder), 2010-
Assistant Professor of Psychology
- David L. Simon, M.A. '88, Ph.D. (Boston University, London [U.K.]), 1981-
Ellerton and Edith Jette Professor of Art
- Nikky-Guninder K. Singh, M.A. '99, Ph.D. (Wellesley, Pennsylvania, Temple), 1986-
Crawford Family Professor of Religion
- Dale J. Skrien, M.A. '97, Ph.D. (Saint Olaf, Washington), 1980-
Professor of Computer Science
- Christopher J. Soto, Ph.D. (Harvard, California at Berkeley), January 2009-
Assistant Professor of Psychology
- Debra A. Spark, M.A. '03, M.F.A.¹ (Yale, Iowa), 1995-
Professor of English
- Elisabeth F. Stokes, M.F.A.¹ (Smith, Massachusetts at Amherst), 2001-2010
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
- Timothy R. Strakosh, Ph.D. (Paul Smith's, Cornell, Connecticut, Kansas State), 2010-
Visiting Assistant 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 Tech, Wyoming), 2007-
Assistant Professor of Geology

Mark B. Tappan, M.A. '05, Ed.D.² (Oberlin, Ohio State, Harvard), 1991-
Professor of Education

Simge Tarhan, Ph.D. (Bogazici [Turkey], Minnesota), 2009-
Visiting Assistant Professor of 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, Ph.D. (Gordon, Pennsylvania State, California at Santa Barbara),
2008-2009, 2010-
Assistant Professor of Mathematics

Stephanie R. Taylor, Ph.D. (Gordon, California at Santa Barbara), 2008-
Clare Boothe Luce Assistant Professor of Computer Science

James S. Terhune, M.Ed. (Middlebury, Harvard), 2006-
Faculty Member without Rank: Vice President for Student Affairs and Dean of Students

Douglas C. Terp '84, M.B.A. (Colby, Thomas)
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

Jonathon P. Thompson, B.A. (Brown), 2008-2010
Adjunct Instructor in Athletics

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), 2009-2010
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
- Melissa Jane Walt, Ph.D.¹ (Stanford, Yale, Washington), 2010-
Visiting Assistant Professor
- 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
- Jennifer Lynn Winther, Ph.D. (Chicago), 2010-
Visiting Assistant Professor of Biology
- Steve James Wurtzler, M.F.A. (Wisconsin at Madison, Iowa, Columbia), 2010-
Associate Professor of Cinema Studies
- Wynn Yamami, M.M.¹ (SUNY at Fredonia, Cincinnati), 2009-2010
Faculty Member without Rank: Artist in Residence in Music
- Yoshitomo Yamashita, Ph.D. (Soka, Ohio State, Arizona), 2010-
Visiting Assistant Professor of East Asian Studies (Japanese)
- Edward H. Yeterian, M.A. '91, Ph.D. (Trinity, Connecticut), 1978-
Professor of Psychology; Vice President for Academic Affairs and Dean of Faculty, 1998-2010
- Jennifer A. Yoder, 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

Hadas Ziv, B.A.¹ (Hebrew University [Israel]), September-December 2009

Visiting Professor International Studies and Oak Human Rights Fellow

*1 Part time.

*2 Professors Lyn Brown and Mark Tappan share a joint appointment.

SABBATICALS AND LEAVES, 2010-2011

Full Year:

Kimberly Besio, East Asian Studies
 Chandra Bhimull, Anthropology and
 African-American Studies
 Charles Conover, Physics and Astronomy
 Valérie Dionne, French and Italian
 Lynn Hannum, Biology
 Whitney King, Chemistry
 Arne Koch, German and Russian
 Benjamin Mathes, Mathematics
 Victoria Mayer, Sociology
 Julie Millard, Chemistry
 Mary Beth Mills, Anthropology
 Lydia Moland, Philosophy
 Kerill O'Neill, Classics
 Thane Pittman, Psychology
 Raffael Scheck, History
 Judy Stone, Biology
 Walter Sullivan, Geology
 Larissa Taylor, History
 Guillermo Vuletin, Economics
 Edward Yeterian, Psychology

Semester I:

Sara Prael, Colby Libraries

Semester II:

Anthony Corrado, Government
 Ben Fallaw, History and Latin American
 Studies
 Melissa Glenn, Psychology
 Toni Katz, Colby Libraries
 David Suchoff, English

LEAVES WITHOUT PAY

Full-Year

Hideko Abe, East Asian Studies
 Ariel Armony, Government
 Alec Campbell, Sociology
 Carleen Mandolfo, Religious Studies
 Tilar Mazzeo, English

Semester I

Jennifer Boylan, English
 Jason Long, Economics

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

Annabeth French, 1996-
Voice

Sebastian Jerosch, 2000-
Trombone

Margery F. Landis, 2003-
French Horn

Danielle Langord, B.A., 2009-
Harp

Mark Leighton, M.A., 1981-
Classical Guitar

Mark G. Macksoud, 2004-
Set Drumming

Gayle E. Maroon, B.Mus., 1995-
Piano

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

Mark Tipton, M.M., 2009-
Trumpet

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

Sarah C. Gibbs, M.S., 2007-
Teaching Assistant in Biology

Tracey R. Greenwood, B.A., 2007-
Teaching Assistant in Biology

Scott L. Guay, M.A., 1993-
Senior Teaching Associate in Biology

Christiane Guillois, Ph.D., 2010-
Research Associate in English

Charles W. Jones, 1998-
Instrument Maintenance Technician

Elizabeth Kane Kopp, M.S., 2004-2010
Environmental Studies Coordinator

Lisa M. Lessard, B.A., 2000-
Teaching Associate in Physics and Astronomy

Darla Linville, Ph.D., 2010-
Research Associate in Education

Lisa M. Miller, M.S., 1999-
Senior Teaching Associate in Chemistry

Jason Petrusis, Ph.D., 2010-
Research Associate in History

Michael Richardson, Ph.D., 2010-
Research Scientist In Psychology

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

Wim G. F. Van Rossom, Ph.D., 2010-
Research Scientist in Chemistry

Melissa Walt, Ph.D, 2009-
Research Associate in East Asian Studies

Fellows and Interns

Elizabeth Anne Addis, B.A., 2009-2010
Faculty Fellow in Biology

Lore James Aguilar, M.A., 2010-
Faculty Fellow in Economics

Pamela A. Blake, Ph.D., 2008-
Faculty Fellow in Sociology

Jacques A. Bromberg, Ph.D., 2010-
Mellon Postdoctoral Fellow In Classics

Janette Bulkan, M.A., 2008-2010
*Mellon Postdoctoral Fellow in International
Environmental Human Rights*

Daria Bureeva, 2010-2011
Language Assistant in Russian

Brooke Meredith Campbell, Ph.D.,
2009-2010
*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., 2009-2010
Faculty Fellow in Music

Hsin-Min Chiang, 2010-2011
Language Assistant in Chinese

Brian Stewart Eastwood, B.S., 2009-
*HHMI Postdoctoral Fellow in Computer
Science*

Kariann Elaine Goldschmitt, M.A., 2009-
Mellon Postdoctoral Fellow in Music

F. Hollis Griffin, Ph.D., 2010-
*Mellon Postdoctoral Fellow in Women's,
Gender, and Sexuality Studies*

Britt Halvorson, Ph.D., 2010-
Faculty Fellow in Anthropology

Ping He, M.A., 2009-
Faculty Fellow in Chinese

Marlin Herrmann, 2010-2011
Language Assistant in German

Ethan Kohn, Ph.D., 2010-
Faculty Fellow in Chemistry

Sarah E. Lashley, Ph.D., 2010-
*Mellon Postdoctoral Fellow in Environmental
Human Rights*

