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Colby

Colby College
4000 Mayflower Hill
Waterville, Maine 04901

2017-2018 Colby College Catalogue

ABOUT COLBY

Colby is one of America's most selective liberal arts colleges. Founded in 1813, it 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. Serving only undergraduates, Colby offers an academic program rooted in the deep exploration of ideas and enriched by partnerships with world-class faculty scholars.

Students and professors work in tandem, pushing intellectual boundaries, testing hypotheses, and creating new approaches and solutions to complex scenarios. Research opportunities across the curriculum provide an ideal setting for student-faculty mentorships and often result in coauthoring peer-reviewed articles or presenting research together at conferences.

The Colby campus and its location in Waterville, Maine, enhance learning and support intense interaction among students and professors. Undergraduates enjoy easy access to world-class research institutions through partnerships with Bigelow Laboratory for Ocean Sciences and Mount Desert Island Biological Laboratory. Ongoing study of the Belgrade Lakes provides students additional research experiences within minutes of campus.

At Colby a diversity of cultures and perspectives enriches the educational experience in and out of classrooms, and academic and residential life provide opportunities to share views and experiences across cultures. Colby is an inclusive community characterized by mutual respect and open communication, and it is actively committed to attracting and retaining faculty, staff, and students with diverse backgrounds and perspectives.

Exceptional facilities, including state-of-the-art academic buildings and labs and the finest college art museum in the country, enrich the academic program. The Colby museum is an integral resource for the College, with more than 100 courses across the curriculum using it as a place for teaching and learning in 2017-18.

Colby connections extend beyond Mayflower Hill to all parts of the world. Nearly 70 percent of students study abroad, choosing from 200 programs in more than 60 countries. A robust, global community of alumni and parents—plus partnerships with companies, nonprofits, and international institutions—offer students opportunities for internships, service learning, and research.

New programs and initiatives foster networking and bolster students' experiential opportunities. Colby's innovative DavisConnects program supports internships, research, and global experiences, transforming the liberal arts model with experiential learning that informs students' intellectual pursuits and encourages connections that put students at a distinct advantage as they enter the workforce and throughout their lives.

The College remains committed to meeting 100 percent of demonstrated need and to its policy of replacing loans in financial aid awards with grants. Each year Colby awards more than \$30 million in grant funding.

[Academic calendars, maintained online](#), list official schedules for Colby's academic terms.

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.

SUMMARY OF COLBY VALUES

Academic Integrity

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

Diversity

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

Campus Sustainability and Resource Conservation

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

Nondiscrimination

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

Prohibition of Harassment

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

other. Such relationships should be avoided.

Prohibition of Sexual Misconduct

Members of the Colby community, guests, and visitors have the right to be free from all forms of sexual misconduct. All members of the campus community are expected to conduct themselves in a manner that does not infringe upon the rights of others. Colby maintains a zero-tolerance policy for sexual misconduct, including sexual violence, domestic violence, dating violence, non-consensual sexual intercourse or contact, sexual harassment, sexual assault, sexual exploitation, and stalking.

Residential and Social Life

Because Colby is a residential college, students create a community that is simultaneously intellectual and social. The patterns and programs of social and residential life are administered so as to enhance faculty-student ties beyond the classroom; assure respect for persons and property as well as the individual rights, well-being, and dignity of others; promote understanding among all people; and foster personal growth and the opportunity to make lasting friendships. In the conduct of its social life Colby is committed to several principles. First, while not every social event can or should be open to every student, campus social life as a whole should be open and welcoming to all students. Second, students must retain the right to avoid social engagements when they so choose. To this end, departments, residence halls, teams, clubs, and other groups should strive to ensure that participation in social activities is neither formally nor informally required. Third, personal conduct at social events should be governed by respect for the rights and well-being of others.

Code of Student Conduct

In accepting membership in the Colby community, students agree to conduct themselves in a manner that is consistent with the values of an academic community, including but not limited to honesty, integrity, civility, personal responsibility, respect for the rights of others, and openness in the pursuit of knowledge and the search for truth, and to adhere to the following Code of Student Conduct: Colby students will not lie, steal, cheat, or engage in dishonest or unlawful behavior or any other behavior intended to inflict physical or emotional harm on another person. Colby students must abide by College policies and comply with directions of College officials acting in performance of their duties. For additional details see [Code of Student Conduct](#) in the Student Handbook.

COLBY AFFIRMATION

Honesty, integrity, and personal responsibility are cornerstones of a Colby education and provide the foundation for scholarly inquiry, intellectual discourse, and an open and welcoming campus community. Recognizing that promoting and safeguarding a culture of academic integrity and social accountability requires vigilance and active participation from all members of the community, the College appointed a task force of students, faculty, staff, and members of the Board of Trustees that developed the Colby Affirmation. All members of the Colby community are expected to live by the tenets of individual accountability and collective responsibility articulated in the Colby Affirmation.

The Colby Affirmation

Colby College is a community dedicated to learning and committed to the growth and well-being of all its members.

As a community devoted to intellectual growth, we value academic integrity. We agree to take ownership of our academic work, to submit only work that is our own, to fully acknowledge the research and ideas of others in our work, and to abide by the instructions and regulations governing academic work established by the faculty.

As a community built on respect for each other and our shared physical environments, we recognize the diversity of people who have gathered here and that genuine inclusivity requires active, honest, and compassionate engagement with one another and surrounding communities. We agree to respect each other, to honor community expectations, and to comply with College policies.

As a member of this community, I pledge to hold myself and others accountable to these values wherever I may find myself.

ADMISSION

Colby admits students as candidates for the degree of bachelor of arts. Admission is highly selective, and evaluation is based on a holistic, contextual assessment of the candidate's application.

The College actively seeks applicants who exemplify academic excellence, have special qualities or talents to contribute to the Colby community, and represent diverse geographical, racial, ethnic, religious, and economic backgrounds.

To ensure a common educational base, a minimum of 16 academic preparatory units is strongly recommended, including four years of English, 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. Most successful candidates for admission present at least 20 academic units.

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 93 percent. The average six-year graduation rate is 91 percent.

Application Deadlines

Early Decision I admission and financial aid: Nov. 15
Notification: by Dec. 15

Midyear transfer admission and financial aid: Nov. 15
Notification: by Dec. 15

Early Decision II admission and financial aid: Jan. 1
Notification: by Feb. 15

Regular Decision admission: Jan. 1
Notification: by April 1

Regular Decision financial aid: Feb. 1
Notification: by April 1

Fall transfer admission and financial aid: April 1
Notification: by May 15

Candidate reply date for students admitted Regular Decision: May 1

Application Forms

Application forms are available at colby.edu/apply, where there are links to the Common Application, the QuestBridge application, and to the Coalition for Access, Affordability, and Success application. Because we encourage students from all socioeconomic backgrounds to consider Colby, there is no fee to apply for admission.

Tests

Colby requires official results of one of the following three options: the SAT, the ACT, or two SAT Subject Tests. Students may elect to self-report their standardized test scores on the application. Official scores will be required only for students choosing to enroll at Colby. Students seeking to fulfill the College's foreign language requirement may do so by earning a 640 or higher on a foreign language Subject Test. Please review our [dates and deadlines](#) for information about when testing should be completed. Applicants must request that test results be sent to Colby directly from the appropriate testing agency. Information about the tests is available at collegeboard.com/testing and at actstudent.org. The Colby College institutional codes are 3280 for the SAT and Subject Tests and 1638 for the ACT. Candidates planning to submit only ACT results are encouraged to take the ACT with the optional writing test component.

Interviews

On-campus interviews are available from early March through mid-December. Interested students may interview beginning in the spring of their junior year through December of their senior year. Interviews with alumni volunteers are also available to students who have submitted applications. These interviews are held throughout the country and across the globe. Please visit [the website](#) for more information.

Global Entry Semester Admission

Colby offers two first semester abroad options—in Dijon, France, and Salamanca, Spain—which are described in the [Opportunities to Study Off Campus](#) section. Students who participate in one of the College's first semester abroad programs will earn academic credit and satisfy

distribution requirements toward the degree at the same pace as their classmates. Admission to the fall semester abroad program is based on prior foreign language study, demonstrated independence and maturity, and personal qualities that suggest a smooth transition to campus in January.

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 Baccalauréat (France) may be eligible for advanced placement.

International Students

International applicants whose first language is not English or whose language of secondary school instruction has not been in English must submit results from the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS).

Need-based financial aid is available to international students. Applicants for financial aid must complete the CSS Profile or International Student Financial Aid Application and the Certification of Finances, which are available online. Documentation (with translation) of parents' incomes is also required.

A campus advisor is available to international students on immigration and other matters. An intensive English bridge program during the fall semester serves a cohort of admitted students. Individual English language tutoring is available to any international student at any time during the academic year.

Transfer Students and Veterans

Priority in admissions is to first-year students, though a small number of transfer students are admitted each year. Admission by transfer is open to those with strong academic and personal records from accredited colleges or universities. Application forms are available online at colby.edu/apply, where there are links to the Common Application and to the Coalition for Access, Affordability, and Success application.

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. Campus housing for transfer students is not guaranteed.

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

Non-matriculated Students

Anyone interested in enrolling as a non-matriculated student must contact the Office of Admissions for information about the application process. Registration in individual courses then requires the approval of the course instructor and may be limited; matriculated students have priority for 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 Waterville-area secondary school students may be recommended by their schools to take a course. Adults from the immediate Waterville area who are not degree candidates may qualify to take courses at one-half the usual fee or may audit courses at no charge.

Persons wishing to enroll as auditing students must also contact the Office of Admissions and are referred to Auditing Courses in the [Academic Procedures](#) section.

FEES AND CHARGES

Annual Basic Charges 2017-18

	Semester 1	Semester 2	Total
Comprehensive Fee	\$33,390	\$33,390	\$66,780

Calendar of Payments 2017-18

<i>Upon Acceptance for Admission:</i> Enrollment deposit—new students only (nonrefundable)	\$300
Aug. 1: One half of annual basic charges, less enrollment deposit if applicable	\$33,390
Jan. 2: One half of annual basic charges	\$33,390

Students arriving at Colby for their first semester on campus will also be charged for the Colby Outdoor Orientation Trip (COOT). The fee of \$275 is due the same date as basic charges for the appropriate semester.

Deposits

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

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

Comprehensive Fee

Tuition: All matriculating students are required to enroll for at least 12 credit hours each semester. Exceptions are made by the dean of admissions and financial aid 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 \$1,960 per credit hour. With permission of the dean of students, seniors needing fewer than 12 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. This plan allows students unlimited access to the dining halls during posted hours and is automatically billed to all students living on campus. Students living in the Alford Apartments will receive a rebate of \$1,825 per semester and will receive 100 meals per semester.

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

Room and Board Rebate: Students enrolled on campus who are approved to live off campus will receive a room and board rebate of \$4,400 per semester and will receive 100 meals per semester.

Included in the comprehensive fee is an allocation for the Student Government Association and funding of College health services. There are no fees for staff services in the student health center. All full-time students are required to have health insurance coverage while attending Colby. All students are automatically enrolled in the plan underwritten by Commercial Travelers Mutual Insurance Company and billed the \$1,669 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 colby.edu/sfs. This form must be submitted by Aug. 1, 2017.

Off-Campus, January Program, Miscellaneous Charges

Off-Campus-Study Charges

Two types of off-campus-study programs are available at Colby: approved non-Colby off-campus study and Colby off-campus programs. Students who are engaged in approved non-Colby off-campus foreign or domestic study programs pay fees directly to the host institution or service providers. For Colby programs abroad and domestic exchanges, a comprehensive fee including tuition, room, board, and travel applies. Financial aid is available to students enrolled in the approved off-campus programs as well as to those enrolled in Colby abroad programs. All Colby abroad programs require a \$500 attendance deposit. Semester fees for the 2017-18 Colby-billed off-campus programs are as follows:

Semester Charges

Colby at Bigelow Lab	\$33,390
Colby in Dijon	\$33,390
Colby in St. Petersburg	\$33,390
Colby in Salamanca	\$33,390

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 \$5,650 for tuition for participating only in an on-campus January Program. If on-campus housing is provided, an additional charge will be assessed.

Miscellaneous Charges

Applied Music: A student is notified of the fee that will be charged to the student account when registering for musical instruction in the applied music program. Music majors are eligible for subsidized instruction; refer to Music in the Departments, Programs, and Courses of Study section.

Medications: A student may be charged for the cost of some prescription and nonprescription medicines prescribed by the health services staff.

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

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

Financial Aid

In order to ensure access and opportunity for students from all economic backgrounds, Colby offers financial aid to admitted students who demonstrate financial eligibility and are enrolled full time. More than \$34 million in grant funding is awarded annually to approximately 42 percent of the student body. The average aid package awarded to 783 grant recipients in 2016-17 was \$45,306. In addition to Colby's own programs, state grants, Federal Pell Grants, Federal Supplemental Educational Opportunity Grants (FSEOG), Federal College Work-Study, and Yellow Ribbon grants may be included in aid awards. Beginning with the 2008-09 academic year, the portion of calculated need previously met with student loans has been met with grants and campus employment; federal direct student and parent (PLUS) loans may be available to reduce the family contribution and to supplement the need-based financial aid package.

First-time aid applicants who are U.S. citizens or permanent residents wishing to apply for federal funds need only submit the Free Application for Federal Student Aid (FAFSA) to the federal processor. Those also applying for Colby's institutional grants should submit the Profile form to the College Scholarship Service (CSS), including the Non-Custodial CSS Profile if applicable. On the basis of the FAFSA, the College Scholarship Service Profile (CSS) form, W-2 forms, federal income tax returns, and other forms that may be required for special circumstances, the College determines eligibility within the context of Colby policy and federal regulations. Students who do not complete a financial aid application prior to admission will not be considered for Colby grant assistance for two award years unless their family financial circumstances change substantially, unexpectedly, and unavoidably.

Early Decision applicants who wish to be considered for institutional financial aid must file the CSS Profile, FAFSA, and provide copies of the parent and student 2016 federal income tax return (including all schedules and W-2's) before Nov. 15 for Early Decision I, before Jan. 1 for Early Decision II, and before Feb. 1 for Regular Decision. International students must complete and submit the International Student CSS Profile, Certification of Finances, and documentation of family income (bank statements, employers' letters and/or tax forms with translation) by the appropriate decision deadline.

To provide flexibility, Colby also offers a 10-month, nine-month, or eight-month payment plan. Students who seek more detailed information may contact the Office of Student Financial Services.

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

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

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 academic 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 first-year students 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 first-year student is considered for up to seven semesters of aid.

Payment

Payment of Bills

Online student account statements are available to enrolled students. Students may authorize the College to make online statements accessible to parents or to discuss financial matters with 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 may be sent to the student's email account 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 credit cards or post-dated checks for payment of semester charges. Electronic payments from a U.S. checking or savings account can be made at 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 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. For purposes of this policy, withdrawal pending or as a result of disciplinary action shall not be considered voluntary. The enrollment period is either the fall or spring semester. (Refunds of basic charges are not granted to full-time students withdrawing during the January Program.) A similar refund policy is in effect for Colby off-campus programs.

The College offers an optional tuition refund insurance designed to reduce the financial loss caused by a medical withdrawal. Information is sent to students.

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.

Occasionally, payments, outside scholarships, financial aid, or adjustments will result in an overpayment on the student's account. Refunds will be made payable to the student unless the student requests otherwise in writing from their Colby email account. Students may request that the credit remains on their account to be applied to anticipated charges, or that the refund be directed to a parent. If the credit is the result of a withdrawal, Colby will comply with all federal, state, lender, and agency policies to return funds as required.