Darla L. Linville, M.L.S., 2009-2010
Faculty Fellow in Education

Amy Katherine Lippert, M.A., 2009-2010
Faculty Fellow in History

Javier González López, 2010-2011
Language Assistant in Spanish

Daniel Carl Mains, Ph.D., 2009-
Faculty Fellow in Anthropology

Jeffrey H. Marsh, M.S., 2010-
Faculty Fellow in Geology

John W. McHugh, B.A., 2010-
Faculty Fellow in Philosophy

Holly Grace Moore, M.A., 2009-2010
Faculty Fellow in Philosophy

Monika Moyrer, Ph.D., 2010-
Faculty Fellow in German

Nicolas Russell, Ph.D., 2010-
Faculty Fellow in French

Joseph Andrew Seggio, B.A., 2009-2010
Faculty Fellow in Biology

Valentina Stellato, 2010-2011
Language Assistant in Italian

Arisa Tamashiro, 2010-2011
Language Assistant in Japanese

Héloïse Thomas, 2010-2011
Language Assistant in French

Emily White, Ph.D., 2010-
Faculty Fellow in Chemistry

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 2010-2011

President, William D. Adams, M.A. '00, Ph.D., 2000-

Administrative Assistant to the President, Jacqueline J. Timer, 1992-

Special Assistant to the President for External Affairs, Janice A. Kassman, M.A., 1974-
College Historian, Earl H. Smith, M.A. '95, B.A., 1962-

Carolyn Muzzy Director and Chief Curator of the Museum of Art, Sharon L. Corwin, Ph.D., 2003-

Ann Lunder Leland Fellow, Isabelle Smeall, B.A., 2009-

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, Lori G. Kletzer, Ph.D., 2010-

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, Walter F. Hatch, Ph.D., 2002-

Director of the Goldfarb Center for Public Affairs and Civic Engagement, L. Sandy Maisel, M.A. '83, Ph.D., 1971-

Associate Director of the Goldfarb Center for Community Outreach and

Programming, Alice D. Elliott, B.S., 2004-

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-
Student Financial Services Assistant, Lisa A. Clark, 2010-
Student Financial Services Assistant, Theresa Hunnewell, A.S., 1976-
Student Financial Services Assistant, Angel L. Spencer, 2000-
ColbyCard Manager, William U. Pottle, 1980-
Director of Security, Peter S. Chenevert, 1980-1988, 1997-
Assistant Director of Security/Systems Manager, Jeffrey A. Coombs, A.S., 2000-
Director of Information Technology Services, Raymond B. Phillips, Ph.D., 1984-
Director of Academic Information Technology Services, L. Jason Parkhill, B.A.,
 2007-
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. Rhinelanders '93, 2006-
Web Technology Specialist, Keith A. McGlaufflin, 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-
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 Jr., 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, Dana Dining Hall, Keith R. Cole, 2006-
Manager, Dana Dining Hall, Alisa J. Roman, 2010-
Assistant Manager, Roberts Dining Hall, Andrew Goodspeed, 2001-
Production Manager, Dana Dining Hall, Michael Ingalls, 2006-
Manager, Foss Dining Hall, Terrance Landry, 1997-
Retail Manager, Spa, David A. Hartley, B.S., 2007-
Catering Manager, Heather Vigue, B.A., 1997-
Assistant Catering Manager, Tony Barrows, B.A., 2007-
Director of Equal Employment Opportunity, Maria C. Clukey, M.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-
Office/Budget Manager, 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, Perry Richardson, 2010-
Assistant Director of Grounds and Custodial Services, Donald J. Zavadil, B.A. 2007-
Supervisor, Mechanical and Electrical Services, Anthony J. Tuell, B.S., 2006-
Custodial Supervisor, David Grazulis, A.S., 2007-
Custodial Supervisor, Keith Rankin, 2010-
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-
- Interim Vice President for College Relations and Director of Development*, Deborah Dutton Cox, M.S., 2006-
- Interim Director of Major Gifts*, Nancy M. Fox, M.B.A., 1996-2004, 2005-
Major Gifts Officer, Nathaniel Chamberlin '03, 2010-
Major Gifts Officer, Kim K. Krueger, B.A., 1991-96, 2007-
Major Gifts Officer, Matthew R. Schumacher, B.A., 2010-
Director of Planned Giving, Susan F. Cook '75, M.B.A., 1981-
Director of the Colby Fund, Carolyn G. Kimberlin, B.A., 2003-
Associate Director of the Colby Fund, Buffy C. Higgins, B.A., 1999-
Senior Associate Director of the Colby Fund, Lisa L. Burton, B.A., 2006-
Assistant Director of the Colby Fund, Elizabeth S. Danner, B.A., 2006-
Assistant Director of the Colby Fund, Caitlin Kelly, B.A., 2009-
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, Randi L. Arsenault '09, 2010-

Assistant Director of Alumni Relations, Palmer J. McAuliff '08, 2008-

Director of Donor Relations, Lisa B. Tessler, M.S., 2004-

Associate Director of Donor Relations for Stewardship, Christine Bicknell Marden, B.A., 2010-

Vice President and Secretary of the Corporation, Sally A. Baker, A.B., 1989-98, 2002-

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-

Senior Graphic Designer, Robert P. Hernandez, M.A., 2007-

Web/New Media Communications Manager, Robert C. Clockedile, B.A., 2004-

Web Programmer, Ben R. Greeley, B.A., 2007-

Web Design/Multimedia Design, Diana C. McQueen, B.F.A., 2010-

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-

Senior Associate Dean of Admissions and Financial Aid, Judith L. Brody '58, 1979-

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, Hung N. Bui '94, M.S.I.A. 1994-97, 2010-

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-

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-

Assistant Vice President and Senior Associate Dean of Students, Barbara E. Moore, M.A., 2007-

Senior Associate Dean of Students, Paul E. Johnston, B.A., 1982-

Associate Dean of Students, Susan M. McDougal, B.A., 1996-

Associate Dean of Students/Director of the Pugh Center, Shontae S. Praileau, M.A., 2010-

- Coordinator of Multicultural Student Programs and Support*, Joseph E. Atkins, Ph.D., 2002-
- Assistant Dean of Students and Director of Campus Life*, Jed W. Wartman, M.Ed., 2010-
- Associate Director of Campus Life for Residential Education and Living*, Kimberly A. Kenniston, M.A. 2008-
- Associate Director of Campus Life and Director of Outdoor Education*, Nicole Magnan Caruso, M.Ed., 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-
- Catholic Chaplain*, Daniel Baillargeon, 2008-
- Medical Director*, Paul D. Berkner, D.O., 2004-
- Physician's Assistant*, Kerri L. McGlew, P.A. C., 2010-
- 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*, Patrick J. Baker, B.S., 2009-
- Staff Athletic Trainer*, Christopher O'Toole, B.A., 2009-
- Staff Athletic Trainer*, Natalie B. Pierce, B.S., 2008-
- Director of Counseling Services*, Patricia Newmen, M.A., 1987-
- Psychological Counselor*, Jan Munroe, Ph.D., 1994-
- Psychological Counselor*, Jing Ye, M.A., L.C.P.C., 2000-

ENROLLMENT BY STATES AND COUNTRIES

Forty-five U.S. states and the District of Columbia and 68 countries outside of the United States were represented in the 2009-2010 student body.