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.

STUDENT AFFAIRS AND CAMPUS LIFE

The Colby Experience

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 a diversity of thought and human experiences.

Dean of the College Mission Statement

The Dean of the College division creates transformative and integrative learning that develops purposeful, compassionate, and global citizens. We support a holistic and reflective community that acts with integrity and courage to promote justice and equality at Colby and in the world.

Dean of the College Division and Staff

The Dean of the College Division oversees student life and learning outside of the classroom, and it comprises the Office of the Dean of Students, the Office of the Dean of Studies, the Office of Campus Life, Counseling Services, Health Services, the Office of Diversity, Equity, and Inclusion, international student programs, the Office of Religious and Spiritual Life, student conduct, and support for accommodations and learning differences.

Experienced staff members who are on call at all times advise and support students' experiences related to their academic, social, cultural, and personal life at the College. 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 cocurricular experiences.

Class Deans

The Dean of Studies Office 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 a class dean to provide advice and support during their time at the College. The class 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 class deans help students and parents manage academic and non-academic situations as they arise, consulting extensively with faculty and staff across the College.

Orientation

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

The Residential College Experience

The [residential experience](#) at Colby is designed to extend and integrate intellectual inquiry and discourse into the residences and dining halls. Students are expected to live in College housing and are required to subscribe to an on-campus board plan. Individual residence hall sizes accommodate 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. First-year students are clustered in housing groups within each of the integrated residence halls and are supported by upper-class student hall staff trained to facilitate the first-year transition experience. 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 room draw with first priority given to seniors. More detailed information about residential living at Colby can be found on the [Campus Life website](#).

Dining Services

The College offers a board plan of 21 meals per week for all resident students. Meals are served in three separate on-campus dining halls—in Foss Hall, Dana Hall, and Roberts Building, each with a different menu. Students living in the Alford Residence Complex—approved on-campus apartments with kitchen—or off campus who do not subscribe to the full meal plan are entitled to a partial rebate on the comprehensive fee (see [Fees and Charges](#) section of the catalogue).

Cotter Union/Pulver Pavilion

Cotter Union is located near the center of the campus and serves as the student center and a venue for more formal gatherings including lectures and performances. The Office of Campus Life, the Colby Bookstore, the student mail room, the Blue Light Pub, offices of the Student Programming Board, the Pugh Center, and the Page Commons Room are in [Cotter Union](#). The Pulver Pavilion features a variety of informal spaces and a snack bar and grill called The Spa.

Student Organizations and Leadership Development

The Office of Campus Life is committed to creating opportunities for students to explore, practice, and develop their leadership capabilities. Leadership development occurs through experiences with student organizations and clubs as well as through retreats, trainings, and workshops. Colby has approximately 100 [student-led clubs and organizations](#) focused on cultural, athletic, musical, political, publication, religious, service, or other themes.

The Pugh Center

The mission of the Pugh Center is to promote engagement with, awareness of, and understanding about diversity, equity, and inclusion as they relate to the campus community and the world beyond. The Pugh Center is the intellectual and social focal point on campus for conversation, exploration, and affirmation of diversity at Colby. Throughout the academic year, the Pugh Center hosts a variety of programs, including lectures, performances, concerts, symposia, and other events that examine different cultures and educate the broader Colby community about multicultural questions.

The Pugh Center is also home to more than 14 student clubs devoted to issues of race, ethnicity, gender, culture, sexual orientation and identity, and spirituality. It includes a common space with a stage to offer a wide array of programs presented by Pugh student clubs, the Pugh Community Board, and partnering academic departments focused on multicultural awareness and understanding. The Pugh Center program reflects Colby's vision of a diverse and open society: one in which all members are free to be themselves and to explore, affirm, and celebrate who they are in a community in which students, faculty, and staff 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), and the Pugh Community Board (PCB). The president and vice president of the [SGA](#) serve as student representatives to the Board of Trustees, and students serve on College committees including Academic Affairs, Administrative, Admissions and Financial Aid, Athletic Advisory, College Affairs, Cultural Events, Financial Priorities, Healthcare Advisory, Independent Study, Information Technology, Library, Multicultural Affairs, Race and Racism, and the Environmental Advisory Group.

Safety and Security

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

Colby Health Services

Colby's Garrison-Foster Health Center, in the Garrison-Foster Building, is the only AAAHC-accredited college health center in Maine. Its mission is to enhance the academic environment at Colby by providing quality health care, health education, and preventive services to students in a caring, cost-effective, and convenient manner. The health center provides a bridge for the health care needs of our students as they transition away from home, often for the first time. The health center emphasizes preventive and outpatient care. The health center is available to all students at no cost for routine office visits.

The health center is staffed by a dedicated group of medical providers with experience in caring for college students. They provide general medical care and additional services in sports medicine/rehabilitation, women's health, drug and alcohol use/abuse, and travel medicine. A registered dietician and a board-certified psychiatrist are also available for consultation. Students who need emergency care or more specialized attention are sent to MaineGeneral Medical Center, a major regional hospital located less than a mile from Colby.

Appointments with medical practitioners are available weekdays during business hours for students. Students can see a nurse if they are sick after hours or during regular hours to have injuries evaluated or arrange immunizations for travel abroad.

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

Health Records

No student will be allowed to register, attend classes, or participate in any campus activities, including COOT (Colby Outdoor Orientation Trips), until health and immunization records have been received and approved by the College's health center. Documentation of a physical examination within the past 12 months is required. For students participating in varsity athletics, the NCAA requires that the physical examination be in the past six months. Proof of the following immunizations is also required: tetanus and diphtheria (primary series plus booster within 10 years), polio series plus booster, meningitis vaccine (one dose after the age of 16), and two doses of measles, mumps, and rubella vaccines given after the first birthday.

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

Maine state law requires that immunization records be complete, showing month, day, and year that immunizations were given, and that they include the signature and address of the health care provider; a valid copy of school immunization records or hospital/clinic records also may be acceptable. Details can be found in the immunization form mailed to all students or on the [health center website](#). If proof of vaccinations cannot be obtained, vaccines should be administered again by the student's health care provider before the student travels to Colby. It is expected that physical exams and immunization forms will be completed by July 15.

General Regulations

All students are expected to know of the regulations in the [Colby College Student Handbook](#) and in the [Colby College Catalogue](#). The

handbook covers academic, administrative, and social regulations.

Student Records

Colby complies with the Family Educational Rights and Privacy Act of 1974 (FERPA), which establishes the rights and restrictions of students to inspect and review education records, provides guidelines for the correction of inaccurate or misleading data, and establishes standards for disclosure of student information. Complete guidelines used by the College for compliance with the act are published in the [Student Handbook](#) and may be obtained at the Dean of Students Office.

ATHLETICS

The Department of Athletics offers 32 varsity sports, intramural sports, club sports, lifetime fitness classes, and informal recreational activities to provide opportunities for all levels of athletic interest and to accommodate different 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 16 sports 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, 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. NESCAC schools have won 59 national championships in the past 10 years and have had the Learfield Sports Directors' Cup winner in 19 of the last 20 years.

The Athletics Department offers intramural programs during the fall, winter, and spring. Offerings include soccer, field hockey, flag football, volleyball, broomball, handball, basketball, softball, and special intramural events.

The department oversees student-run club sports designed to meet the needs of students. Recent club sports have included men's and women's rugby, the woodsmen's team, badminton and table tennis, Ultimate Frisbee, archery, 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, cross-training, circuit training, modern dance, and Tabata 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/dance studio, and the field house, which includes a newly resurfaced eighth-mile indoor track, four full-size tennis courts, a 27-foot climbing wall, a batting cage, and jumping pits.

Outdoor facilities include four artificial turf fields: Seaverns Field, a long-grass synthetic turf field and the primary field for football; newly renovated and relocated Bill Alfond Field, a lighted artificial turf field, the primary field for field hockey and lacrosse, which will open in the fall of 2017; and a new baseball and softball complex completed in 2016—the first facility in NESCAC with both artificial baseball and softball fields. A 2008 project installed the artificial turf football field, rebuilt the quarter-mile all-weather Alfond Track, and created a stadium feel around Seaverns Field in the Harold Alfond Stadium. Also opening in the fall of 2017 are a state-of-the-art competition grass field for soccer, an oversized natural grass practice field, and a newly installed rugby pitch.

Other outdoor facilities include the Alfond-Wales Tennis Courts (10 hard-surface courts) and the Klein Tennis Pavilion, the 8.5-mile Campbell Cross Country Trails for running and Nordic skiing, and a woodsmen's area for traditional lumberjack competition. 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. The Colby-Hume Center has boat access and can also be used by Colby students for swimming.

For information about the Department of Athletics, teams, and the department's faculty and coaching staff, visit the [Colby Athletics website](#).

ACADEMIC REQUIREMENTS AND PROCEDURES

Summary of Requirements for Graduation

- **Residence:** At least 64 credit hours in four full-time semesters, including the last semester.
- **Quantity:** A minimum of 128 credit hours in at least seven full-time semesters.
- **Quality:** A minimum 2.00 cumulative GPA
- **Distribution** (number of courses):
 - First-Year Writing (1)
 - Foreign Language (up to 3)
 - Arts (1)
 - Historical Studies (1)
 - Literature (1)
 - Quantitative Reasoning (1)
 - Natural Sciences (2)
 - Social Sciences (1)
 - Diversity (2)
 - Wellness
- **Major:** Satisfy requirements of a major
- **January Program:** Complete three January programs (two for students in residence six semesters or fewer)

Graduation Requirements

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

The following statements define the graduation requirements.

Residence Requirement

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

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

Quantity Requirement (Credits)

A minimum of 128 credit hours earned in at least seven semesters of full-time college-level study. Among the 128 credit hours, up to 16 may be earned in courses taken on a satisfactory/unsatisfactory basis.

Quality Requirement

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

- A earns four points
- B earns three points
- C earns two points
- D earns one point
- Each plus mark earned adds .3 quality point per credit hour
- Each minus mark deducts .3 quality point per credit hour

Distribution Requirement

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

First-Year Writing

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

Foreign Language

This requirement may be met in one of four ways:

1. By attaining before entrance a score of 640 or higher on the SAT Subject Test in a foreign language or in a Colby language placement test, a score of 4 or 5 in Advanced Placement language or literature, a 6 or 7 in an International Baccalaureate higher-level exam, or 7 on a standard-level exam. Refer to the section on placement in foreign languages in the Academic Advising and Placement section for information concerning Colby language placement tests.
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 the equivalent of three semesters of a modern language (course usually numbered 127 or higher), or of a classical language (course usually numbered 131 or higher). Students will be placed 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 whose native language is not English or who have studied a foreign language not taught at Colby may fulfill the requirement by presenting evidence of reading, writing, speaking, and listening at an intermediate level of that language. 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 director of international student programs. Documentation or testing may be required.

Distribution Areas

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

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

Diversity

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

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

prejudice, privilege, oppression, inequality, and injustice.

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

deal with these issues in a context other than the United States (I).

Wellness Program/Requirement

The purpose of the wellness 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 the wellness requirement, which is certified by the Health Center, does not earn academic credit hours.

To fulfill the wellness requirement, all new students must complete the Web-based AlcoholEdu and a two-session sexual violence prevention training program and must attend evening wellness seminars, which cover a variety of topics that the College has identified as fundamental health concerns.

In order to select their second-semester classes in November, students must have completed AlcoholEdu and sexual violence prevention training.

In order to select their third-semester classes in April, first-year students must have attended four wellness seminars (in addition to having completed AlcoholEdu and sexual violence prevention training); midyear entrants must have attended three wellness seminars and have completed AlcoholEdu and sexual violence prevention training.

Transfer students must complete AlcoholEdu and sexual violence prevention training in the semester they arrive on campus to be eligible to select the next semester's classes. In order to select their third semester of Colby classes, they must also have attended four wellness seminars.

In order to select their fourth-semester classes in November, students in their second year at Colby must attend a single sexual violence prevention training session focused on advanced bystander intervention strategies.

Major Requirement

Each student must satisfy requirements of a major. First-year students may declare a major or minor during their second semester before electing courses for their sophomore year. A major may be chosen in a single subject, in one of a number of designated combinations, or in an individually designed independent major. Students are required to declare a major prior to electing courses for their junior year. Students who elect a major during their first year are encouraged to reexamine their choices during their sophomore year. The respective academic departments and programs specify the courses constituting a major; requirements are detailed in the Departments, Programs, and Courses of Study section.

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

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

Majors Offered

Students may elect majors in the following disciplines:

- African-American Studies
- American Studies
- Anthropology
- Art History
- Biology
- Chemistry
- Chemistry-Biochemistry
- Classical Civilization
- Classical Civilization-Anthropology
- Classical Civilization-English
- Classics
- Classics-English
- Computational Biology
- Computer Science
- East Asian Studies

- Economics
- Educational Studies: Human Development
- Educational Studies: Schools, Society, and Culture
- English
- Environmental Policy
- Environmental Science
- Environmental Studies-Interdisciplinary Computation
- French Studies
- Geology
- Geoscience
- German Studies
- Global Studies
- Government
- History
- Latin American Studies
- Mathematics
- Mathematical Sciences
- Music
- Music-Interdisciplinary Computation
- Philosophy
- Physics
- Psychology
- Religious Studies
- Russian Language and Culture
- Science, Technology, and Society
- Sociology
- Spanish
- Studio Art
- Theater and Dance
- Theater and Dance-Interdisciplinary Computation
- Women's, Gender, and Sexuality Studies

Options

These specific options are available within majors:

- Biology: Cell and Molecular Biology/Biochemistry
- Biology: Ecology and Evolution
- Biology: Neuroscience
- Chemistry: Cell and Molecular Biology/Biochemistry
- Chemistry: Environmental Science
- Economics: Financial Markets
- English: Creative Writing
- Mathematical Sciences: Statistics
- Physics: Astrophysics
- 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:

- African-American Studies
- Anthropology
- Art
- Astronomy
- Chemistry
- Chinese
- Cinema Studies
- Classical Civilization
- Classics

- Computer Science
- Creative Writing
- Data Science
- East Asian Studies
- Education
- Education: Professional Certification
- English
- Environmental Studies
- Geology
- German
- Human Development
- Italian Studies
- Japanese
- Jewish Studies
- Managerial Economics
- Mathematics
- Music
- Philosophy
- Physics
- Religious Studies
- Russian Language and Literature
- Science, Technology, and Society
- Sociology
- Statistics
- Theater and Dance
- Women's, Gender, and Sexuality Studies

Major/Minor Limits

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

Independent Majors

The option of an independent major is available to students whose academic interests do not match existing majors. A student may design an independent major and submit a detailed written proposal, prepared with the aid of one or two advisors who accept responsibility for the program throughout its course. Many such majors are interdisciplinary; in these cases, two advisors, from different departments, are required. The program must include a balance of lower- and upper-level courses normally totaling one third or more of the total credit hours required for graduation. Implementation requires the written approval of the Independent Major Committee; this approval must be obtained by 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 dates for independent major proposals are Oct. 15 for the fall semester and March 15 for the spring semester. Inquiries about independent majors should be directed to the chair of the Independent Major 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. Except under unusual circumstances, no more than one January Program may be taken each year.