2009-2010 Enrollment **Men 845** **Women 993** **Total 1,838**

Countries

Afghanistan	Micronesia	Kansas
Albania	Nepal	Louisiana
Argentina	Netherlands	Maine
Austria	New Zealand	Maryland
Bangladesh	Nicaragua	Massachusetts
Barbados	Nigeria	Michigan
Belgium	Pakistan	Minnesota
Bhutan	Poland	Missouri
Bolivia	Romania	Montana
Bosnia and Herzegovina	Rwanda	New Hampshire
Botswana	Senegal	New Jersey
Brazil	Serbia	New Mexico
Bulgaria	South Africa	New York
Burma/Myanmar	Spain	North Carolina
Cambodia	Swaziland	North Dakota
Canada	Sweden	Ohio
Chile	Switzerland	Oklahoma
China	Taiwan	Oregon
Colombia	Tanzania	Pennsylvania
Czech Republic	Trinidad and Tobago	Rhode Island
Denmark	Uganda	South Carolina
Dominican Republic	Ukraine	Tennessee
Ecuador	United Kingdom	Texas
Ethiopia	Vietnam	Utah
Faroe Islands	Zimbabwe	Vermont
France		Virginia
Germany	U.S. States	Washington
Ghana	Alabama	West Virginia
Greece	Alaska	Wisconsin
Guatemala	Arizona	Wyoming
Guyana	Arkansas	
Honduras	California	
Hong Kong	Colorado	
India	Connecticut	
Ireland	District of Columbia	
Israel	Delaware	
Italy	Florida	
Japan	Georgia	
Kazakhstan	Hawaii	
Kenya	Idaho	
Korea, Republic of	Illinois	
Latvia	Indiana	
Malaysia	Iowa	

DEGREES AWARDED AT COMMENCEMENT

Sunday, May 23, 2010

As of the Class of 1990

Michael Benjamin Eisenstadt
Needham, Mass.

As of the Class of 2008

William Wherrett Poekel *Summit, N.J.*
R. Charles White Jr. *Portland, Maine*

As of the Class of 2009

Rahul Gupta *Rajasthan, India*

The Class of 2010

John Frederick Abbott *Minneapolis, Minn.*
Julie Claire Achenbaum *New Canaan, Conn.*
Jessica Sarah Acker *Goldens Bridge, N.Y.*
Samantha Jean Allen *Bridgton, Maine*
Chelsea Pesch Alsofrom *Burlington, Vt.*
Lindsey Brooke Anderson *Granville, Ohio*
Sameera Mohammad Anwar *Hidd, Babrain*
Steven Howard Armbrust Jr. *Warwick, R.I.*
Caroline Lee Atwater *Catonsville, Md.*
Daniel Elias Austin *Cape Elizabeth, Maine*
Christopher George Avery *Milford, Maine*
Naamah Lillian Azoulay *Longmeadow, Mass.*

David Bacchus *South Ozone Park, N.Y.*

Patrick Harrington Bagley *Weston, Mass.*

Eliana Ruth Baker *Dallas, Texas*

Sakshi Balani *Kolkata, India*

Savina Jewel Balasubramanian *Mumbai, India*

Michael Retherford Baldwin *Andover, Mass.*

Shylock Baloyi *Gweru, Zimbabwe*

Jessica Anne Balukas *Brentwood, N.H.*

Emily Applegate Barlow *New Canaan, Conn.*

Daniel Charles Barringer *Washington, D.C.*

Bethany Leigh Bartley *Greenville*

Junction, Maine

Alexander Bryan Bassett *Boxford, Mass.*

Brandon Longe Beasley *Hopkins, Minn.*

Emily Celeste Beckwitt *Framingham, Mass.*

Amy Leigh Beich *Grand Island, N.Y.*

Roger John Bel III *Ridgefield, Conn.*

Michael John Belliveau *Bridgewater,*

N.S., Canada

Terri Ann Bello *Boston, Mass.*

Hilana Hirsch Bernheimer *Newton, Mass.*

Hasan Bhatti *Chapel Hill, N.C.*

Martha-Gail Biddiscombe *Durham, Conn.*

Reuben Gabriel Biel *Mendota Heights, Minn.*

Michael Boothe Bienkowski *Lexington, Mass.*

Loretta Ann Biss *Eastport, Maine*

Sarajane Bokan Blair *Pittsburgh, Pa.*

Aaron Michael Block *Swampscott, Mass.*

Erica Dale Block *Larchmont, N.Y.*

Ashley Mabus Blum *Newton, Mass.*

Jacqueline Marie Boekelman *Williamsville, N.Y.*

Alexis Whitton Bohannon *Madison, Conn.*

Marcus Piero BoisAubin *Cambridge, Mass.*

Andrew Stephen Bolduc *Bangor, Maine*

Jessica Madeline Bond *Westwood, Mass.*

Emily Diefenbach Boone *Washington, D.C.*

Sonia Hall Booth *Somerville, Mass.*

Brock Colton Bosacker *West Simsbury, Conn.*

Alexander Adams Boutin *Portland, Maine*

Ernest Michael Bove Jr. *Center Rutland, Vt.*

Sharonda Quomilla Bradley *Asheville, N.C.*

James Michael Brady *East Walpole, Mass.*

John Walter Brainard *Carmel, Ind.*

Samuel Edmondson Brakeley

Marblehead, Mass.