January Program Mission Statement

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

January Program Core Elements and Dimensions

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

1. *Undergraduate Research and Independent Study:* Offers students opportunities to work closely with Colby faculty on original research or in courses of student-designed independent study under the guidance and supervision of a member of Colby's faculty.
2. *Cross-disciplinary Exploration:* Encourages Colby students and faculty to explore nontraditional subjects and innovative pedagogies and

to push the boundaries of the academic disciplines and the traditional classroom.

3. *Career Explorations*: Provides opportunities for students to explore various professional fields and career paths, primarily through funded and unfunded internships and other work experiences both on and off the Colby campus.

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

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

January Program options are

- *Courses Offered for Credit*. Some are created specifically for January; others, originally designed to be offered during semesters, may be modified for January. Such courses are graded in the same manner as semester courses, except that nongraded January courses will be marked credit or fail.
- *Independent Study*. An academic project under the direct supervision of a Colby faculty member. Projects ordinarily involve the preparation of an extensive paper or other suitable indication of the student's independent research or artistic efforts. Two options exist for electing January independent study: (a) for course credit that can be applied toward graduation requirements, to be graded as in the first item above; and (b) for January Program credit only, to be graded honors, pass, or fail.
- *Internships*. An internship is a carefully monitored work experience in which a student has intentional learning goals. An internship most frequently takes place at an off-campus job site and is monitored by an on-site work supervisor. An internship during January for Jan Plan credit requires completion of an online application and approval in advance by a faculty sponsor and the internship coordinator in the Career Center. A successful Jan Plan internship will receive transcript notation and may earn, with the approval of the faculty sponsor, one academic credit. Complete internship policies can be found at the Career Center website, colby.edu/careercenter/.
- *Noncredit Courses*. These courses fulfill the January Program requirement, but students do not earn course credit that can be applied toward the credit hours required for graduation. These courses may be offered by experts in fields not included in the regular curriculum and will be graded credit or fail.

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

A full description of January courses is available on the Web in October, and students elect for January at that time. Changes in preregistration may be filed subsequently; however, students failing to register by the third day of the January Program will be considered to have failed the program for that year, with the failure to be noted on official transcripts. A student choosing not to do a January Program in any year must signify this decision during Web registration. (This is not an option for first-year students).

Requirements for Returning Students

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

ACADEMIC HONORS

Dean's List

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

Distinction in the Major

This honor is awarded on the specific recommendation of the department. To be considered for the award, a student must have an average of at least 3.25 in the major; most departments stipulate a higher average.

Honors in [Department or Program]

Honors programs are offered in American studies; anthropology; biology; chemistry; computer science; East Asian studies; economics;

education; English; environmental studies; French; geology; global studies; government; history; independent major; 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 6-10 percent; and cum laude to those within the top 11-20 percent.

Named Scholarships

Academic excellence is recognized 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

Phi Beta Kappa is the nation's oldest and most respected undergraduate honor society. The Colby College chapter—Beta of Maine—was chartered in 1896 and has, every year since, elected to membership in the society many of Colby's most engaged and outstanding students. For more information, visit www.colby.edu/phibetakappa.

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 Major 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 the major, Senior Scholars status, election to Phi Beta Kappa, or status as Bixler, Dana, or Bunche scholars are printed in the annual commencement program.

ACADEMIC ADVISING AND PLACEMENT

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

Faculty advisors are urged to use Colby's 10 educational precepts as a framework for conversations with their advisees. Faculty advisors, class deans, coaches of athletic teams in which a student participates, and the student's parent(s)* are notified when students receive warnings from instructors or are placed on academic probation. [* Parents are notified after a student receives two warnings in a semester.]

Placement in Mathematics

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

Placement in Foreign Languages

Students wishing to continue the study of a foreign language at Colby are encouraged to take the College Board SAT Subject Test in that language. The results are used to place the student at the appropriate level. Guidelines for placement in foreign language study are included in the course selection information available to members of the incoming first-year class.

If a student has not taken the SAT Subject Test and wishes to continue studying a language, he or she will be placed on the basis of a required placement exam given online in early summer (for French and Spanish) or during the orientation period for new students (for other languages). Students who have earned a grade of 4 or 5 on an Advanced Placement examination, a 6 or 7 in an International Baccalaureate higher-level exam, or a 7 on an International Baccalaureate standard-level exam may be eligible for placement in upper-level language courses.

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

COLBY WRITING PROGRAM

At Colby College, writing is a crucial component of a liberal arts education. Accordingly, the mission of the [Colby Writing Program](#) is to support a culture of writing that ensures Colby students can write effectively in multiple genres; choose the right style, medium, and evidence for the situation; and participate successfully in professional environments after college. We view writing not as a simple skill but rather as a complex practice that requires an understanding of audience, context, purpose, research, and genres to be effective. Writing is both a way of learning *and* a means of communication.

At Colby, faculty, staff, and peer tutors help students to develop this rhetorical flexibility, adaptability, and analytical ability. In addition, through their major studies, students will become accomplished in the particular types of writing and research most important to their majors.

Writing Across the Curriculum and in the Disciplines

The Colby Writing Program (CWP) [offers writing courses](#) (designated EN or WP in the catalogue), and [our staff](#) supports the development of writing-intensive courses and pedagogy in all departments and programs to give students multiple opportunities to improve their writing across all four years.

The Writing Program's development began with the creation of first-year, writing-intensive courses guided by [common understandings](#) and [student learning outcomes](#) written by Colby faculty. These courses fulfill the [first-year writing requirement](#) (W1).

At the upper level, the Colby Writing Program works with faculty in all four academic divisions to develop upper-level, writing-intensive courses (designated W2 and W3 in the catalogue). The CWP also works with whole departments/programs to develop writing plans for infusing writing throughout the majors. The writing forms, skills, and practices in these courses and plans reflect the departments and programs in which they are offered.

The Writing Program also links writing fellows, peer writing tutors trained by the [Farnham Writers' Center](#), to writing-intensive classes.

RESEARCH AND CREATIVE SCHOLARSHIP

Research and other forms of creative scholarship are integral parts of undergraduate education in all of Colby's academic divisions. Major grants from the National Science Foundation, the 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 Liberal Arts Symposium

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

INBRE

Colby is one of 13 partner institutions in the Maine IDEa Network of Biomedical Research Excellence (INBRE). Since 2004 Maine INBRE has received ongoing funding of more than \$40 million from the National Institute of General Medical Sciences and the National Institutes of

Health to advance biomedical research in Maine. These funds provide extraordinary research and training opportunities for Colby students and faculty members, on campus and at locations such as the Jackson Laboratory and the Mount Desert Island Biological Laboratory, INBRE's host institution.

Bigelow Laboratory for Ocean Sciences

Established in 2010, a strategic partnership with Bigelow Laboratory for Ocean Sciences offers expanded educational and research opportunities in marine sciences for students and faculty. The partnership includes curricular innovations that combine scientific research with economic and social policy analysis, a fall semester-in-residence program, January Program courses taught by Bigelow's senior research scientists, and dedicated summer research opportunities.

Senior Scholars

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

CAPS (Colby Achievement Program in the Sciences)

A summer program originally supported by a grant from the Howard Hughes Medical Institute helps 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 collaboratively with faculty members on projects. Opportunities include laboratory experiences, 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.

OPPORTUNITIES TO STUDY OFF CAMPUS

The opportunity to study in another country is an integral part of Colby's educational philosophy. Colby's precepts maintain that students should "become acquainted with other cultures by learning a foreign language and by living and studying in another country or by closely examining a culture other than one's own." Consistent with that precept, off-campus study should

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

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

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

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

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

Applications and requests for program approval are processed in advance of the student's enrollment in a program of study away from Colby. Students who transfer credits for full-time study in a non-Colby program are subject to a fee of \$1,000 per semester. Financial aid may be applied, for qualified students only, to Colby programs and approved non-Colby programs.

Students are required to consult their major advisor and the off-campus faculty liaison in their major department while making plans for study abroad. Sophomores will have access to a handbook detailing procedures and listing approved Colby and non-Colby programs early in the fall semester. Applications for off-campus study during the year 2018-19 are due by Feb. 20, 2018, 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 only.

Colby-Sponsored Global Entry Semester Programs

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

Colby in Salamanca Global Entry Semester: Colby offers some first-semester first-year students the opportunity to satisfy the College's language requirement and earn a semester's credit in a Colby program at the University of Salamanca in Spain. Participants study Spanish intensively in a group of about 20 other Colby students before arriving on campus in Maine in January. The program is described in more detail at *Colby in Salamanca* above.

Colby in Dijon Global Entry Semester: Colby offers some first-semester first-year students the opportunity to satisfy the College's language requirement and earn a semester's credit in a Colby program at the University of Burgundy in Dijon, France. Participants study French intensively in a group of about 20 other Colby students before arriving on campus in January. The program is described in more detail at *Colby in Dijon* above.

Colby-Sponsored Off-Campus Programs for Juniors

While courses needed for most liberal arts majors are offered at the College, many students are attracted by the opportunity to study abroad for a comparative examination of their major field or a different perspective on their studies. Such programs are generally undertaken during the junior year. Colby offers study programs in France, Spain, and Russia.

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

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

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

Colby at Bigelow Laboratory for Ocean Sciences: This semester-in-residence program at Bigelow Laboratory in East Boothbay, Maine, is for Colby students interested in gaining an in-depth understanding of oceanography and hands-on research experience through immersion in a professional laboratory environment. Available in the fall only, the intensive research experience is focused on ocean science within a changing global climate and covers topics such as microbial oceanography, marine biogeochemistry, the ocean's role in the global carbon cycle, molecular approaches to biological oceanography, and pelagic ecology. Implications for public policy are explored within each of these topics. This program offers a unique opportunity for any student interested in becoming a marine scientist.

Other Study-Abroad Programs

In addition to its own programs, the College approves study at a number of institutions and programs throughout the world that meet Colby's standards for academic rigor. A handbook of opportunities that lists all approved programs is available on the Off-Campus Study website and is distributed to all sophomores near the beginning of the fall semester. For programs not administered by Colby, the College requires that students obtain approval for their course of study before the stated deadline; without prior approval, credit cannot be transferred to Colby. Approval forms are available from the Office of Off-Campus Study. For study abroad during the academic year 2018-19, a preliminary application must be filed with the Office of Off-Campus Study by Nov. 15, 2017, and a final application or request for program approval must be submitted by Feb. 20, 2018. Students receiving financial aid continue to receive that aid if they attend a Colby-approved program.

With the exception of students in Colby's language acquisition programs in Salamanca and Dijon, students who wish to study in a country whose language is taught at Colby must have taken the equivalent of at least three semesters of the language before departure (some programs and majors require more advanced preparation). Students are advised to keep this in mind while selecting courses during their first two years. For study in countries where the language is not taught at Colby, students are required to take at least one course in the host country's language for the duration of their program. Students should be aware that, due to enrollment constraints, they may not be able to study abroad in the semester of their choice and that opportunities to study abroad for the full year are restricted. Colby students must petition for study abroad undertaken in any country for which a U.S. State Department Travel Warning has been issued.

Approved Domestic Programs

Students wishing to participate in approved domestic programs must meet the same deadlines for preliminary and final applications as students who wish to study abroad. These programs are listed in the Handbook of Off-Campus Study Opportunities, available each fall on the [Off-Campus Study website](#). Opportunities include:

Exchange programs: Colby participates in student exchange programs with Howard University in Washington, D.C., and the Claremont Colleges 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. Participation is not guaranteed and dependent on housing at the chosen institution.

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 Office of Off-Campus Study.

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

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

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

ACADEMIC PROCEDURES

Academic procedures in this section spell out policies related to the student's academic program, from course selection and registration to exams and grades to issuance of transcripts. Topics include:

- Student's Responsibility
- Student's Program
- Selection of Courses
- Attendance, Religious Holidays
- Academic Honesty
- Exams, Marks
- Academic Review, Standing, and Exemption by Examination
- Transfer Credits
- Repeated Courses, Auditing Courses
- Leave of Absence, Transcripts

Student's Responsibility

Each student must be aware constantly of progress in meeting requirements for graduation. If there is any question about an individual record, the Registrar's Office should be consulted. Each student must also be aware of deadlines set within each academic year that pertain to academic actions; these are available from the Registrar's Office and on the [registrar's website](#) as Critical Dates. [Academic calendars](#), maintained online, list official schedules for Colby's academic terms.

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

Student's Program

The student at Colby normally takes from 12 to 18 credit hours in each semester and one offering during the January term. Full-time standing during a semester requires a minimum of 12 credit hours. A student may carry fewer than 12 credit hours only with the explicit approval of the dean of studies. 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 dean of studies, and their academic advisor regarding how the reduced course load may affect athletic eligibility.

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

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

To ensure distribution among the divisions, first-year students must include a first-year writing (W1) course, a foreign language (unless exempted by examination), and courses to meet area requirements. Students are urged to complete all distribution requirements by the end of their sophomore year. Students are encouraged to elect subject areas that are new to them and are advised to avoid over-concentration in any department or division.

Students considering a scientific career or the study of medicine should begin electing scientific subjects at once. Many departments in the natural and social sciences recommend mathematics in the first year. The student and assigned advisor should discuss a prospective program, noting carefully the recommendations and requirements in areas of major study. The initial selection of a major is by no means final; students are encouraged to explore alternative options throughout their sophomore year.

Selection of Courses

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

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

No student may register for more than 20 credit hours in any semester without special permission from the faculty advisor(s) and the dean of studies.

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 studies, a student will not be permitted to register later than the eighth class day of a semester.

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

Adding Courses

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

Satisfactory/Unsatisfactory

Students may elect a limited number of courses (totaling no more than 16 credits) on a satisfactory/unsatisfactory basis; these cannot fulfill 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 semester in which the course is taken or by the end of the drop period for a January course. A satisfactory/unsatisfactory election may be voluntarily revoked by a deadline established for each term. Letter grades submitted by instructors will be converted to S (for grades A through C-) or U before being posted on permanent records; any grade below C- is unsatisfactory and will be recorded as a U on the grade record. The Registrar's Office cannot release more specific information on the quality of the S, even upon request of the student who earned it.

Dropping Courses

All students enrolled full time at Colby may drop courses via the Web through the mid-semester drop date. The specific drop dates for each year are published in Critical Dates, available on the Web or from the Registrar's Office.

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

Withdrawal from Courses

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

Attendance, Religious Holidays

Attendance

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

Religious Holidays

Colby is supportive of the religious practices of its students, faculty, and staff. The College is committed to ensuring that all students are able to observe their religious beliefs without academic penalty.

The College will enable any student to make up any course requirements scheduled during a religious holiday that is observed by that student. Students are expected to inform course instructors within two weeks of the beginning of the term of any religious observance that will conflict with course work. The faculty member will then work with the student to find a reasonable accommodation that will allow the student to complete the academic work. In addition, no student will be required to participate in college events such as athletic commitments, lectures, or concerts on these holidays.

The Office of Religious and Spiritual Life maintains a list of religious holidays. Faculty are encouraged to consult this list as they plan their courses.

Academic Honesty

Intellectual integrity is a fundamental value of all academic institutions and is at the heart of the teaching, learning, and research activities of the College. Plagiarism, cheating, and other forms of academic dishonesty are serious offenses. Finding an instance of academic dishonesty, the instructor will report the case to the academic integrity coordinator. If the student does not accept responsibility for the charge of academic dishonesty, an investigation will be initiated. The Academic Review Board will review the case and may impose a sanction up to and including suspension or expulsion. The decision of the board shall be final and binding. The report becomes part of the student's confidential file and is destroyed six years after graduation or the last date of attendance. Students may not drop or withdraw from a course in which they have been found guilty of academic dishonesty.