Alison Emily Brandeis *Riverdale, N.Y.*

Fiona Audrey Braslau *Paris, France*

Eric Daniel Braunstein *Delmar, N.Y.*

Dana Ashley Breakstone *Sparta, N.J.*

Jeffrey Young Breece *Orono, Maine*

Elise Ristig Breed *Denver, Colo.*

Jennifer Anne Brentrup *Hanover, N.H.*

Timothy Scott Brettingen *Madison, Conn.*

Paul Kyle Brewer *Simsbury, Conn.*

Tara Rachael Elizabeth Brian *Cowichan*

Bay, B.C., Canada

Patrick Bernard Briody *Hopewell, N.J.*

Alessa Murray Broeksmit *New York, N.Y.*

Nicholas Bromley *East Hampton, N.Y.*

David Simon Brotman *New Haven, Conn.*

Scott Manchester Brown *Trumbull, Conn.*

Stewart Finn Brown *Wilton, Conn.*

Megan Elizabeth Browning *New York, N.Y.*

Sarah Volgenau Bruce *Rose Valley, Pa.*

Jasmine Elizabeth Bruno *Jonesport, Maine*

Leigh Elizabeth Bullion *Edina, Minn.*

Amanda Rachel Burgess *Auburn, Maine*

Jean Michelle Burnet *Fresno, Calif.*

Joseph Jerome Bylebyl *Ithaca, N.Y.*

Phoebe Cochran Cabot *Dedham, Mass.*

Catalina Cadavid *New Providence, N.J.*

Sara Blace Cameron *Duxbury, Mass.*

- Amy Susan Campbell *Sunapee, N.H.*
 Alison Cappelloni *Sudbury, Mass.*
 Danielle Lynn Carlson *Norridge, Ill.*
 Stephen Thomas Carroll *Garden City, N.Y.*
 Laure-Hélène Emmanuelle Caseau
Versailles, France
 Brandon Lee Castelino *Brookfield, Conn.*
 David Woodington Chase *Weston, Conn.*
 Xi Chen *Poolesville, Md.*
 Adam Michael Choice *Newport, R.I.*
 Ethel Yi-Shien Chou *Princeton, N.J.*
 Jeffrey Cotter Christensen *Merrimack, N.H.*
 James Russell Clark *Denver, Colo.*
 John Arthur Clauson *Crownsville, Md.*
 Matthew Sean Clunan *Woodstock, Vt.*
 Claire Katherine Cole *Annapolis, Md.*
 Emily Dana Colin *Santa Fe, N.M.*
 Timothy Yasui Concannon *Norwood, Mass.*
 Ryan Patrick Xavier Conlon *Ridgefield, Conn.*
 Joshua Vaughan Connell *Shrewsbury, Mass.*
 Ross Patrick Connor *Henniker, N.H.*
 Megan Lenore Conroy *San Francisco, Calif.*
 Kaitlyn McNamara Conway *Andover, Mass.*
 Samuel Satterfield Cooper *Alexandria, Va.*
 Christopher Roland Copeland *Rexford, N.Y.*
 Lauren Elizabeth Corke *Acton, Mass.*
 Sabrina Diane Correll *Bangor, Maine*
 Jennifer Ann Corriveau *Goffstown, N.H.*
 Katherine Beatrice Cosgrove *Union, Maine*
 Hannah Lindsley Coulson *Fish Creek, Wis.*
 Kenneth Iverson Cramer *New Canaan, Conn.*
 Ellen Jean Crapster-Pregont *Merrill, Wis.*
 Spencer Bengston Crim *Lake Oswego, Ore.*
 Jared Bishop Crittenden *Fairport, N.Y.*
 Courtney ter Meulen Cronin *Concord, Mass.*
 Michael Frederick Cuqua *Walpole, Mass.*
 Henry Benjamin Curme *Weston, Mass.*
 Jennifer Elizabeth Dahnke *Red Bluff, Calif.*
 Robin Abraham Daley *Bar Harbor, Maine*
 Sarah Anne Dallas *New York, N.Y.*
 Ngoc Dao Minh *Warsaw, Poland*
 Kory Elizabeth Darlington *Paradise, Calif.*
 Tara Shea Davidson *Concord, Mass.*
 Alison B. Madison Davis *Norwich, Vt.*
 Saralin Morgan Davis *Brooktondale, N.Y.*
 Jenny Rebecca Dean *Wellesley, Mass.*
 Noel Marvin De Freitas *Brooklyn, N.Y.*
 Jhon Roberto Delhy Nolivos *Quito, Ecuador*
 Diana Elizabeth DelleChiaie *Branchville, N.J.*
 Margo Derektor *Portsmouth, R.I.*
 Kristen Margaret Devlin *Belmont, Mass.*
 Margaret Claire Devlin *McLean, Va.*
 Caroline Cardigan Dickson *Chevy Chase, Md.*
 Hayley Condon Didriksen *Acton, Mass.*
 Brian Patrick DiMento *Rowley, Mass.*
 John Alexander D'Isidoro *Sudbury, Mass.*
 Elizabeth Andre Disney *Port Kent, N.Y.*
 Ruth Holcomb Doherty *Annapolis, Md.*
 Valeria Dominguez *Elizabeth, N.J.*
 Ferris H. J. Draouil *Hingham, Mass.*
 Julia West Duchon *Decatur, Ga.*
 Madeline Ann Dufour *Harrison, N.Y.*
 Caroline Shields Duke *Englewood, Colo.*
 Maureen Bridget Dunn *Middletown, Conn.*
 Rohan Dutt *Tiburon, Calif.*
 Meaghan Marie Edwards
East Brunswick, N.J.
 Reva Fisher Eiferman *Brookline, Mass.*
 Traver Jane Elder *Avon, Conn.*
 Bridget Catherine Ely *London, England*
 Christopher Marke Englert
North Woodstock, N.H.
 Stephen John Erario *Wilton, Conn.*
 Alice Wolcott Evans *Cape Elizabeth, Maine*
 Tyler Dean Evans *Belgrade Lakes, Maine*
 Zachary William Ezor *Atlanta, Ga.*
 Matthew Boyd Fait *Glencoe, Ill.*
 Aïchatou Fall *Saint-Louis, Sénégal*
 Kathleen Anne Fallon *Herndon, Va.*
 Liangyi Fan *Concepción, Chile*
 Yanica Fedine Faustin *Brooklyn, N.Y.*
 Alexander Evan Fenstermacher
Silver Spring, Md.
 Patrick Walsh Findaro *Vienna, Va.*
 Jacob Robert Fischer *Chester, N.J.*
 Bonnie Marie Foley *Paradise Valley, Ariz.*
 Kelly Elisabeth Foss *Lake Forest, Ill.*
 Daniel Joel Franklin *Guilford, Vt.*
 Christine Elizabeth Friar
New Canaan, Conn.
 Jessica Tianshing Frick *Eddington, Maine*
 Nicholas Cody Friedman *Sheffield, Mass.*
 Sarah Snow Frisk *Bangor, Maine*
 Andrea Fuwa *Wilmette, Ill.*
 Kristin Brodie Gates *Armonk, N.Y.*
 Jennifer Michelle Gelda *Waban, Mass.*
 Francesca R. Gentile *Ithaca, N.Y.*
 Thomas Robert Gianakos *Simsbury, Conn.*
 Kelsey Leigh Gibbs *Shrewsbury, Mass.*
 Emma Rachel Kanji Gildesgame
Arlington, Mass.
 Christine Ann Gillespie
North Andover, Mass.
 Victoria Gonzalez *Centennial, Colo.*

Robert William Gooch III *Colebrook, N.H.*
 John Benjamin Goods *Madison, Conn.*
 Michelle Graff *Scarsdale, N.Y.*
 Katrina Julie Gravel *Peabody, Mass.*
 Emily Curtis Griffoul *Piedmont, Calif.*
 Conor McCabe Grisham *Seattle, Wash.*
 Meghan Elizabeth Grogan *Simsbury, Conn.*
 Benjamin John Gross *Long Beach, N.Y.*
 Cindy Guan *Boston, Mass.*
 Meghan Courtney Guay *Falmouth, Maine*

Sarah Elizabeth Haines *Brentwood, Tenn.*
 Emma Diamond Hall *Framingham, Mass.*
 Charles Lansing Hamlin *Pennington, N.J.*
 Emily Marie Hanley *Amherst, Mass.*
 Andrew A. Hardigan *Savannah, Ga.*
 William Frederick Harrington *Providence, R.I.*
 Kelly Anna Harris *Pacific, Calif.*
 Lauren Jane Harris *Goshen, N.Y.*
 Sei Harris *San Bruno, Calif.*
 Sarah Elizabeth Hart *Santa Barbara, Calif.*
 William Gilbert Haylon *Wellesley, Mass.*
 Piper Lauren Haywood *San Francisco, Calif.*
 David Barlow Hendrie *Providence, R.I.*
 LaMont Martin Henry *Virginia Beach, Va.*
 Christopher Nolan Hermeý *Guilford, Conn.*
 Todd Evan Herrmann *Alameda, Calif.*
 Dana Lesley Himmelstein *Los Angeles, Calif.*
 David Crandall Hirsch *Pittsburgh, Pa.*
 Sarah Anne Hirsch *Jamestown, R.I.*
 Koon Tat Kelvin Ho *Hong Kong, China*
 Hannah Mead Holbrook *Acton, Mass.*
 Caroline Li Holland *Boston, Mass.*
 Amy Ruth Holmen *Albuquerque, N.M.*
 Foster Robert Huntington *Washougal, Wash.*
 Zacharia Riaz Hussain *Denver, Colo.*
 Colin Pearce Hutzler *Andover, Mass.*

Amanda Jane Ivey *Oxford, Maine*
 Francesca Elizabeth Izzo *Cambridge, Mass.*

Audrey Ann Jacobsen *San Juan*
Capistrano, Calif.
 Margosia Teresa Jadowski *Winterport, Maine*
 Jevan Nour Jammal *Concord, Mass.*
 Geoffrey Shea Jarnot *Concord, N.H.*
 Emily Claire Jenkins *Austin, Texas*
 Timothy James Jeon *Enfield, Conn.*
 Peter Edward Johansson *Edina, Minn.*
 Erik R. L. Johnson *Needham, Mass.*
 Seth Andrew Johnson *Andover, Mass.*
 Kelsey Luoma Jones *North Haven, Maine*
 Jeremy Ryder Judge *Cumberland*
Foreside, Maine