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

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

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

Exams, Marks

Hour Exams and Quizzes

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

Warnings

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

Semester Exams

Six days are set aside at the close of each semester for three-hour final exams. The Registrar's Office schedules the time and place of semester exams in all courses except those that are specifically exempted by the appropriate department chair. An excused absence for a semester exam is granted if:

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

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

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

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

Marks

A student may obtain marks from instructors, but the only official College record is that maintained in the Registrar's Office. Grades can be viewed on the Web two weeks following the faculty's grade reporting deadline; semester reports are released to parents upon explicit request of the student. Grade reports may be withheld 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. (For points earned, see Quality Requirement section of Academic Requirements.)

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

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

Incomplete Grades: A mark of I indicates a course not finished for some reason, including failure to take the final examination. An incomplete is not appropriate unless the student has made prior arrangements with the instructor. Work to make up a grade of I must be submitted within limits set by the instructor, but not later than Jan. 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 studies 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 provost/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 studies.

Marks of W, WF, and WU indicate withdrawal from a course and represent the student's standing at the time of withdrawal. W indicates either passing or no basis for judgment. WF indicates failing. WU indicates that the grade would be below C- in a course being taken on a satisfactory/unsatisfactory basis. These marks are excluded from computation of all averages.

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

Academic Review, Academic Standing, and Exemption by Examination

Academic Review

The opportunity to continue at Colby is a privilege earned by satisfactory academic achievement. The Committee on Academic Standing reviews the academic records of all enrolled students at the end of each semester to verify satisfactory progress toward the degree. The Office of the Dean of Studies 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 studies and may still result in academic probation.

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

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

Academic Dismissal

Students who earn less than a 1.70 grade point average in any semester or who do not earn at least 12 credits and a 2.00 grade point average while on probation will be dismissed from the College for one academic year. Students may appeal the decision by submitting a written statement to the Committee on Academic Standing prior to its meetings in mid-January and mid-June (held approximately two weeks after semester grades have been posted). This is the only opportunity to appeal the dismissal.

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

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

Academic Standing

	Semester GPA		Semester credits
Good Standing	≥ 2.0	<i>and</i>	≥ 12
Academic Probation	1.70-1.99	<i>and/or</i>	< 12
Academic Dismissal	< 1.70 <i>or</i> < 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 640 in an SAT-II Subject Test in a foreign language or for attaining a score of 640 in Colby's placement test during first-year orientation or for attaining a 6 or 7 in a foreign-language International Baccalaureate higher-level exam or a 7 on a standard-level exam; in those cases, no academic credit will be granted.

Transfer Credits

Transferred Credits for Newly Admitted Students

Courses taken at other accredited institutions, not including online courses, in which grades of C or higher have been earned, may be credited toward the Colby degree under the conditions and circumstances listed below and those specified in the sections on Residence Requirement and Quantity Requirement in this catalogue. All credits presented for transfer toward a Colby degree must be supported by official transcripts issued by the college or university where the credits were earned. Transferred grades are not used in computing the grade point average.

1. When students are admitted by transfer, their records are tentatively evaluated by the registrar to determine the transferable equivalent in Colby courses. These courses are credited subject to confirmation through satisfactory progress at Colby.
2. College-level courses taken on college campuses with college students prior to matriculation as first-year students are evaluated on the same basis as courses presented by new transfer students, unless the courses were part of a dual enrollment or early college high school program or were used to fulfill high school graduation requirements (in which case the courses may still fulfill distribution requirements and/or serve as prerequisites to higher-level courses).
3. Refer to Advanced Standing in the section titled Admission in this catalogue for additional programs in which credit or advanced course placement may be earned.

Transferred Credits for Currently Enrolled (Matriculated) Students

Courses taken at other accredited institutions, not including online courses, in which grades of C or higher have been earned, may be credited toward the Colby degree under the conditions and circumstances listed below and those specified in the sections on Residence Requirement and Quantity Requirement in this catalogue. All credits presented for transfer toward a Colby degree must be supported by official transcripts issued by the college or university where the credits were earned. Transferred grades are not used in computing the grade point average.

1. Students seeking to transfer credits for full-time study away from Colby must file application forms by the established deadlines with the Office of Off-Campus Study. Approval must be obtained prior to beginning such study. 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 courses.
3. No student may receive transfer credit for more than nine credit hours taken for the purpose of completing degree requirements after leaving Colby. Credits earned at summer school will not constitute a semester to apply to those required for the Colby degree.

Repeated Courses, Auditing Courses

Repeated Courses

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

Auditing Courses

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

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

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

Leave of Absence, Transcripts

Withdrawal from College, Leave of Absence

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

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

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

Students who withdraw or take a leave of absence to serve in the United States military may return without obtaining special permission and without change of academic status, assuming the absence does not exceed five years. Exceptions include veterans who receive a dishonorable discharge, bad conduct charge, or who were court-martialed.

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

Students intending to return from a withdrawal or leave of absence must notify the dean of studies of their intent to return by June 1 for a fall return and by November 1 for a January or spring return.

Transcripts

Transcripts are available from the Registrar's Office upon receipt of a signed request from the student or former student. For current students, a Web-based request form is available. There is no charge for the transcript itself, whether delivered by post or electronically; a fee is assessed for expedited, non-electronic delivery. Transcripts will not be issued for anyone whose financial obligations to the College have not been met.

DIVISIONS, DEPARTMENTS, AND PROGRAMS

Academic departments and programs are classified in the following divisions:

Division of Humanities, Professor Adrianna Paliyenko, chair, includes the departments of Art, Classics, East Asian Studies, English including Creative Writing, French and Italian, German and Russian, Music, Philosophy, Religious Studies, Spanish, and Theater and Dance.

Division of Social Sciences, Professor Neil Gross, chair, includes the departments of Anthropology, Economics, Government, History, Psychology, and Sociology.

Division of Natural Sciences, Professor Charles Conover, chair, includes the departments of Biology, Chemistry, Computer Science, Geology, Mathematics and Statistics, and Physics and Astronomy.

Division of Interdisciplinary Studies, Professor James R. Fleming, chair, includes the programs in African-American Studies; American Studies; Cinema Studies; Education; Environmental Studies; Global Studies; Jewish Studies; Latin American Studies; Science, Technology, and Society; and Women's, Gender, and Sexuality Studies.

Integrated Studies: Integrated Studies, first offered in the spring of 1997, is a pioneering program in liberal arts education designed to

explore an era or topic from the converging perspectives of several disciplines. The Integrated Studies semester brings together students with similar interests and provides them an opportunity to learn about a subject in depth and to make broad connections between disciplines that will help reveal the essential unity of human knowledge and experience. Structured around clusters of courses, the program is primarily for first-year students. The program and the individual courses are described under [Integrated Studies](#) in the Courses of Study section of this catalogue.

KEY TO COURSE DESCRIPTIONS

Course Designations

Each course is identified by a title, subject, and number: e.g., *Religions of India* is *Religious Studies 111* and would appear in the curriculum as RE111.

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. *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 on the Web, provides information about the time and place of classes as well as their final examination group numbers. Course enrollment limits and priorities for admission to courses are set by departments; this information is also included in the curriculum from which courses are selected.

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

Faculty on leave are listed at the end the Faculty Directory.

Area Requirements

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

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

S: Social Sciences

First-Year Writing (W1)

Courses that fulfill the first-year writing requirement are designated by a boldfaced W1.

Upper-Level Writing (W2, W3)

Certain upper-level, writing-intensive courses are designated with a boldfaced W2 or W3, although there is not an upper-level writing distribution requirement. W2 courses build on the W1 student learning outcomes and teach writing and research practices appropriate to a particular discipline or field of study. W3 courses provide practice in advanced writing and research and build on the goals and understandings for W1 and, normally, W2 courses.

Diversity (I,U)

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

Credit Hours

Credit hours published are per term (semester or Jan Plan) 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 additional credit by completing extra work as agreed upon with the instructor and when registered appropriately by the specified deadline.

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

Critical Dates

Critical Dates, a schedule for each academic year, is issued by the registrar and includes deadlines for adding, dropping, and withdrawing from courses; for increasing or decreasing credit in variable-credit courses; and for declaration and revocation of the satisfactory/unsatisfactory option. It is available [online](#).

Two-Letter Abbreviations for Departments and Programs

AA African-American Studies	ES Environmental Studies	ML Modern Languages (Arabic)
AM American Studies	FR French	MU Music
AN Ancient History	GE Geology	PL Philosophy
AY Anthropology	GM German	PH Physics
AR Art	GS Global Studies	PS Psychology
AS Astronomy	GO Government	RE Religious Studies
BC Biochemistry	GK Greek	RU Russian
BI Biology	HI History	ST Science, Technology, and Society
CH Chemistry	IM Independent Major	SR Senior Scholar
CN Chinese	IS Integrated Studies	SO Sociology
CI Cinema Studies	IT Italian	SP Spanish
CL Classics	JP January Courses	SC Statistics
CS Computer Science	JA Japanese	TD Theater and Dance
EA East Asian Studies	JS Jewish Studies	WG Women's, Gender, and Sexuality Studies
EC Economics	LT Latin	WP Writing Program

ED Education

LA Latin American Studies

EN English

MA Mathematics

DEPARTMENTS, PROGRAMS, AND COURSES OF STUDY

AFRICAN-AMERICAN STUDIES

Director, *Professor Cheryl Townsend Gilkes*

Program Faculty: *Professor Cheryl Townsend Gilkes (African-American Studies and Sociology), Associate Professor Chandra Bhimull (African-American Studies and Anthropology), and Visiting Assistant Professor Yannick Marshall*

Affiliated Faculty and Advisory Committee: *Professors Catherine Besteman (Anthropology), Cedric Gael Bryant (English), Jill Gordon (Philosophy), Bénédicte Mauguière (French), James Webb (History), and Robert Weisbrot (History); Associate Professors Mouhamédou Niang (French) and Tanya Sheehan (Art); Assistant Professors Laura Seay (Government) and Sonja Thomas (Women's, Gender, and Sexuality Studies)*

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. The program offers students the opportunity to explore the human experience of persons and peoples through the multiple perspectives offered by diverse social science and humanistic disciplines. 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 on courses in American studies, anthropology, art, history, literature, economics, government, music, philosophy, religious studies, and sociology. The program not only exposes students to the history, literature, and cultures of African Americans and people of African descent throughout the Americas, but it also requires exploration of African history, cultures, and artistic expressions. While the African-American Studies Program's use of the phrase African American includes persons and peoples of African descent throughout the Americas, the program's primary focus is on the literature, history, and culture of people of African descent in the United States and the Caribbean.

Requirements for the Major in African-American Studies

Eleven courses selected from courses specifically focused on African Americans and on peoples and cultures of Africa and the Caribbean. Six required courses: American Studies 276, English 343, History 247; at least one course focused specifically on Africa; at least one course focused specifically on the Caribbean or African-derived cultures in Latin America or the African diaspora (e.g., Anthropology 231); and at least one course focused on art, music, theater, dance, or other aspects of expressive culture. Four or more electives from among the relevant courses in the social sciences, humanities, and relevant interdisciplinary studies programs (e.g., American Studies; Women's, Gender, and Sexuality Studies; English/Creative Writing; Latin American Studies; Education); at least one of the courses should be taken at the 300 or 400 level. Courses not specifically listed may be counted toward the major with permission of the advisor if substantial relevance can be established during a particular semester or in an off-campus program. At least one seminar at the 300 or 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 in the African diaspora. Such courses could include, when the subject material is appropriate and with the permission of the advisor, American Studies 493, English 413 and 493, and Music 493. Course substitutions and exchanges may be made in consultation with the African-American Studies Program advisor.

Requirements for the Minor in African-American Studies

Seven courses including American Studies 276; History 247; American Studies 493; at least one course focused on Africa or the Caribbean; and two courses selected from American Studies 493, Anthropology 231, English 346, 413 (when appropriate), Government 255, 336, 455, Philosophy 213, Religious Studies 256, or Sociology 252, 355, 357, 358. Course substitutions and exchanges may be made in consultation with the African-American Studies Program advisor.

Interested students also may consider an independent major in Africana studies (a selection of courses combining study of the Caribbean, the Americas, and Africa) or an independent major that combines African-American studies with another relevant discipline or program, especially American studies, anthropology, art, government, Latin American studies, music, religious studies, or sociology.

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

African-American Studies

- 297B Deconstructing *Daughters of the Dust*: African American Origins

American Studies

- 276 African-American Culture in the United States

Anthropology

- 231 Caribbean Cultures
- 258 Anthropology, History, Memory
- 274 Africans in America: The New Diaspora
- 297A From Ferguson to South Africa: Movements for Black Life
- 316 Religion and Social Change in Contemporary Africa
- 333 Contemporary Theory
- 341 Culture, Mobility, Identity: Encounters in the African Diaspora
- 397 Police, Klansmen, Colonizers, and Cultures of White Power
- 421 Anthropology of Creativity

Art

- 256 African-American Art

English

- 343 African-American Literature: Speaking in Tongues
- 346 Culture and Literature of the American South
- 354 Slavery and the American Literary Imagination
- 413A Author Course: Toni Morrison
- 457 American Gothic Literature

French

- 236 Introduction to the Francophone World: The Americas
- 237 Francophone African Cinema
- 361 Creolization, Culture, and Society in the Indian Ocean Islands

Government

- 255 Introduction to African Politics
- 336 Politics of Development in Africa
- 338 Field Study in African Development
- 455 Seminar: Conflict and Crisis in Africa

History

- 247 African-American History, from Slavery to Freedom
- 297 Children and Youth in African History
- 297J Freedom Now and Then: The Black Freedom Struggle and Its Legacies
- 334 The Great Depression: America in the 1930s
- 342 Crisis and Reform: American Society and Politics in the 1960s

Music

- 114 Jazz Improvisation
- 118 African Music

Philosophy

- 213 Philosophical Inquiries into Race

Religious Studies

- 256 The African-American Religious Experience

Sociology

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

Theater and Dance

- 118 Dance Technique Lab: Dance Forms of the African Diaspora

Women's, Gender, and Sexuality Studies

- 223 Critical Race Feminisms and Tap Dance

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

Course Offerings

[AA214] African-American Elites and Middle Classes Listed as Sociology 214. *Three credit hours.* **S, U.**

AA223j Critical Race Feminisms and Tap Dance Listed as Women's, Gender, and Sexuality Studies 223. *Three credit hours.*
A, U. THOMAS

AA231s Caribbean Cultures Listed as Anthropology 231. *Four credit hours.* **I.** MARSHALL

AA236f Introduction to the Francophone World: The Americas Listed as French 236. *Four credit hours.* **I.** MAUGUIERE

[AA237] Introduction to the Francophone World: Africa Listed as French 238. *Four credit hours.* **I.**

AA247f African-American History, from Slavery to Freedom Listed as History 247. *Four credit hours.* **H, U.** WEISBROT

AA252f Race, Ethnicity, and Society Listed as Sociology 252. *Four credit hours.* **U.** GILKES

AA255f Introduction to African Politics Listed as Government 255. *Four credit hours.* **S, I.** SEAY

AA256f African-American Art Listed as Art 256. *Four credit hours.* **A, U.** SHEEHAN

[AA258] Anthropology, History, Memory Listed as Anthropology 258. *Four credit hours.*

[AA274] Africans in America: The New Diaspora Listed as Anthropology 274. *Three credit hours.* **S, U.**

AA276s African-American Culture in the United States Listed as American Studies 276. *Four credit hours.* **S, U.** GILKES

AA297f Children and Youth in African History Listed as History 297. *Four credit hours.* **H, I.** DUFF

AA297Af From Ferguson to South Africa: Movements for Black Life Listed as Anthropology 297A. *Four credit hours.* **S, U.**
MARSHALL

AA297Bj Deconstructing *Daughters of the Dust*: African American Origins Intensive exploration and analysis of Julie Dash's film *Daughters of the Dust* in order to examine Gullah/Geechee culture and its vital role in the origins of African-American culture in the United States and its connection to the African Diaspora. In addition to an introductory historical overview of the African-American experience, the film and readings invite examination of African ethnicities, family, foodways, religion, music, political activism, migration, gender, spirituality, political economy, slavery, and social change. *Three credit hours.* **S, U.** GILKES

AA297Jj Freedom Now and Then: The Black Freedom Struggle and Its Legacies Listed as History 297J. *Three credit hours.*
H, U. ASCH

AA298s Pan-Africanism: Histories, Politics, Aesthetics, and Poetics A critical exploration of Pan-Africanism as a response to the massive traumas of slavery and colonialism that define African and African diaspora modernity. With an eye toward aesthetics, poetics, and rhetoric, in addition to politics, we examine diverse modes of expression—music, political theory, poetry, fiction, religion, organizational literature, and journalism, through authors and movements including, but not limited to Wole Soyinka, Kwame Nkrumah, Bob Marley, Aime Cesaire, Paule Marshall, Marcus Garvey, Leopold Senghor, Rastafarianism, and Kwame Toure (Stokeley Carmichael), to name a few.

Four credit hours. S, I. MARSHALL

AA333f Contemporary Theory Listed as Anthropology 333. *Four credit hours.* BESTEMAN

AA336f Politics of Development in Africa Listed as Government 336. *Four credit hours.* I. SEAY

AA338j Field Study in African Development Listed as Government 338. *Three credit hours.* SEAY

[AA341] Culture, Mobility, Identity: Encounters in the African Diaspora Listed as Anthropology 341. *Four credit hours.* S, I.

AA342s Crisis and Reform: American Society and Politics in the 1960s Listed as History 342. *Four credit hours.* H. WEISBROT

[AA343] African-American Literature: Speaking in Tongues Listed as English 343. *Four credit hours.* L, U.

[AA344] Black Radical Imaginations Listed as Anthropology 344. *Four credit hours.*

[AA354] Slavery and the American Literary Imagination Listed as English 354. *Four credit hours.* L, U.

AA355f African-American Women and Social Change Listed as Sociology 355. *Four credit hours.* U. GILKES

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

[AA358] The Sociology of W.E.B. Du Bois Listed as Sociology 358. *Four credit hours.* S, U.

AA359s Sociologies of Slavery and Slave Communities in the United States Listed as Sociology 359. *Four credit hours.* S, U. GILKES

[AA361] Creolization, Culture, and Society in the Indian Ocean Islands Listed as French 361. *Four credit hours.* I.

[AA370] Corps, Espace, et Genre: Postcolonial Space in Francophone Africa Listed as French 370. *Four credit hours.* I.

[AA375] Narratives of Identities in Francophone African Literature Listed as French 375. *Four credit hours.*

AA397f Police, Klansmen, Colonizers, and Cultures of White Power Listed as Anthropology 397. *Four credit hours.* S, I. MARSHALL

AA398s The African Apartheid City: Explorations in Settler Colonialism In order to understand historical and contemporary white separatist dreams in nations such as Algeria, Kenya, and South Africa, explores the segregated settler-colonial African city and the post-colonial persistence of its idea through imaginative literature, political rhetoric, community studies, biographies, and editorials advocating European supremacy, as well as theories of the space and the city in Africa. Also examines critical African literature and African forms of resistance, transgression, invasion, and squatting in white-only urban space, with particular attention to migrant, sex, and domestic workers.

Four credit hours. S, I. MARSHALL

AA413s Author Course: Toni Morrison Listed as English 413A. *Four credit hours.* L. BRYANT

[AA421] Anthropology of Creativity Listed as Anthropology 421. *Four credit hours.*

AA455s Seminar: Conflict and Crisis in Africa Listed as Government 455. *Four credit hours.* I. SEAY

AA491f, 492s Independent Study Individual study of special problems in African-American studies in areas where the student has demonstrated the interest and competence necessary for independent work. *Prerequisite:* Permission of the instructor and of the program director. *One to four credit hours.* FACULTY

AMERICAN STUDIES

Director, Associate Professor Laura Saltz (*American Studies*)

Professor Margaret McFadden; Associate Professor Lisa Arellano; Assistant Professor Benjamin Lisle

Advisory Committee: Professors Cedric Bryant (*English*), James Fleming (*Science, Technology, and Society*), and Cheryl Townsend Gilkes (*African-American Studies and Sociology*); Associate Professors Lisa Arellano (*American Studies and Women's, Gender, and Sexuality Studies*), Chandra Bhimull (*African-American Studies and Anthropology*), Maple Rasza (*Anthropology and Global Studies*), Tanya Sheehan (*Art*), Katherine Stubbs (*English*), and Steve Wurtzler (*Cinema Studies*); Assistant Professors Benjamin Lisle (*American Studies*), Jay Sibara (*English*), and Natalie Zelensky (*Music*)

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 those living in the United States. A three-course sequence provides majors with a shared, increasingly rigorous engagement with the theories, methods, and skills central to the field. Within this framework students craft an individualized course of study drawing on the program's strengths in visual culture, popular culture, gender and sexuality studies, American ethnic studies, transnationalism, and cultural geography.

American studies majors learn a multiplicity of approaches that enable them 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. The program aims to train students to be deeply and critically involved in the texts, forms, and practices that constitute the world around them and to enable them to participate meaningfully in the political, cultural, and intellectual worlds they inhabit.

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 (one pre-1865 and one post-1865); three in American literature and visual culture (one pre-1865, one post-1865, and any other American literature course, or a literature in translation or visual culture course); and two electives at or above the 200 level, selected from a list of appropriate courses or approved by the American studies advisor. In fulfilling the electives, students are encouraged to take courses with a transnational focus and/or with elements of experiential learning.

Of the required courses, American Studies 171 and the two history courses are normally 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.

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

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 Liberal Arts 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 requirements, will enable the student to graduate with "Honors in American Studies."

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

Students who can provide a compelling rationale may petition the American Studies Program to apply courses not listed here. (*Not all courses are offered every year; check curriculum for availability.*)

Anthropology

- 236 Illegal Drugs, Law, and the State
- 244 Anthropology of Religion
- 246 Religion and Everyday Life in Muslim Societies
- 253 Goods, Gifts, and Globalizing Consumers
- 256 Land, Food, Culture, and Power
- 259 Reading Ethnography
- 313 Researching Cultural Diversity
- 341 Culture, Mobility, Identity: Encounters in the African Diaspora
- 365 Space, Place, and Belonging

- 373 The Anthropology of Gender and Sexuality
- 374 Public Anthropology
- 421 Anthropology of Creativity

Art

- 279 20th-Century Art
- 423 Modern Exhibition Culture

Cinema Studies

- 215 The Image of Women and Men in American Film
- 243 Narrative Film Production
- 245 Documentary Video Production: An Editor's Perspective
- 248 Digital Publishing: Telling Stories Online
- 251 History of International Cinema I
- 284 Documentary Film: History and Theory
- 298A Visual Storytelling: Found Materials and the Archive
- 321 Topics in Film Theory (when appropriate)

Education

- 201 Education and Social Justice
- 213 Schools and Society
- 215 Children and Adolescents in Schools and Society
- 242 History and Philosophy of Progressive Education
- 322 Social Class and Schooling
- 324 Elite Schooling in Global Context
- 334 Girls, New Civics, and Youth-Fueled Activism

English

- 255 Studies in American Literary History: Pre-1860
- 256 Studies in American Literary History: Civil War to the Present
- 264 Comparative Studies: Emily Dickinson and English Poetry
- 333 Environmental Revolutions in American Literature and Culture
- 336 Early American Women Writers
- 338 Narratives of Contact and Captivity
- 341 American Realism and Naturalism: Then and Now
- 343 African-American Literature: Speaking in Tongues
- 345 Modern American Fiction
- 346 Culture and Literature of the American South
- 347 Modern American Poetry
- 351 Contemporary American Poetry
- 353 The American Short Story
- 354 Slavery and the American Literary Imagination
- 369 Reading Race Now: 21st-Century Multiethnic-American Literature
- 413F Author Course: William Faulkner
- 422 Queer Theory and U.S. Literatures and Cultures
- 457 American Gothic Literature
- 493 Seminar in American Literature

Environmental Studies

- 214 Introduction to GIS and Spatial Analysis

French

- 236 Introduction to the Francophone World: The Americas

Global Studies

- 255 Global Health: Critical Perspectives on Health, Care, and Policy
- 352 Global Activism: From Socialist Internationalism to Today
- 455 Intervention: The Ethics and Politics of Humanitarianism

Government

- 210 Interest-Group Politics
- 211 The American Presidency

- 214 Parties and the Electoral Process
- 273 American Political Thought
- 313 National Powers in American Constitutional Law
- 314 Civil Liberties in American Constitutional Law
- 316 Presidential Electoral Politics
- 320 The Rights Revolution and Its Discontents
- 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
- 233 Native Americans to 1850
- 234 Native Americans since 1850
- 239 The Era of the Civil War
- 241 History of Colby College
- 242 Colonial North America
- 245 Science, Race, and Gender
- 246 Luddite Rantings: A Historical Critique of Big Technology
- 247 African-American History, from Slavery to Freedom
- 283 Golden Diaspora: Modern American Jewish History
- 334 The Great Depression: America in the 1930s
- 337 The Age of the American Revolution
- 338 History in Reverse: Backwards through the Records from Now to Then
- 342 Crisis and Reform: American Society and Politics in the 1960s
- 432 Research Seminar: Native Americans in New England
- 447 Research Seminar: The Cold War

Music

- 222 Maine's Musical Soundscapes: Ethnography of Maine
- 262 Music in Life, Music as Culture: Introduction to Ethnomusicology

Philosophy

- 213 Philosophical Inquiries into Race
- 217 Feminism and Science
- 243 Environmental Ethics
- 328 Radical Ecologies
- 352 American Philosophy

Psychology

- 253 Social Psychology

Religious Studies

- 217 Religion in the United States
- 221 The Jews of Maine
- 256 The African-American Religious Experience
- 257 Women in American Religion
- 319 Bollywood and Beyond: South Asian Religions through Film
- 357 *Jesus Christ Superstar*: The Bible in Film

Science, Technology, and Society

- 485 Technology Matters

Sociology

- 222 Migration and Migrants in the United States
- 231 Contemporary Social Problems
- 232 Revolutions and Revolutionaries
- 234 Capital Punishment in America
- 243 College in Crisis?

- 247 Universal Health Care: Could It Work Here?
- 252 Race, Ethnicity, and Society
- 259 Activism and Social Movements
- 274 Social Inequality and Power
- 276 Sociology of Gender
- 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 Sociologies of Slavery and Slave Communities in the United States
- 364 Policing the American City
- 366 American Class Structure

Spanish

- 267 Family/History/Nation: Latina/o Genealogies
- 276 U.S. Latina/Chicana Women Writers

Women's, Gender, and Sexuality Studies

- 201 Introduction to Women's, Gender, and Sexuality Studies
- 223 Critical Race Feminisms and Tap Dance
- 232 Queer Identities and Politics
- 311 Feminist Theories and Methodologies
- 317 Boys to Men
- 341 Gender and Human Rights
- 343 Native and Postcolonial Feminisms
- 493 Seminar (when appropriate)

Course Offerings

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

[AM135B] Space, Place, and New York City Examines New York City using the twin concepts of place and space. Pivots on the escalating significance of place in a world of modernization and globalization. Explores New York as an economic and cultural control center and considers how New York capitalists produce space near and far. Investigates expressions and consequences (positive and negative) of global capitalism on city streets, and examines how place and the built environment construct cultural and political identity. Discussion-based. Students develop skills of spatial, material, textual, and historical analysis and critical writing. *Four credit hours.* S, W1.

AM171fs Introduction to American Studies An introduction to methods and themes in American studies, the interdisciplinary examination of past and present United States culture. A wide selection of cultural texts from all periods of American history explore the dynamic and contested nature of American identity. Literary, religious, and philosophical texts, historical documents, material objects, works of art and music, and varied forms of popular culture are studied, with a focus on what it means, and has meant, to be an American.
Prerequisite: First-year or sophomore standing. *Four credit hours.* U. LISLE, SALTZ

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

AM217s Religion in the Americas Listed as Religious Studies 217. *Four credit hours.* H. O'NEIL

[AM221] Mapping Waterville This interdisciplinary humanities lab combines geographical and architectural fieldwork, archival research, and digital publishing. Waterville is our learning space. Students construct an online archive of Waterville's built environment using architectural sketches, photographs, interviews, and archival research. We then analyze and interpret the town's material and spatial character, track and explain changes across time, and publish our interpretations online using innovative digital mapping technologies.
Four credit hours. H.

AM222s Maine's Musical Soundscapes: Ethnography of Maine Listed as Music 222. *Four credit hours.* A. ZELENSKY

AM224s Practice of Digital Scholarship A humanities lab that explores the concepts, methods, and tools of digital scholarship.

Students learn how to create and manage digital archives, map cultural artifacts and landscapes, data-mine textual sources, and produce media-rich online projects. We combine archival investigation (in Colby's Special Collections), ethnographic fieldwork, and technical skill building with interdisciplinary modes of analysis drawn from history, geography, and cultural studies. Students will collaboratively develop research projects, which will contribute to Digital Maine, an online platform for public scholarship (<http://web.colby.edu/digitalmaine/>).

Four credit hours. LISLE

[AM226] Cultural Geography of Allen Island Places that people design, build, and live in structure their experience and behavior, shaping their ideas about themselves and the world. Students explore how beliefs about Maine, nature, and the past are expressed through Allen Island's cultural geography. We locate the design and use of the island's built environment in the context of mid-coast Maine and explore how human beings have responded to and represented the island across time. This interdisciplinary course combines geographical fieldwork, cultural analysis, and archival research, culminating in a collaborative and public digital humanities project. *Four credit hours.* H.

[AM228] Nature and the Built Environment Built environments order human experience and action, shaping people's sense of themselves and the world. We examine how the built environment has influenced and expressed Americans' relationships with nature. We track how ideas about the natural environment emerge in different historical and geographical settings and consider the material and environmental consequences of these beliefs. Topics include park design, suburban development, environmental justice campaigns, and green building. In this reading-intensive discussion course, students develop abilities to interpret material, spatial, visual, and historical evidence. *Four credit hours.* H.

AM232s Queer Identities and Politics Listed as Women's, Gender, and Sexuality Studies 232. *Four credit hours.* U.
ARELLANO

AM234s From Rockabilly Kings to Lady Gaga: A History of Rock 'n' Roll Listed as Music 234. *Four credit hours.* A.
ZELENSKY

AM236f Introduction to the Francophone World: The Americas Listed as French 236. *Four credit hours.* I. MAUGUIERE

[AM241] Cultural Work of American Football Examines the place of football in American culture. Identifies the game's core ideologies through investigations of its origins, development, and major historical crises, paying particular attention to how football constructs gender, race, and nationalism. Students emerge from this discussion-based course with enhanced skills in analyzing material, visual, and literary cultural expression and improved abilities to speak and write cogently and clearly about complex and contested ideas. *Four credit hours.*

[AM253] Mormons Listed as Religious Studies 253. *Four credit hours.* H, U.