Andrew Stanton Geller Katz *Hubbard, Ohio*
 Jennifer L. Katzman *Morristown, N.J.*
 Kenneth Aaron Kaufman *Lexington, Mass.*
 Alyssa Heather Kavanagh *Winslow, Maine*
 Laura Avtges Kayeum *West Hartford, Conn.*
 Anna Edith Kelemen *Ann Arbor, Mich.*
 Joshua Dexter Kelton *Yarmouth, Maine*
 Joshua Tracy Kernan *Shelburne, N.H.*
 Ralph Wallis Kettell III *Burtonsville, Md.*
 Benjamin Robert Keyser *Newton, Mass.*
 Aimee Lynn Kidder *Hartford, Vt.*
 Hannah Jisun Kim *New York, N.Y.*
 Joseph Ihn Kim *Schaumburg, Ill.*
 Charles Carroll Klassen *Baltimore, Md.*
 Gregory Michael Klein *Groton, Conn.*
 Cassandra Lorraine Knight *Carlisle, Mass.*
 Robert Morris Knipp Jr. *White Hall, Md.*
 Tatiana Julia Kowalewski *Boise, Idaho*
 Kathleen Frances Kramer *Norwell, Mass.*
 Stephanie Shepherd Kramer
Burr Ridge, Ill.
 Jessica Sinay Kravetz *Wellesley, Mass.*
 Elizabeth Dorothy Kugel *Anchorage, Alaska*
 Johanna Renee Kunkel *Westwood, Mass.*

Aneth Stephen Laban *Mbeya, Tanzania*
 John James LaMantia *Gates Mills, Ohio*
 Delia Clifford Langan *Philadelphia, Pa.*
 Amanda Jane Lanser *Wayland, Mass.*
 Jaclyn O'Shea Lauber *Boston, Mass.*
 John Cushman Laurent *Houston, Texas*
 Ha Thai Le *Hanoi, Vietnam*
 Kathleen Rothrock Lebling *Concord, Mass.*
 Austin Lee *Seoul, Republic of Korea*
 Nicholas Kai Lehman-White
San Francisco, Calif.
 Brian Michael Leighton *Orrington, Maine*
 Jessica Lesa Lévasseur *Colchester, Conn.*
 Larissa Breslawec Levine *Potomac, Md.*
 Sarah Tish Levine *Marblehead, Mass.*
 John Patrick Lewallen *Portland, Ore.*
 Jennifer Li *New York, N.Y.*
 Amanda Ruth Lindsay *Rockville, Md.*
 Corey James Linton *Jackson, Wyo.*
 Katherine Rose Littleton *Worcester, Mass.*
 Laura Jo Littnan *Vail, Colo.*
 Victoria Krey Loomis *Los Gatos, Calif.*
 Christiana Marianne Lumbert
Hingham, Mass.
 Duy Van Le Lyford *South China, Maine*
 Alexandra Elizabeth Lynch
New Vernon, N.J.
 Kaitlin Christie Lynch *Lafayette, N.J.*

- Heather Lynn MacDonald *Vienna, Austria*
 Darshini Ashutosh Mahadevia
Mumbai, India
 Samah Sarwat Mahmood *St. Louis, Mo.*
 Jay Reid Mangold Jr. *Pittsburgh, Pa.*
 Elena Olegovna Marchenko
Melitopol, Ukraine
 Daniel Charles Marden *Londonderry, N.H.*
 Sarena Maron-Kolitch *Riverdale, N.Y.*
 Paula Dawn Martel *Bath, Maine*
 Corey Scott Martin *Winslow, Maine*
 Emily Mooers Marzulli *New York, N.Y.*
 Samuel Benjamin Mathes *Rome, Maine*
 Alexander Philipp Mayer *Nashua, N.H.*
 Andrew Louis McCarthy *San Marino, Calif.*
 Whitney Lee McCarthy *Darien, Conn.*
 Ian Monroe McCullough *McLean, Va.*
 Eric Thomas McDowell *Stoneham, Mass.*
 Samuel Phineas McIntire *Arlington, Va.*
 Devon Elizabeth McIntyre *Morristown, N.J.*
 Connor Patrick McKenna *Bronxville, N.Y.*
 Mary Margaret McKenna *Evanston, Ill.*
 Mesay Melese *Metehara, Ethiopia*
 Emily Shannon Merrell *Somerville, Mass.*
 Benjamin Cooper Mickle *Old Lyme, Conn.*
 Blythe Catherine Miller *Miller Place, N.Y.*
 Elizabeth Anne Millikin *Mendon, Mass.*
 Jessica Catherine Milstead *Tacoma, Wash.*
 Kathleen Theresa Minton *Baltimore, Md.*
 Nicole Marie Mitchell *Portland, Maine*
 Charisse Alessandra Molina *Clifton, Va.*
 Charles Clayton Moore *Concord, Mass.*
 Matthew David Moore *Winfield, Ill.*
 John Colton Moriarty *Port Angeles, Wash.*
 Rebecca Ann Muller *Gorham, Maine*
 Christopher Robert Murdock *Briarcliff
 Manor, N.Y.*
 Caitlin Haley Murphy *Newburyport, Mass.*
 Max Frederick Mutter *North Andover, Mass.*
- Chelsea Marie Nahill *Amherst, N.H.*
 Elizabeth Gaylord Neely *Tulsa, Okla.*
 Ross Mathers Nehrt *Cheshire, Conn.*
 Hoa Tuan Nguyen *Hanoi, Vietnam*
 Austin Lincoln Nicholas *Molndal, Sweden*
 Hanna Christine Noel *Fairfield, Conn.*
 Hans Kristoffer Noering *Cobasset, Mass.*
 Daniel Hullett Nolan *Saint Louis, Mo.*
 Anders Payson Nordblom *Holderness, N.H.*
- Jeffrey Andrew Oakes *East Sandwich, Mass.*
 Rinchen Dolma Olthang
Leh Ladakh, India
 Alexander Vaughn Oot *Hollis, N.H.*
- Daniel Scott Opalacz *Glastonbury, Conn.*
 Isaac Mueller Oppen *Lewistown, Mont.*
 Katherine Downey Orrick *Washington, D.C.*
 Colin John O'Brien O'Shea *Rockville, Md.*
 Benjamin Joseph Ossoff *Andover, Mass.*
- Adam Nicholas Paine *Bowdoin, Maine*
 Rachael Lynn Panning *Bradenton, Fla.*
 Hannah Judith Parnes *South Windsor, Conn.*
 Daniel Wayne Patch *South Berwick, Maine*
 Julian Anthony Wilknight Patterson
Easton, Mass.
 Emily Camden Pavelle *Mabwah, N.J.*
 Karen Ann Pedersen *Reading, Mass.*
 Katherine Delfina Perez *New York, N.Y.*
 Lane Anne Phillips *New York, N.Y.*
 Hanna Marie Pickwell *Dalton, Mass.*
 Klaudia Zofia Polak *Riverside, Conn.*
 Michael Patrick Policinski *Wayzata, Minn.*
 Brandon Chase Pollock *Brewster, N.Y.*
 Elisabeth Justine Ponsot
Bellerose Manor, N.Y.
 Loredana Popescu *Galati, Romania*
 Elizabeth Ann Powell *Westford, Mass.*
 Valerie Alexandra Praggastis
Sun Valley, Idaho
 William Anderson Price *Durham, N.C.*
 Daniel Phillip Prunier *Merrimack, N.H.*
 Kristen Lee Psaty *Florence, Colo.*
- Matthew John Quinlan *Andover, Mass.*
- Nicole Marie Raheja *Fitchburg, Mass.*
 Elise Kathleen Randall *Kirkland, Wash.*
 Maya Ranganathan *North Royalton, Ohio*
 Carly Tripler Rapaport *Cape Elizabeth,
 Maine*
 Caroline Rawlinson Reaves *Chevy Chase, Md.*
 Daniel Benjamin Reeves *Pennington, N.J.*
 Bridget Kathleen Reichelderfer
Madison, Wis.
 Matthew Robert Reilly *Berlin, Conn.*
 Ann Phillips Reinig *Annapolis, Md.*
 Zachary Clarke Rich *Brookline, Mass.*
 Silas Dunklee Rioux *Cape Elizabeth, Maine*
 Carin Montecillo Rising *Jakarta Selatan,
 Indonesia*
 Kari Lynn Rivers *Somersworth, N.H.*
 Virginia Lee Robbins *Concord, Mass.*
 Benjamin Jordan Robinson *Tilton, N.H.*
 James Logan Rockafellow *Rosemont, Pa.*
 Hillary Jane Rockey *Pepper Pike, Ohio*
 Devon Charles Rook *Washington, D.C.*
 Samuel Benjamin Rooney *Evanston, Ill.*