AM256f African-American Art Listed as Art 256. *Four credit hours.* A, U. SHEEHAN

[AM258] American Art 1650-1900 Listed as Art 158. *Four credit hours.* A.

[AM259] American Art since 1900 Listed as Art 159. *Four credit hours.* A.

[AM275] 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. Relying on examples from the end of World War II to the present, students will analyze the use of films, music, advertising, toys, television, magazines, and popular fiction to help construct us as gendered individuals and to sustain systematic gender inequality. Students will write weekly informal papers and longer analytical papers and will be expected to participate actively in class discussions to develop their analytical capacities and hone oral communication skills. *Four credit hours.* U.

AM276s African-American Culture in the United States An interdisciplinary examination of black cultural expression—including folktales, the blues, gospel music, work songs, jazz, sermons, dance, literature, and social institutions—from the slave era to the present, tracing the stages of development of a distinctive black culture in America, its relationship to the historical, social, and political realities of African Americans, and its role in the cultural formation of the United States. Also listed as African-American Studies 276. *Four credit hours.* S, U. GILKES

[AM285] History of Photography Listed as Art 285. *Four credit hours.* A.

AM297f Art, Community, and Ethical Urban Development We explore how buildings and neighborhoods can be platforms for art, culture, and community. How might we ethically redevelop urban spaces, constructing sustainable places that value beauty and resident

rights over narrow profit logics? We examine particularly Waterville and Washington Park, on Chicago's South Side, as case studies. In this interdisciplinary humanities lab, foregrounding experiential and community-oriented learning, we will partner with a course at the University of Chicago being taught by artist Theaster Gates and visit Chicago once. *Four credit hours.* LISLE

AM297Bj Deconstructing *Daughters of the Dust*: African American Origins Listed as African-American Studies 297B. *Three credit hours.* S, U. GILKES

[AM313B] Designing the American Seventies Explores how design expressed and shaped American lives from 1968 to 1980. We assess design at many scales, from regional development to everyday consumer products (in all their polyester and shag-carpeted glory), analyzing objects and their representations in advertising, film, and music. We attend to how design was influenced by economic and energy crises, an emergent ecological consciousness, challenges to gender and sexual norms, and a fascination with "roots" and heritage. In this reading-intensive discussion course, students develop abilities to analyze and interpret material, spatial, visual, and historical evidence. Part of the two-course Integrated Studies cluster, "America in the 1970s." *Prerequisite:* Concurrent enrollment in American Studies AM313A. *Four credit hours.* S.

[AM322J] Imagining Maine This interdisciplinary humanities lab examines Maine's transformation in the American imagination from a barren wilderness to a "vacationland." We will collect and analyze representations of Maine in painting, photography, literature, maps, advertising, travel guides, diaries, and historical documents. For our final project, we will work collaboratively to build a website that showcases this material. Research may include travel to exhibitions and archives around the state. *Three credit hours.*

[AM331] The Stadium and the City Stadiums are among our most important social spaces: central to how millions understand and experience the public world and crucial to shaping community identity in inclusive and exclusive ways. We will examine relationships between stadiums, cities, and people in the United States and across the world. We explore how stadiums have been constructed, controlled, and used; how they express sets of values and structures of power; and how users of these stadiums experience them as groups and individuals. Students learn different approaches to interpreting space, write an original research paper, and present their research at the Colby Liberal Arts Symposium. *Four credit hours.* H.

[AM334] Film and Society: Films of the 1940s Immersion into the Hollywood films of the 1940s. Using the basic tenets of genre theory—that film genres mediate the general anxieties of a culture—study of a range of genres, including Westerns, film noir, melodrama, and social problem films, as well as the social conditions with which these genres are in dialogue. Of special interest are the ways that World War II and the Cold War affected ideals of masculinity and femininity and a national dialogue about race. Students will (1) learn the basic language for describing film form; (2) read a number of theoretical texts; (3) develop skills of visual analysis; and (4) develop skills in writing clear, persuasive arguments about the films and their contexts. *Prerequisite:* American Studies 171, Art 101, Cinema Studies 142, English 241, or Women's, Gender, and Sexuality Studies 201. *Four credit hours.* U.

AM342f Political Violence: American Cultures of Radicalism Focuses on the complex history of "revolutionary" American political behavior with emphasis on practices and representations of political violence. Draws together case studies of 20th-century radical and militant political movements and actors to engage the following questions: What is political violence? How and why do different periods and political visions produce different forms of political violence? How have these activists and organizations been represented within the broader context of U.S. political cultures and mythologies about American democracy? Examples include union violence, armed feminist resistant, black militancy, and radical land reclamation movements. *Prerequisite:* American Studies 171. *Four credit hours.* U. ARELLANO

[AM344] Black Radical Imaginations Listed as Anthropology 344. *Four credit hours.*

AM347f Art and Maine Listed as Art 347. *Four credit hours.* SHEEHAN

AM355f African-American Women and Social Change Listed as Sociology 355. *Four credit hours.* U. GILKES

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

[AM358] Photography and Migration Listed as Art 358. *Four credit hours.* U.

AM375s Representing Difference in American Visual Culture Examines constructions and contestations of racial identity in U.S. visual cultures of the 19th and early 20th centuries. Draws on scholarship on scientific racism, intersectionality, trauma and racial time, and memory and memorials. Visual media include photographs, films, sculptures and monuments, and illustrated books. Emphasizes skills of visual analysis, written argument, and independent research. *Prerequisite:* American Studies 171 or Art 101, and sophomore or higher

standing. *Four credit hours.* U. SALTZ

AM393f Junior Seminar: Theories of Culture Introduces students to major currents in cultural theory, including Marxist, structuralist, poststructuralist, and critical race and gender theory. Emphasizes their application to contemporary cultural objects and events. Analytical and interpretive skills will be demonstrated in frequent writing assignments and a final independent research project. *Prerequisite:* Junior or senior standing as an American studies major or a women's, gender, and sexuality studies major or minor. *Four credit hours.* U. SALTZ

[AM454] Picturing Nature: American Art and Science Listed as Art 454. *Four credit hours.*

[AM457] American Gothic Literature Listed as English 457. *Four credit hours.* L, U.

AM458s American Art in a Global Context Listed as Art 458. *Four credit hours.* U. SHEEHAN

AM483fj Senior Honors Project Research conducted under the guidance of a faculty member and focused on an approved interdisciplinary topic leading to the writing of a thesis. *Prerequisite:* A 3.5 major average and permission of the program director. *Three or four credit hours.* FACULTY

AM491f, 492s Independent Study Individual study of special problems in American studies in areas where the student has demonstrated the interest and competence necessary for independent work. *Prerequisite:* Permission of the instructor and the program director. *One to four credit hours.* FACULTY

AM493Cs Seminar: Space, Culture, and Neoliberalism The spaces we live in are meaningful, shaping our behaviors, experiences, and our senses of ourselves and others. We will examine how ideas, practices, and structures of power are written on our landscapes, focusing particularly on how neoliberalism—as a political, economic, and ideological project—has produced our spaces and culture over the last forty years. Students learn different approaches to interpreting space and landscapes, research and write a major paper analyzing neoliberal space, and present that research at the Colby Liberal Arts Symposium. *Prerequisite:* Senior standing as an American studies major. *Four credit hours.* LISLE

ANCIENT HISTORY

In the Department of Classics

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

Course Offerings

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

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

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

[AN234] In Search of a Strong Man: Greece in the Fourth Century Listed as Classics 234. *Four credit hours.* H, I.

AN342s The Good, the Bad, and the Mad: Early Imperial Rome Seminar to familiarize students with major aspects and characters of the first emperors of Rome and their impact on their contemporaries. Covers ancient sources for early imperial Rome, transition from Republic to monarchy, Augustus's moral legislation and Roman slavery, Tiberius and the politics of accession and treason trials, conflicting views of Gaius Caligula, Caligula and Claudius and the Jews of Alexandria, Claudius and the 'rule' of imperial women, Nero, the great fire and the Christians, and the first Jewish war. Students will develop analytical and interpretative skills through oral presentations and argumentation and by writing an in-depth research paper. *Four credit hours.* **H.** J. ROISMAN

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

ANTHROPOLOGY

Chair, Professor Catherine Besteman

Professors Catherine Besteman and Mary Beth Mills; Associate Professors Chandra Bhimull and Winifred Tate; Assistant Professor David Strohl; Visiting Assistant Professors Yannick Marshall and Suzanne Menair; Faculty Fellow Britt Halvorson

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

Ten 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 courses designated as such in the course description (consult your advisor for appropriate selections in any given semester); 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.

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

Honors in Anthropology

Seniors majoring in anthropology may apply for the honors program during the first two weeks of the fall semester. In addition to securing a faculty sponsor and department approval, the student must have a 3.25 overall grade point average and a 3.60 grade point average in the major. The program involves independent research conducted in Anthropology 483, 484. Honors normally will be taken for six to eight credits over two semesters, and the final product will be a thesis of 50 to 70 pages of superior quality.

Requirements for the Minor in Anthropology

Six courses, including Anthropology 112; one culture area course normally selected from courses designated as such in the course description (consult your advisor for appropriate selections in any given semester); and four 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.

Course Offerings

AY112fs Cultural Anthropology Introduction to the study of human societies and cultures through the concepts and methods of anthropology. Course material will (a) explore the great diversity of human social and cultural arrangements through the investigation of cultural communities around the world and the distinct ways their members experience and understand their lives and (b) investigate the larger historical, political, economic, and symbolic frameworks that shape contemporary human societies and cross-cultural interactions

worldwide. Assignments emphasize clarity, concision, and coherence of written and oral arguments, as well as control over and understanding of course content. *Four credit hours.* **S, I.** FACULTY

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

[AY211] Human Rights and Social Justice in Global Perspective Listed as Global Studies 211. *Three credit hours.* **W2.**

AY222s Maine's Musical Soundscapes: Ethnography of Maine Listed as Music 222. *Four credit hours.* **A.** ZELENSKY

[AY224] Border Crossers and New Neighbors: Immigrants in Maine This ethnographic humanities lab introduces students to immigrant experiences through readings and engagement with immigrant communities in Maine. We begin with intensive readings to gain expertise about different aspects of immigrant experiences, including the reasons for mobility, employment, family, religion, and identity. Background preparation enables students to work with preselected immigrant and immigrant support organizations to learn about their experiences and to collaborate in documentary production. Requires significant travel and student initiative. Part of the two-course cluster, Integrated Studies 224, "Global Maine." *Four credit hours.* **S, U.**

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

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

AY242f Anthropology of Latin America: City Life An introduction to anthropological research on Latin America, with a particular focus on contemporary urban life. Cities attract migrants seeking new forms of communal life, educational and economic opportunities, and escape from war. We will examine the transformation of gender roles, political participation, and cultural production. Goals include learning to apply an anthropological lens to discussions of and gaining a basic knowledge of issues facing contemporary Latin America. Students will gain critical reading and discussion-facilitation skills and will refine writing skills through the production of review essays. Fulfills anthropology's culture area requirement. *Prerequisite:* Anthropology 112. *Four credit hours.* TATE

[AY243] Globalization, Democracy, and Political Transformation in Bolivia Students will learn a range of perspectives on recent Bolivian history; gain the ability to analyze Bolivian politics, economy, and social relations; and identify and trace critical forms of interconnection between Bolivia and contemporary global systems. Based in Cochabamba, students will live with host families, hear from analysts and activists, gain an understanding of anthropological vocabulary and concepts, conduct original research, and reflect critically on international fieldwork. Scholarships are available through the Latin American Studies Program. *Prerequisite:* One year of college Spanish or equivalent, demonstrated interest in Latin America, and instructor permission. *Three credit hours.* **S, I.**

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

AY246s Religion and Everyday Life in Muslim Societies Introduces students to the anthropology of religious practice in Muslim societies. We will examine the roles of a diverse set of religious values, beliefs, and rituals in the daily lives of Muslim men and women

around the world. We will also investigate how social processes like the Islamic revival, the war on terror, migration, and globalization shape, and are shaped by, ordinary Muslims' religiosity. Students will read work by ethnographers, journalists, novelists, and activists to examine these issues in places like Lebanon, Pakistan, Indonesia, France, and the United States. Fulfills anthropology's culture area requirement. *Prerequisite:* Anthropology 112. *Four credit hours.* I. STROHL

[AY247] Colombian Politics through Film Examines contemporary Colombian political culture through readings and contemporary Colombian feature films. Themes include political identity and belonging, insurgencies and guerrilla warfare, rural economies and urban development, drug trafficking and illegal economies, discrimination, memory, and social conflict. Students will learn a range of perspectives on recent Colombian history, politics, economy, and social relations. Through readings, films, and discussion, students will develop their anthropological thinking and critical analysis skills, and enhance their abilities to express complex ideas and to support their arguments using concrete evidence in both written and oral modes of communication. *Prerequisite:* Anthropology 112. *Three credit hours.*

[AY248] Anthropological Perspective on Science and Religion Cross-cultural research ranging from ethnographies of in vitro fertilization in Ecuador to religious healing in Madagascar to fetal personhood in the United States introduces students to new cultural perspectives on the relationship of science and religion. Ongoing written and oral discussion of case studies will enable students to gain facility with key theoretical models used to study the cultural politics of science and technology as well as the moral dilemmas of scientific applications. Students will apply these analytical concepts in a final research project on a topic of their own selection. *Prerequisite:* Anthropology 112. *Four credit hours.*

AY251f Global Displacement, Understanding Refugees and Refugee Policy Listed as Global Studies 251. *Four credit hours.*
S, I. EL-SHAARAWI

AY252s Language in Culture and Society Students will gain facility with key theoretical models and anthropological concepts used in linguistic anthropology, including discourse analysis, markedness theory, and language ideologies. Written and oral discussion of critical case studies will enable students to engage relevant conceptual tools and apply these to specific ethnographic materials. Students will learn to apply such insights to the study of the interrelationship of language and the social difference of race, gender, and class; linguistic nationalism and standardization; religious language; speech communities; and cross-cultural differences in language socialization. *Prerequisite:* Anthropology 112. *Four credit hours.* HALVORSON

AY253f Goods, Gifts, and Globalizing Consumers Explores the global cultural diversity and social embeddedness of economic practice. Students gain analytical tools to critically examine global capitalism, consumption/consumerism, markets and their myriad social dimensions through a focus on transactions, exchange, social obligation, class distinction, and labor activities. In-depth case studies apply these insights to debates on topics such as debt, economic inequality, class, and the limits of commodification. Readings, films, and other materials highlight the rich diversity of anthropological perspectives on economic practice, from ethnographies of Wall Street to Malaysian factory work to middle-class formation in Nepal. Previously listed as Anthropology 298A (Spring 2016). *Prerequisite:* Anthropology 112. *Four credit hours.* HALVORSON

AY255f Global Health: Critical Perspectives on Health, Care, and Policy Listed as Global Studies 255. *Four credit hours.* S, W2.
EL-SHAARAWI

[AY256] 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.*

[AY258] 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 American Studies 276 or a 100-level history course. *Four credit hours.*

AY259f Reading Ethnography The ethnographic genre is unique to anthropology. Through focused reading and discussion of four to five ethnographies grouped around a particular theme, students will develop analytic and critical reading skills. Each semester will offer a different theme, such as biotechnology, mobility, and auto-ethnography. We will focus on the form and genre of the assigned ethnographies, engage in close textual analysis, and read comparatively. *Prerequisite:* Anthropology 112. *Two credit hours.* BESTEMAN

AY261s Japanese Language and Culture Listed as East Asian Studies 261. Fulfills anthropology's culture area requirement. *Four credit hours.* S, ABE

AY262s Music in Life, Music as Culture: Introduction to Ethnomusicology Listed as Music 262. *Four credit hours.* A, I, ZELENSKY

[AY268] Politics of Satire and Humor in Modern China Listed as East Asian Studies 268. Fulfills anthropology's culture area requirement. *Four credit hours.* S, I.