Andre Martin Rougeot *Sparks, Md.*
 Samuel James Rouleau *North Berwick, Maine*
 Jacob Joseph Roundtree *St. Albans, N.Y.*
 Catarina McEvoy Ruksznis
Dover-Foxcroft, Maine
 Nicholas A. Ruocco III *Lexington, Mass.*
 Elisabeth Avery Russell *Queensbury, N.Y.*

Meghan Marie Saccone *Andover, Mass.*
 Liliana Sanchez *Denver, Colo.*
 Adam Jason SanMiguel *Elgin, Ill.*
 Audell Romaine Scarlett *Bronx, N.Y.*
 Laura Meriye Schaefer *Laguna Niguel, Calif.*
 Peter Barrett Scheve *Philadelphia, Pa.*
 Fletcher Reilley Schoen *Potomac, Md.*
 Austin Jensen Scholl *Lake Placid, N.Y.*
 Jordan Rose Schoonover *Los Alamos, N.M.*
 Michael Christopher Schwartz

Foster City, Calif.
 Thomas Andrew Scott *Middlebury, Vt.*
 Tyler Alexander Scullen *Hingham, Mass.*
 Sean Thomas Senior *Newburyport, Mass.*
 Peter Thompson Serina *Denver, Colo.*
 Katia Elena Setzer *South Orange, N.J.*
 Pranay Sudhir Shah *Bellerose, N.Y.*
 Grace Soo Yeon Shanks *Washington, D.C.*
 Kaeley Diana Shepard *Wilbraham, Mass.*
 Aimee Elizabeth Sheppard *Nahant, Mass.*
 Fiona Grace Sheridan-McIver
Seattle, Wash.

Hamdi Anwar Sheriff *Harare, Zimbabwe*
 Justin Glenn Sherman *Piedmont, Calif.*
 Kathryn Phyllis Sherry *Framingham, Mass.*
 Jennifer Shriber *Peabody, Mass.*
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Rolling Hills, Calif.

Douglas Carmen Sibor *Hingham, Mass.*
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 Karthik Narayan Sonty *Tenafly, N.J.*
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 Maya Alexandra Steward *New York, N.Y.*
 Julia Jane Frierson Stifler
Northampton, Mass.

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 Chelsea Marie Stillman *Portland, Maine*
 Danielle Gayla Stillman *Simsbury, Conn.*
 Kimberley Margaret Stoddard
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Stephanie Barbara Stoddard
Scarborough, Maine
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 Alta., Canada*
 Gopal Subedi *Jhapa, Nepal*
 Casey Patrick Sullivan *Rye, N.H.*
 Kelly Elizabeth Sullivan *North Attleboro, Mass.*
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 Lansing, Mich.*

Annie Tak *Seoul, Republic of Korea*
 Michael Tamayo *Brooklyn, N.Y.*
 Brittany Rose Tasi *Shelton, Conn.*
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Cape Elizabeth, Maine

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 Jared Leigh Tepper *Monroe Township, N.J.*
 Thomas Nathan Tessier *Nashua, N.H.*
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 Yangon, Myanmar*

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Wellesley, Mass.
 Claire Rebecca Tinsley *Washington, D.C.*
 Alexandra Nicole Todd *Rockland, Maine*
 Katherine Ainsley Amanda Todd
Oak Park, Ill.

Christina Megan Yamanaka Towe
Potomac, Md.
 Amanda Paige Towner *Grand
 Rapids, Mich.*

Armand Yervant Tufenkian
Arlington, Mass.
 Taylor Gresham Tully *Pleasantville, N.Y.*
 Meredith Emily Tumilty *Wellesley, Mass.*
 Caroline Benedict Turnbull
Charleston, W.Va.

Katherine Michaela Unsworth *Shelburne, Vt.*
 Jayakrishna Upadhyay *Jumla, Nepal*

Dana Elizabeth Vancisin *South
 Hamilton, Mass.*
 Coua Vang *Saint Paul, Minn.*
 Foua Vang *Saint Paul, Minn.*
 Nicholas Van Niel *Waban, Mass.*
 Andrew Mc Intyre Vartanian *New York, N.Y.*
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 Michael Scott Veidenheimer *Bethesda, Md.*
 Clifford David Vickrey *Cape Elizabeth, Maine*

Catherine Elizabeth Vieth *Loveland, Ohio*
 Willa Rose Vogel *Valois, N.Y.*

Ashley Marin Wagner *Sudbury, Mass.*

Haolu Wang *Xuzhou, China*

Emily Ann Warmington *Gilford, N.H.*

Edward Warner *Boulder, Colo.*

Rosalie Hana Waxman *Piedmont, Calif.*

Maxwell Taylor Weiss *McLean, Va.*

Schuyler Christian Weiss *Barrington, R.I.*

Alexandra Elizabeth Wesnousky *Davis, Calif.*

James Stratton Westhafer *Malvern, Pa.*

Amy Sarah Weston *Dover, N.H.*

Kathleen Elisabeth Whalen *Lynnfield, Mass.*

Michael Thomas White *Miller Place, N.Y.*

Annelise Boussard Wiersema *Weston, Mass.*

Nicholas Scott Wijnberg *New York, N.Y.*

John Bryson Wike *Winnetka, Ill.*

Jessica-Ashley Jeanene Williams
Chattanooga, Tenn.

Emily Anne Wolf *Bemidji, Minn.*

Amanda Erin Wolin *Brooklyn, N.Y.*

Douglas Matthew Wong *Newton, Mass.*

Chas Anderson Woodward *Vero Beach, Fla.*

Dana Marie Yerigan *Isanti, Minn.*

Amanda Michelle Zenker *New York, N.Y.*

Jia Jia Zheng *Long Island City, N.Y.*

Molly Jean Zurheide *New London, N.H.*

HONORARY DEGREES

Kwame Anthony Appiah *Doctor of Laws*

Helene D. Gayle *Doctor of Humane Letters*

Judith A. McHale *Doctor of Laws*

Richard Rhodes *Doctor of Letters*

Joshua Silver *Doctor of Science*

SPECIAL DISTINCTION

Honors

Valedictorian

Alexandra Elizabeth
Wesnousky

Senior Marshal

Brian Patrick DiMento

Summa Cum Laude

Savina Jewel
Balasubramanian
Reuben Gabriel Biel
Sonia Hall Booth
Alexander Adams Boutin
Tara Rachael Elizabeth Brian
Ellen Jean Crapster-Pregont
Jennifer Elizabeth Dahnke
Robin Abraham Daley
Saralin Morgan Davis
Jenny Rebecca Dean
Brian Patrick DiMento
Aïchatou Fall
Nicholas Cody Friedman
Emma Diamond Hall
Hannah Mead Holbrook
Seth Andrew Johnson
Aimee Lynn Kidder
Robert Morris Knipp Jr.
Alexander Philipp Mayer
Eric Thomas McDowell
Loredana Popescu
Virginia Lee Robbins
Catarina McEvoy Ruksznis
Chelsea Marie Stillman
Clifford David Vickrey
Alexandra Elizabeth
Wesnousky
Amy Sarah Weston