[AY274] Africans in America: The New Diaspora African immigration to the United States, while still small, has grown dramatically during the past few decades. The new African diaspora is characterized by family networks that span the Atlantic, by struggles within these networks about cultural heritage, authenticity, language politics, and intergenerational relations, by questions about responsibility and obligation across borders, and by complicated identity issues of race and belonging. We will examine these questions through reading novels, essays, and ethnography and by engaging the ways in which these issues are represented in film, music, and art produced by Africans in the new diaspora, and with guest speakers. *Three credit hours.* S, U.

AY276s African-American Culture in the United States Listed as American Studies 276. Fulfills anthropology's culture area requirement. *Four credit hours.* S, U. GILKES

[AY277] Culture of Cuteness: Japanese Women (in English) Listed as East Asian Studies 277. Fulfills anthropology's culture area requirement. *Four credit hours.* S, D, I.

[AY278] Language and Gender Listed as East Asian Studies 277. *Four credit hours.* S, I.

AY297Af From Ferguson to South Africa: Movements for Black Life Examines the history of the *#BlackLivesMatter* and the *Abahlali baseMjondolo* (shack dwellers) movements in the United States and South Africa by exploring how these movements affirm lives and attribute value to bodies that are frequently rendered invisible, marginalized, and considered legitimate targets of arbitrary police violence. We study these movements in their historical and cultural specificity and as part of a global resistance to the ontological death that is blackness. We place these contemporary movements in conversation with critiques of race, apartheid, and racialized violence offered in literature, music, film, and theory. Fulfills anthropology's cultural area requirement. *Four credit hours.* S, U. MARSHALL

AY297Bj Representing the Other Examines visual modes of representing the 'other,' in photography, museum collections, and other media. Beginning with the practice of ethnographic photography, we will analyze evolving representational practices in journalism, documentary photography, and social media as well as the emerging role of artist-activist. Learning goals include: to be able to analyze the ethics, technologies, aesthetics, and politics of photography from an anthropological perspective; to develop a critical perspective of photography and visual culture. *Prerequisite:* Anthropology 112. *Three credit hours.* LE GALL, TATE

AY297Jj Of Beasts, Pets, and Wildlife: What Animals Mean to Humans Explores human-animal relations in cross-cultural and historical perspective to view the centrality of animals to human existence. Considers the social, symbolic, and economic uses of animals in a variety of contexts, from cockfighting in Bali to the corporate culture of Sea World to central Maine farms. Examines the history and philosophies of the animal rights movement from the anti-vivisection campaigns of 19th-century England to contemporary animal rights protests in the United States. Concludes with an analysis of human animality and animal subjectivity to arrive at a deeper understanding of both human and non-human animals. *Prerequisite:* Anthropology 112 or Philosophy 113 or 114. *Three credit hours.* MENAÏR

AY298s Visual Culture Lab: Making Migration Visible Students will study anthropological texts on mobility and migration and will work with objects in the collection of the Colby Museum of Art to create an exhibit on migration, scheduled for fall 2018. We will draw insights from the assigned texts to analyze the objects under consideration. Students will research the objects and artists to produce texts for the exhibition. Our goal is to create a richly nuanced interrogation of the relationships among mobility, sovereignty, displacement, identity, and community for the fall 2018 exhibition. *Prerequisite:* Anthropology 112 and one of Anthropology 224, 297B (JP 2018), 341, Global Studies 251, or 497 (FA 2017). *Two credit hours.* BESTEMAN

AY298Bs Pan-Africanism: Histories, Politics, Aesthetics, and Poetics Listed as African-American Studies 298. *Four credit hours.* S, I. MARSHALL

AY313f 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, a 200-level anthropology course, a W1 course, and sophomore standing. *Four credit hours.* STROHL

AY316s Religion and Social Change in Contemporary Africa Participants will build awareness of the religious diversity of contemporary African societies using selected studies from Madagascar, Tanzania, Mali, Mozambique, and other sites. Students will learn to identify the relationship of African religions with diverse, transforming views on biomedicine and healing, urbanization, gender relations, modern subjectivities, development and humanitarianism, and the colonial legacy. Ongoing written and oral discussion will enable students to gain facility with key theoretical models to analyze the role of African religions in dynamic processes of political, economic, and cultural transformation. *Prerequisite:* Anthropology 112 and junior or senior standing. *Four credit hours.* HALVORSON

AY333f Contemporary Theory An analysis of the contemporary state of cultural anthropology through the investigation of contemporary theoretical approaches of central importance to the discipline. Examination of key theoretical concepts and their relevance for designing research questions, generating ethnographic perspectives, and building anthropological knowledge. Special attention to political economy, symbolic anthropology, poststructuralism, reflexive anthropology, postmodernism, and feminist and postcolonial anthropology. Assignments include both written and oral modes of analysis; strong emphasis on discussion and collaborative debate. *Prerequisite:* Anthropology 112, a 200- or 300-level anthropology course, a W1 course, and junior or senior standing. *Four credit hours.* BESTEMAN

[AY339] Asian Pacific Modernities Dramatic changes, particularly in the latter half of the 20th century, have transformed social and cultural expectations throughout the Asia Pacific region. Across Asia, everyday life is profoundly shaped by processes of globalization and powerful discourses of modernity. What does it require to make oneself a modern citizen in Thailand, Japan, China, or the Philippines? How do people live, shop, and entertain themselves on a daily basis? Through case studies and independent research, students explore the region's dynamic social and cultural transformations, with particular emphasis on East and Southeast Asia. Fulfills anthropology's culture area requirement. *Prerequisite:* Anthropology 112. *Four credit hours.*

[AY341] 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. Fulfills anthropology's culture area requirement. *Prerequisite:* Anthropology 112 or American Studies 276. *Four credit hours.* S, I.

[AY344] Black Radical Imaginations A seminar about the complex history of black radical imagination. Explores how black people have long used imagination as a strategy for survival, resistance, emancipation, liberation, and to create worlds of joy and love. It is concerned with black intellectual activism in the African diaspora and examines a range of cultural movements against racialized forms of oppression, including black surrealism and Afrofuturism. *Prerequisite:* American Studies 276 or Anthropology 112. *Four credit hours.*

AY352f Global Activism: From Socialist Internationalism to Today Listed as Global Studies 352. *Four credit hours.* S.
RAZSA

AY353f Globalization and Human Rights in China Listed as East Asian Studies 353. Fulfills anthropology's culture area requirement. *Four credit hours.* S. ZHANG

AY355s Aging and Public Policy in East Asia Listed as East Asian Studies 355. *Four credit hours.* S, I. ZHANG

AY361s Militaries, Militarization, and War Examines the ways in which military conflict and institutions shape and are shaped by cultural, economic, and political forces in contemporary societies, especially in the Americas. 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 experienced and commemorated; and ongoing controversy over counterinsurgency, internal defense, and modern forms of warfare. Students will develop their ethnographic skills through research and presentations. Formerly offered as Anthropology 398B. *Prerequisite:* Anthropology 112. *Four credit hours.* S. TATE

AY363s Secrecy and Power This seminar examines the use of secrecy in political, religious, and social contexts. Students will engage with theoretical, ethnographic, and historical texts to trace the development of key analytical, methodological, and ethical issues concerning the anthropological study of concealment. Topics will vary according to student interest but may include transparency, surveillance, publicity, privacy, passing, argots, codes and ciphers, dissimulation, esotericism, and epistemology. Students will complete an independent research project on the use of secrecy in a historical or social context of their choosing. *Prerequisite:* Anthropology 112. *Four credit hours.* I.

AY365f Space, Place, and Belonging Examines the origins of human claims to belonging in particular places and landscapes. We consider embodied space, as well as how place produces and is produced by gender, race, and other social identities. Our analysis spans spatial scales, with a particular focus on the Americas. We examine the social processes of community formation, enabling connection even as they generate exclusions and boundaries; the infrastructures of place and community, their material deployment and how they enable particular forms of belonging; and how mobility in the contemporary moment contributes to the emergence of new identities as well as vulnerabilities. **Origins theme course.** *Four credit hours.* TATE

[AY373] 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 a 200-level or higher anthropology course. *Four credit hours.* U.

AY374f Public Anthropology An exploration of innovative ways in which anthropology is used for proactive, public engagement in policy implementation and transformative social action. We review the history of disciplinary efforts at public engagement and experiment with our own approaches to engagement using ethnography, cultural critique, and collaborative methodologies. Students will develop oral and written communication skills through individual and collaborative projects, experiment with different ethnographic genres, and assess the effectiveness of different approaches to public engagement. *Prerequisite:* Anthropology 112. *Four credit hours.* BESTEMAN

AY397f Police, Klansmen, Colonizers, and Cultures of White Power Examines the problems of police power, white supremacist violence, and white separatism in the context of anti-black regulatory violence and through the histories of white violence against black bodies in Kenya, South Africa, and the United States. Compares historical and contemporary ideologies that preserve cultures of black body destruction. Special attention paid to fights for white sovereign space through the concepts of Lebensraum and Whitopia. Critics such as Foucault, Althusser, Fanon, Ida B. Wells, Walter Benjamin, Lenin, and Mark Neocleous, will be used to consider editorials, film, and political tracts from the late 19th century to the present. *Prerequisite:* Junior or senior standing and at least one history, social science, or American studies course. *Four credit hours.* S, I. MARSHALL

AY398s The African Apartheid City: Explorations in Settler Colonialism Listed as African-American Studies 398. *Four credit hours.* S, I. MARSHALL

[AY421] Anthropology of Creativity Creativity is a vital part of cultural life and social transformation. Anthropologists have long traced its meanings and manifestations across different historical and cultural contexts, from ethnographies of the extraordinary and collective to the study of the ordinary and individual. We will explore a range of topics relevant to the critical investigation of human capacities for and responses to possibility, destruction, spontaneity, empathy, radical imagination, structural oppression, and social emancipation. Creative expressions considered include poetry, dance, music, social media, experimental ethnography, Afrofuturism, and other aesthetic realms. *Prerequisite:* Anthropology 112, and 313 or 333 (either may be taken concurrently). *Four credit hours.*

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

[AY451] Justice and Injustice in Global Europe Listed as Global Studies 451. *Four credit hours.*

AY455s Intervention: The Ethics and Politics of Humanitarianism Listed as Global Studies 455. *Four credit hours.* S. EL-SHAARAWI

[AY464] Anthropology of Food Food is essential to human life. Yet the significance of food for human being extends far beyond calories and nutrition. What counts as food is deeply shaped by cultural meanings and associations. Food can signify distinctive cultural identities; it can mark proud or shameful histories and global connections; it can point to (or obscure) deeply embedded structures of power and relations of inequality and privilege, both within and across diverse societies. Food offers rich fields for anthropological theorizing and fruitful avenues for extending critical research skills. Course work culminates in an independent, original research project and oral presentation. *Prerequisite:* Anthropology 112, and 313 or 333 (either may be taken concurrently), and junior or higher standing. *Four credit hours.*

AY466s Technocultures Through intensive ethnographic reading and discussion, we will address a set of questions: How have recent technological innovations shaped personhood and social life? How have infrastructural technologies like hydraulics and electrical grids shaped citizenship and democracy? How have reproductive technologies altered understandings of the body and the family? How have

algorithmic technologies changed food production, public education, the financial sector, and border security? How have recent technological innovations impacted inequality, racism, and other forms of social difference? And how have techno-fantasies offered novel visions of social organization? *Prerequisite:* Senior standing as an anthropology major or minor. *Four credit hours.* BESTEMAN

AY483fj Honors in Anthropology *Prerequisite:* Senior standing, admission to the honors program, and permission of the supervising faculty member. *Three or four credit hours.* FACULTY

[AY483J] Honors in Anthropology *Noncredit.*

AY491f, 492s Independent Study Individual topics in areas where the student has demonstrated the interest and competence necessary for independent work. *Prerequisite:* Permission of the instructor. *Two to four credit hours.* FACULTY

AY497f Insurgent Mobilities Lab I: Migrants, Activists, the Balkan Route Listed as Global Studies 497. *Four credit hours.* S, I. EL-SHAARAWI

AY498s Insurgent Mobilities Lab II: Migrants, Activists, the Balkan Route Listed as Global Studies 498. *Four credit hours.* I. RAZSA

ARABIC

In the Department of Modern Languages

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

Course Offerings

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

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

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

ML124s Elementary Modern Standard Arabic II-B Continues Modern Standard Arabic instruction for students with previous exposure to the language. Designed to further develop all four skills—listening, speaking, reading, and writing—through a proficiency-based, student-centered approach. Students will hone accuracy and fluency in pronouncing and writing Arabic script, expand knowledge of vocabulary and grammar, comprehend simple texts, and explore the ethnic, linguistic, and religious diversity of Arabic culture. Nongraded. *Prerequisite:* Modern Language 123, completion or concurrent completion of the college language requirement, and permission of Professor John Turner. *Three credit hours.* DIAB

ART

Chair, Associate Professor Tanya Sheehan

Professors Sharon Corwin, Bevin Engman, Véronique Plesch, and Ankeney Weitz; Associate Professors Gary Green, Garry Mitchell, and Tanya Sheehan; Assistant Professors Marta Ameri and Bradley Borthwick; Visiting Associate Professor Daniel Harkett; Visiting Assistant Professor Saskia Beranek; Faculty Fellow Amanda Lilleston

The Department of Art offers an integrated curriculum of studio and art history courses that teach students how to engage in creative artistic practices and think critically about images in the world. All art courses assume that images are embedded in artistic, social, political, and cultural contexts.

In studio courses students express ideas and experiences through the creation of original artworks. They acquire thorough knowledge of the processes and vocabulary associated with the mediums of painting, drawing, photography, printmaking, and sculpture. Students also develop problem-solving skills and the capacity for aesthetic judgment in order to express themselves in a creative visual language.

In art history students translate visual experience into written and oral expression. Students gain familiarity with historical traditions, research and curatorial skills, and art historical literature while engaging with images and ideas in the classroom and interacting with objects in the [Colby College Museum of Art](#).

In addition, the Department of Art supports students across the College interested in pursuing courses of study and future careers in the fields of design and architecture. The department offers instruction in 2D and 3D design, architectural history, and a variety of topics related to art and the environment.

Requirements for the Major in Studio Art

I. Studio Concentration: Four courses in a single medium (painting, photography, print/digital media, or sculpture)

II. Studio Electives: Two additional courses in any medium

III. Art History: one 100-level course, one 200-level course in modern/contemporary art history (photography concentrators must take one history of photography course), and one additional course at any level

IV. Senior Capstone: 401 and 402 in the fall and spring of a student's senior year. Each must be taken in conjunction with a studio course in the area of concentration.