Magna Cum Laude

Terri Ann Bello
Eric Daniel Braunstein
Courtney ter Meulen Cronin
Reva Fisher Eiferman
Kathleen Anne Fallon
Bonnie Marie Foley
Piper Lauren Haywood
Margosia Teresa Jadcowski
Benjamin Robert Keyser
Sarah Tish Levine
Darshini Ashutosh
Mahadevia
Sarena Maron-Kolitch
Mesay Melese

Kathleen Theresa Minton
Charles Clayton Moore
Alexander Vaughn Oot
Isaac Mueller Opper
Valerie Alexandra Praggastis
Adam Jason SanMiguel
Jordan Rose Schoonover
Peter Thompson Serina
Fiona Grace Sheridan-
McIver
Brittany Rose Tasi
Nicholas Van Niel
Willa Rose Vogel
Emily Anne Wolf

Cum Laude

Jessica Sarah Acker
Sameera Mohammad Anwar
Patrick Harrington Bagley
Bethany Leigh Bartley
Alexander Bryan Bassett
Michael John Belliveau
Sarajane Bokan Blair
Jacqueline Marie Boekelman
Alexis Whitton Bohannon
Leigh Elizabeth Bullion
Amanda Rachel Burgess
John Arthur Clauson
Timothy Yasui Concannon
Jhon Roberto Delhy Nolivos
Hayley Condon Didriksen
Elizabeth Andre Disney
Kristin Brodie Gates
Jennifer Michelle Gelda
Christine Ann Gillespie
Katrina Julie Gravel
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Lauren Jane Harris
Emily Claire Jenkins
Anna Edith Kelemen
Jessica Sinay Kravetz
Jay Reid Mangold Jr.
Corey Scott Martin
Devon Elizabeth McIntyre
Nicole Marie Mitchell
John Colton Moriarty
Colin John O'Brien O'Shea
Hanna Marie Pickwell
Elisabeth Justine Ponsot
Elizabeth Ann Powell
William Anderson Price
Ann Phillips Reinig
Samuel Benjamin Rooney
Michael Christopher
Schwartz

Pranay Sudhir Shah
Jennifer Shriber
Kevin Patrick Smith
Julia Jane Frierson Stifler
Stephanie Barbara Stoddard
Amelia Josephine Swinton
Alexander James Teixeira
Jared Leigh Tepper
Thomas Nathan Tessier
Brittany Anne Thomas
Annelise Boussard Wiersema
Molly Jean Zurheide

Honors Programs

Honors in American Studies

Erica Dale Block
Spencer Bengston Crim

Honors in Anthropology

Audrey Ann Jacobsen
Hanna Marie Pickwell

Honors in Biology

Lauren Jane Harris
Seth Andrew Johnson
Benjamin Robert Keyser
Corey Scott Martin
Colin John O'Brien O'Shea
Catarina McEvoy Ruksznis
Adam Jason SanMiguel
Jordan Rose Schoonover

Honors in Chemistry

Michael Retherford Baldwin
Bethany Leigh Bartley
James Michael Brady
Eric Daniel Braunstein
Brian Patrick DiMento
Elizabeth Andre Disney
John Benjamin Goods
David Crandall Hirsch
Jessica Lesa Levasseur
Adam Nicholas Paine
Lane Anne Phillips
Valerie Alexandra Praggastis
Kathryn Phyllis Sherry
Jared Leigh Tepper
Brittany Anne Thomas

Honors in Economics

Robin Abraham Daley

Jhon Roberto Delhy Nolivos
Robert Morris Knipp Jr.
Mesay Melese
Isaac Mueller Opper
Loredana Popescu
Nicholas Van Niel

Honors in English

Leigh Elizabeth Bullion
Jean Michelle Burnet
Alison B. Madison Davis
Francesca R. Gentile
Katrina Julie Gravel
Dana Lesley Himmelstein
Eric Thomas McDowell
Samantha George Smith

Honors in Environmental Studies

John Frederick Abbott
Ian Monroe McCullough

Honors in Geology

Ellen Jean Crapster-Pregont
Christopher Marke Englert
Cassandra Lorraine Knight

Honors in Government

Nicholas Bromley
Zachary William Ezor
Emma Diamond Hall
Andre Martin Rougeot
Fiona Grace Sheridan-
McIver
Clifford David Vickrey
Haolu Wang

Honors in History

Courtney ter Meulen Cronin
Aimee Lynn Kidder
Steven Andrew Tatko

Honors in Human Development

(Independent)
Terri Ann Bello
Sarajane Bokan Blair

Honors in International Studies

Tara Rachael Elizabeth Brian

Honors in Latin-American Studies

Amelia Josephine Swinton

Honors in Mathematics

Ashley Mabus Blum

Honors in Music

Emily Anne Wolf

*Honors in Physics and
Astronomy*

John Colton Moriarty

Daniel Benjamin Reeves

Honors in Philosophy

William Anderson Price

Kristen Lee Psaty

Kevin Patrick Smith

Honors in Psychology

Darshini Ashutosh

Mahadevia

Chelsea Marie Stillman

Alexandra Elizabeth

Wesnousky

*Honors in Religious
Studies*

Alexander Bryan Bassett

Amanda Rachel Burgess

**Distinction
in Major***American Studies*

Erica Dale Block

Spencer Bengston Crim

Katherine Delfina Perez

Anthropology

Sonia Hall Booth

Kelsey Leigh Gibbs

Audrey Ann Jacobsen

Delia Clifford Langan

Nicole Marie Mitchell

Hanna Marie Pickwell

Elizabeth Ann Powell

Jennifer Shriver

Amelia Josephine Swinton

Annelise Boussard Wiersema

Art

Lindsey Brooke Anderson

Fiona Audrey Braslau

Laure-Hélène Emmanuelle

Caseau

Megan Lenore Conroy

Lauren Elizabeth Corke

Caroline Cardigan Dickson

Sarah Elizabeth Haines

Piper Lauren Haywood

Delia Clifford Langan

Rinchen Dolma Olthang

Virginia Lee Robbins

Katia Elena Setzer

Maya Alexandra Steward

Dana Elizabeth Vancisin

Kersten Elizabeth Vasey

Biology

Steven Howard Armbrust Jr.

Emily Celeste Beckwitt

Reuben Gabriel Biel

John Walter Brainard

SaraLin Morgan Davis

Maureen Bridget Dunn

Andrew A. Hardigan

Lauren Jane Harris

Seth Andrew Johnson

Benjamin Robert Keyser

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Catarina McEvoy Ruksznis

Adam Jason SanMiguel

Jordan Rose Schoonover

Peter Thompson Serina

Kelly Elizabeth Sullivan

Taylor Gresham Tully

Chemistry

Michael Retherford Baldwin

Bethany Leigh Bartley

James Michael Brady

Eric Daniel Braunstein

Ellen Jean Crapster-Pregont

Brian Patrick DiMento

Elizabeth Andre Disney

Adam Nicholas Paine

Valerie Alexandra Praggastis

Kathryn Phyllis Sherry

Jared Leigh Tepper

Brittany Anne Thomas

Classical Civilization

Jenny Rebecca Dean

Benjamin Cooper Mickle

Classics

Jenny Rebecca Dean

Douglas Carmen Sibor

Alexandra Elizabeth

Wesnousky

Computer Science

John Arthur Clauson

Brian Michael Leighton

East Asian Studies

Jia Jia Zheng

Economics

Shylock Baloyi

Roger John Bel III

Michael John Belliveau

Emily Diefenbach Boone

John Walter Brainard

Jeffrey Young Breece

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Scott Manchester Brown

David Woodington Chase

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Kenneth Iverson Cramer

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Matthew Boyd Fait

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Liangyi Fan

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Charles Lansing Hamlin

Sarah Anne Hirsch

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Robert Morris Knipp Jr.

Daniel Charles Marden

Mesay Melese

Hoa Tuan Nguyen

Rinchen Dolma Olthang

Isaac Mueller Opper

Michael Patrick Policinski

Loredana Popescu

Benjamin Jordan Robinson

Andre Martin Rougeot

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Meghan Marie Saccone

Austin Jensen Scholl

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Haolu Wang

Economics-Mathematics

Liangyi Fan

English

Leigh Elizabeth Bullion

Jean Michelle Burnet

Julia West Duchon

Kelly Elisabeth Foss

Francesca R. Gentile

Katrina Julie Gravel

Dana Lesley Himmelstein

Alyssa Heather Kavanagh

Anna Edith Kelemen

Johanna Renee Kunkel

Kaitlin Christie Lynch

Eric Thomas McDowell

Charles Clayton Moore

Katia Elena Setzer

Douglas Carmen Sibor

Samantha George Smith

Casey Patrick Sullivan

Coua Vang

Environmental Studies

Samuel Edmondson Brakeley

Megan Elizabeth Browning

Stephen John Erario

Zachary William Ezor

Amanda Ruth Lindsay

French Studies

Alexander Adams Boutin

Courtney ter Meulen Cronin

Margaret Claire Devlin

Kathleen Theresa Minton

Chelsea Marie Nahill

Hanna Christine Noel

Kari Lynn Rivers

Geology

Emily Dana Colin

Ellen Jean Crapster-Pregont

Christopher Marke Englert

Margosia Teresa Jadcowski

Cassandra Lorraine Knight

Andrew Louis McCarthy

Geoscience

Daniel Scott Opalacz

Government

Bonnie Marie Foley

Emma Diamond Hall

Jay Reid Mangold Jr.

Hannah Judith Parnes

Elisabeth Justine Ponsot

Elise Kathleen Randall

Andre Martin Rougeot

Fiona Grace Sheridan-Mclver

Clifford David Vickrey

History

Alexander Bryan Bassett

Courtney ter Meulen Cronin

Margo Derecktor

Daniel Joel Franklin

Emma Diamond Hall

Aimee Lynn Kidder

Ann Phillips Reinig

Steven Andrew Tatko

Thomas Nathan Tessier

*Human Development
(Independent)*

Chelsea Pesch Alsofrom
Terri Ann Bello
Sarajane Bokan Blair
Jessica Madeline Bond

International Studies

Emily Applegate Barlow
Jacqueline Marie Boekelman
Alexander Adams Boutin
Tara Rachael Elizabeth Brian
Emily Claire Jenkins
Laura Avtges Kayeum
Aimee Lynn Kidder
Kathleen Theresa Minton
Hannah Judith Parnes
Jennifer Shriber
Julia Jane Frierson Stifler
Annelise Boussard Wiersema

*Latin-American
Studies*

Reva Fisher Eiferman
Stephanie Barbara Stoddard
Amelia Josephine Swinton
Rosalie Hana Waxman

Mathematics

Aïchatou Fall
Robert Morris Knipp Jr.
Sarah Tish Levine
Alexander Vaughn Oot
Isaac Mueller Opper
Loredana Popescu

*Middle Eastern Studies
(Independent)*

Joseph Jerome Bylebyl

Music

Kathleen Anne Fallon
Emily Anne Wolf

Philosophy

Daniel Elias Austin
Nicholas Cody Friedman
Daniel Charles Marden
William Anderson Price
Kevin Patrick Smith

Physics

Jennifer Elizabeth Dahnke
Sarah Tish Levine
John Colton Moriarty
Htet Lwin Thiha

Psychology

Savina Jewel
Balasubramanian

Hilana Hirsch Bernheimer
Loretta Ann Biss
Jennifer Ann Corriveau
Jennifer Michelle Gelda
Hannah Mead Holbrook
Colin Pearce Hutzler
Christiana Marianne
Lumbert

Darshini Ashutosh
Mahadevia
Devon Elizabeth McIntyre
Laura Meriye Schaefer
Michael Christopher
Schwartz
Chelsea Marie Stillman
Brittany Rose Tasi
Meredith Emily Tumilty
Alexandra Elizabeth
Wesnousky

Religious Studies

Alexander Bryan Bassett
Amanda Rachel Burgess
Karthik Narayan Sonty
Alexander James Teixeira

*Russian Language and
Culture*

Jennifer Elizabeth Dahnke
Larissa Breslawec Levine

*Science, Technology,
and Society*

Foster Robert Huntington
Daniel Scott Opalacz
James Stratton Westhafer

Sociology

Sameera Mohammad Anwar
Sakshi Balani
Savina Jewel
Balasubramanian
Kristen Margaret Devlin
Christine Ann Gillespie

Spanish

Hilana Hirsch Bernheimer
Catalina Cadavid
Reva Fisher Eiferman
Alexander Philipp Mayer
Willa Rose Vogel
Jessica-Ashley Jeanene
Williams
Molly Jean Zurheide

Theater and Dance

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*Women's, Gender, and
Sexuality Studies*

Sarena Maron-Kolitch
Amy Sarah Weston

Phi Beta Kappa

Savina Jewel
Balasubramanian
Alexander Bryan Bassett
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Reuben Gabriel Biel
Sonia Hall Booth
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Brian*
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Sarena Maron-Kolitch
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Nicholas Van Niel
Clifford David Vickrey
Alexandra Elizabeth
Wesnousky*
Amy Sarah Weston
Annelise Boussard Wiersema
Emily Anne Wolf
* elected in junior year

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Bixler Scholars**

Reuben Gabriel Biel Tara
Rachael Elizabeth Brian
Brian Patrick DiMento
Aimee Lynn Kidder
Alexandra Elizabeth
Wesnousky

**Charles A.
Dana Scholars**

Ellen Jean Crapster-Pregont
SaraLyn Morgan Davis
Aïchatou Fall
Catarina McEvoy Ruksznis
Clifford David Vickrey

**Ralph J. Bunche
Scholars**

Jean Michelle Burnet
Timothy Yasui Concannon
Kelly Anna Harris
Laura Avtges Kayeum
Ian Monroe McCullough
Charles Michael
Shumaker IV

Senior Scholars

Laure-Hélène Emmanuelle
Caseau
*From Golden Rectangles to
the Edge of Chaos*

John Colton Moriarty
*The Cluster Environment of
High Mass Protostars*



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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)
Friday, Oct. 22 - Sunday, Oct. 24	Family Homecoming Weekend
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
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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
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COLLEGE CALENDAR 2011-2012

First Semester

Wednesday, Sept. 7

Monday and Tuesday, Oct. 10 and 11

Friday, Oct. 28, – Sunday, Oct. 30

Wednesday, Nov. 23, – Sunday, Nov. 27

Friday, Dec. 9

Saturday, Dec. 10

Wednesday, Dec. 14, – Monday, Dec. 19

Tuesday, Dec. 20

First classes

Fall recess (no classes)

Family Homecoming Weekend

Thanksgiving recess

Last classes of first semester

Last day for scheduled events

Semester examinations

Residence halls close for winter recess

January Term

Monday, Jan. 3, – Friday, Jan. 27

January Program

Second Semester

Wednesday, Feb. 1

Saturday, March 17, – Sunday, March 25

Friday, May 4

Saturday, May 5

Wednesday, May 9, – Monday, May 14

Saturday, May 19

Sunday, May 20

First classes

Spring recess (residence halls closed)

Last classes of second semester

Last day for scheduled events

Semester examinations

Baccalaureate

Commencement

Summer 2012

Thursday, May 31- Sunday, June 3

Reunion 2012

The College reserves the right in its sole judgment to make changes of any nature in its program, calendar, or academic schedule whenever it is deemed necessary or desirable, including changes in course content, the rescheduling of classes with or without extending the usual academic term, cancellation of scheduled classes and other academic activities, and requiring or affording alternatives for scheduled classes or other academic activities, in any such case giving such notice thereof as is reasonably practicable under the circumstances.

Colby's academic calendar is online at www.colby.edu/college/acad_cal/.



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