Requirements for the Major in Art History

I. Historical Breadth (to be taken early in a student's course of study): three 100-level courses, two 200-level courses

II. Historical/Research Depth: three courses at the 300 and 400 levels, with at least one course at each level

III. Studio Foundations: one 100-level studio art course

IV. Theories and Methods: 411

V. Capstone (in the fall of the senior year): 494

Majors must work with their advisors to develop a course of study that covers diverse historical, geographical, and cultural content.

A maximum of three courses may be taken off campus or outside the department for credit in the major.

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.

For both the art history and studio art majors, 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. Distinction in the major will be awarded to graduates with a grade point average of 3.5 or above in the major.

Requirements for the Minor in Art

An art minor should be constructed according to the student's interests and with the advice of an Art Department faculty member. The minor requires at least seven courses: one 100-level studio art course, one 100-level art history course, one 200- or 300-level art history course, and four additional graded courses in studio and/or art history at the 200 level or above. A maximum of two courses may be taken off campus or outside the department for credit in the minor.

Course Offerings

AR101Wfs Reading Images A writing-intensive introduction to art-historical inquiry in which students acquire the basic skills needed to read images and interpret them within socio-historical contexts. How do we translate a visual experience into a verbal description? How does art generate meaning through form, technique, and content? How do systems of power, tradition, and belief shape the production and

meanings of art? Through close looking, structured research, and frequent writing assignments, students learn to analyze objects in the Colby College Museum of Art. *Four credit hours.* **W1.** BERANEK

[AR110] Introduction to Museum Education Focuses on museum education, in-school outreach, tour writing and implementation, public speaking, and the collection at the Colby College Museum of Art. Students are assigned readings that further their knowledge of, and provide practical advice on, the above areas, and they discuss and write responses to the readings. Upon successful completion of the course and its requirements, students are eligible to facilitate classroom lessons and give museum tours at Colby. Previously listed as Art 211. Does not count toward an art major or minor. *Four credit hours.*

AR111s Introduction to Western Art: Prehistory through the Middle Ages An examination of the history of the Western tradition of art from cave painting through the end of the Middle Ages. Through lectures, class discussion, 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. Previously listed as Art 201. *Four credit hours.* **A.** BERANEK

[AR112] Introduction to Western Art: Renaissance to Today An examination of the history of the Western tradition of art from the late Middle Ages to the present. Through lectures, class discussion, museum visits, and intensive writing, 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. Previously listed as Art 202. *Four credit hours.* **A.**

AR117j Introduction to Art Conservation and Preservation An exploration of 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 they employ, 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 galleries and storage areas of the Colby College Museum of Art. Also includes visits to local museums and Colby chemistry labs. No prerequisite, but interest in art history or studio art is advantageous. Does not count toward an art major or minor. *Three credit hours.* ROTH-WELLS

[AR125] Art and Architecture of the Islamic World, 622-1258 Examines the history, art, architecture, and archaeology of the Islamic world from the time of Muhammad's flight to Medina in 622 A.D. to the Mongol Invasion of 1258. Explores this pivotal period by surveying the history and material remains of the Umayyad and Abbasid empires in the Middle East, South Asia, and Spain. Familiarizes students with the basic development of Islamic art as well as with the cultural and historical circumstances that led to particular styles and movements. Previously listed as Art 321 and 225. *Four credit hours.* **A.**

[AR126] Art and Architecture of the Islamic World, 1258-1914 Examines the history, art, and architecture of the Islamic world from the time of the Mongol Invasion of 1258 through the end of the Ottoman Period. Explores this pivotal period by surveying the history and material remains of the Mongol Empires (Ilkhanid and Timurid) and the so-called Gunpowder Empires (Safavid, Mughal and Ottoman) in the Middle East and Central and South Asia. The course familiarizes students with the basic development of later Islamic art as well as with the cultural and historical circumstances that led to particular styles and movements. Previously listed as Art 226. *Four credit hours.* **A.**

[AR127] History of Architecture I: Pyramids to Cathedrals Introduces students to the history of architecture and examines key aspects of human relationships with the built environment. Topics include religious architecture, city planning, and the expression of political power in architectural design, from antiquity through the Gothic period. Among the important structures covered are the Parthenon, Roman military garrisons, early royal palaces, and cathedrals. Through lectures, discussions, exams, and individual research projects, students learn to analyze these forms of the built environment in relation to cultural, religious, economic, political, and historical trends. Previously listed as Art 227. *Four credit hours.* **A.**

AR131f Introduction to Studio Art Provides a thorough understanding of the organizational and visual components of two-dimensional art and introduces a working relationship with the characteristics of color. Projects, completed in a range of media, emphasize discovery through experimentation and problem solving. Students develop a variety of observational and expressive capabilities that enable them to creatively perceive, formulate, analyze, and solve visual challenges. *Four credit hours.* **A.** MITCHELL

AR131Jj Introduction to Studio Art Provides a thorough understanding of the organizational and visual components of two-dimensional art, and introduces a working relationship with the characteristics of color. Projects, completed in a range of media, emphasize discovery through experimentation and problem solving. Students develop a variety of observational and expressive capabilities that enable them to creatively perceive, formulate, analyze, and solve visual challenges. *Three credit hours.* **A.** BOURNE

[AR134] Creating Your Own Photographic Book In addition to learning the history and contemporary practice of photographic bookmaking, students will become proficient in the creating, sequencing, and layout of their own work. They will learn the basic hardware

tools involved—scanning and designing on a computer—as well as the necessary software involved, including Adobe Photoshop. Central to the course and the learning goals is the understanding of the literature of photography—how one photograph informs another and how the sequencing and layout of pictures creates the overarching content of the book. Nongraded. *Two credit hours.*

AR135s Visual Thinking Through ideas-oriented projects, students develop visual vocabulary, design skills, and critical perception — the foundations of visual thinking and creative expression in the arts. Emphasis is placed on imagination and experimentation through a wide range of materials and techniques. *Four credit hours. A. MITCHELL*

[AR158] American Art, 1650-1900 Surveys the arts of the United States, from the colonial period to the late 19th century. Situates the images, visual practices, and artistic styles within their social, historical, and cultural contexts. Topics include art and (inter)nationalism, portraiture and the self, images of war, the American landscape, art and popular culture, race and representation, and conceptions of the modern artist. Particular attention is paid to the role of artistic production and consumption in constructing American social identities and culture. Three major writing projects incorporate original artworks at the Colby College Museum of Art and a variety of research sources at the Colby libraries. Previously listed as Art 258. *Four credit hours. A.*

[AR159] American Art since 1900 Surveys arts of the United States, from the turn of the 20th century to the present. Situates images, visual practices, and artistic styles of the period within their social, historical, and cultural contexts. Major topics include American art's relation to urbanism, modern technology, regional life and identity, political struggles, popular culture, modernism, and postmodernism. Three major writing projects incorporate original artworks at the Colby College Museum of Art and a variety of research sources at the Colby libraries. Previously listed as Art 259. *Four credit hours. A.*

AR173f East Asian Art and Architecture to 1300 Introduces the arts and cultures of Asia from the prehistoric period to 1300 CE, with due attention paid to basic art-historical methods and techniques. Lectures focus on critical analysis of artistic style, technique, expression, subject matter, iconography, and patronage. Students learn about the history and beliefs of East Asia, including Buddhism, Confucianism, Daoism, and Shinto. At the same time, they enhance their visual literacy skills, including recognizing the cultural forces underlying viewing expectations and experiences. Students develop and demonstrate these skills through weekly quizzes, a paper, and two examinations. Previously listed as Art 273. *Four credit hours. A. WEITZ*

AR174s East Asian Art and Architecture, 1300 to the Present Introduces the arts and cultures of East Asia from 1300 CE to the present, with due attention paid to basic art-historical methods and techniques. Lectures focus on critical analysis of artistic style, technique, expression, subject matter, iconography, and patronage. Students learn about the history and beliefs of East Asia, including Buddhism, Confucianism, Daoism, and Shinto. At the same time, they enhance their visual literacy skills, including recognizing the cultural forces underlying viewing expectations and experiences. Students develop and demonstrate these skills through weekly quizzes, a paper, and two examinations. Previously listed as Art 274. *Four credit hours. A. WEITZ*

[AR181] Latin American Art and Architecture, 1492-1820 Considers Latin American art and architecture in relation to the history of colonization, indigeneity, and slavery, the dominance of the Catholic Church, and the development of the state and independence movements. Students take two exams and complete several writing assignments. Previously listed as Art 231. *Four credit hours. A, I.*

[AR182] Latin American Art and Architecture, 1820 to the Present Studies the development of modern and contemporary Latin American art in relation to debates around nationalism, cosmopolitanism, and political interventions by the United States during the Cold War. Lectures focus on international influences on painting, sculpture, and architecture, and track the emergence of photography, performance art, activist art, and participatory art in the 20th century. Students take two exams, complete several writing assignments, and engage with artworks at the Colby College Museum of Art. Previously listed as Art 232. *Four credit hours. A, I.*

[AR213] Early Medieval Art Painting, sculpture, and architecture from A.D. 315 to 1000, from the Christianization of Rome through the development of Byzantine civilization in the East and through the Ottonian empire in the West. Previously listed as Art 313. *Four credit hours.*

[AR215] Art and Archaeology of the Ancient Near East and Egypt Surveys the art and archaeology of Ancient Egypt and Mesopotamia from the origins of urbanism through the Persian period by examining both the art and architecture of these ancient civilizations and the general cultural frameworks that led to their development. Through class discussion, readings, and individual and group projects students become conversant in the history and visual culture of Ancient Egypt and Mesopotamia, as well as with the archaeological techniques used to collect and analyze much of this material. Previously listed as Art 315. *Four credit hours. A.*

AR217j Figure Drawing and Anatomy Introduces all aspects of drawing the figure using graphite, charcoal, ink, and mixed media. Covers the hands-on applications of fundamental drawing issues, while encompassing the various historical iterations of drawing the human form. In addition to daily technical instruction pertaining to drawing the figure, image presentations give students comparative

understandings of the legacy of the figure in art and help them to find their place as 21st-century visual thinkers. Previously offered as Art 297 (2015). *Three credit hours.* K. ENGMAN

AR218j Architectural Design Workshop In this intensive introduction to architectural design, students work on an active architectural site with a professional in the field. They become familiar with the vocabulary and techniques of architecture and implement them within a local, real-world context. In 2018, focuses on sustainability as an integral and organizing principle. Materials cost: \$100. *Three credit hours.* LOCK, PRATT

AR221f Drawing I Lays the foundation for visual thinking and perceptual understanding. Through a sequence of projects, students acquire a working understanding of single and two-point perspective, composition, the use of tonal contrast, and the editing process necessary for clear visual communication. Students will experience drawing both as an analytical tool and an expressive language. Media used include graphite, vine and compressed charcoal, and ink. Outside work is essential. Evaluation includes group critiques, midterm, and final portfolio reviews. Previously listed as Art 141. *Four credit hours.* A. B. ENGMAN

AR222s Drawing II Focus is on developing an understanding of shape, line, value, and linear perspective and how these elements relate to drawing as a tool for creative thinking. Beginning with basic concepts and processes involved in responding objectively to observed subject matter, projects progress to cover compositional and subjective issues. Traditional and contemporary approaches to drawing are explored through a variety of materials and methods to develop core skills and techniques. Previously listed as Art 142. *Prerequisite:* Art 141, 217, or 221. *Four credit hours.* MITCHELL

AR228fs Print and Digital Media I In this introductory studio course, students become familiar with the materials, techniques, and concepts associated with print and digital media. They acquire thorough knowledge of the processes and vocabulary associated with the medium of printmaking, in both its traditional and 21st-century forms. *Four credit hours.* LILLESTON

AR229s Print and Digital Media II A continuation of Art 228 that expands knowledge of the materials, techniques, and concepts associated with print and digital media. *Prerequisite:* Art 228, 234, or 235. *Four credit hours.* LILLESTON

AR230j Art of the Monotype: Methods for Painterly Printmaking Monotypes are one-of-a-kind prints created by transferring to paper an image that has been painted, drawn, or photocopied on a plate made of plexiglass or another material. Transfer is accomplished by using an etching press, hand rubbing, and other techniques. Direct, immediate, and often surprising images result. Students explore materials and their applications, with step-by-step demonstrations of various imaging techniques. Each student makes a portfolio of unique prints. The monotype process is accessible to students with any level of artistic experience. Materials cost: \$70. Previously listed as Art 151. *Three credit hours.* MITCHELL

[AR233] 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. Examines the meanings and functions of works of art created during that period and their relationship to and dependence upon historical, theological, cultural, scientific, economic, social, and artistic contexts. Previously listed as Art 333. *Four credit hours.*

[AR238] Surrealism Surveys the 20th-century artistic movement known as surrealism, from post-World War I Paris to its influence in continental Europe, Britain, the Americas, and in popular culture today. To gain insight into the complexities of one of the most influential avant-garde movements, we consider its relationship to Dada and the influences that were critical to the formation of the movement (in particular the work of Sigmund Freud). As we consider the major figures who contributed to it, we study works in a range of media: painting, sculpture, printmaking, drawing, literature, film, fashion, and more. Previously listed as Art 338. *Four credit hours.*

AR241f Painting I A project-based introduction to oil painting as both a process and medium. Students acquire an understanding of advanced color theory and its perceived behavior in invented compositions and observed still lifes. They gain an understanding of how formal analysis drives the creative process and allows for clear, personal expression. Individual and group critiques provide feedback for growth. Outside work is essential. Evaluation process includes midterm portfolio and final interview and portfolio reviews. No prior experience necessary. *Four credit hours.* B. ENGMAN

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

AR243j Introduction to Greek and Roman Archaeology Listed as Classics 143. *Three credit hours.* **H.** JARRIEL

[AR252] Medicine and Visual Culture Explores the relationship between medicine and Western visual culture from the 16th century to the present. Addresses the development of scientific illustration, medical themes in the fine arts, the arts in clinical practices, and visual technologies of medicine. Designed to introduce students in the humanities and social sciences to the culture of science, while offering premedical students an important opportunity to think critically about images and imaging in relation to human health and disease. Students are expected to attend lectures, participate actively in discussions, engage with original texts and artworks, complete several writing assignments, and take an essay-based final exam. *Four credit hours.* **A.**

[AR253] 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. Examines the meanings and functions of works of art created during that period, and their relationship to and dependence upon historical, theological, cultural, scientific, economic, social, and artistic contexts. Previously listed as Art 331. *Four credit hours.*

[AR254] Art of the Renaissance in Italy A study of the roots and development of specific artistic traditions in the Italian peninsula from the 13th century through the 16th century, with emphasis on the major architects, sculptors, and painters. Examines the meanings and functions of works of art created during that period, and their relationship to and dependence upon historical, theological, cultural, scientific, economic, social, and of course, artistic contexts. Previously listed as Art 332. *Four credit hours.*

[AR255] Contemporary Art Studies the global explosion of art since 1980. Examines the periodization of contemporary art, regional production, and new forms of art, such as relational aesthetics, participatory art, collectives, and new media. Special attention is paid to theories of globalization and neoliberalism, as well as the rise of the curator and the biennial system as central to the circulation and networking of contemporary art around the world. Students take two exams, complete several writing assignments, and engage with artworks at the Colby College Museum of Art. *Three credit hours.* **A.**

AR256f African American Art Surveys the work of African-American artists, from ca. 1800 to the present. Covers a variety of visual media, including painting, sculpture, prints, photography, installation, and contemporary performances. Considers the ways in which artists and scholars have worked to define "African-American art" in relation to Euro-American and African cultural production as well as to the evolving social and political history of people of African descent in the United States. Students engage with original artworks, complete two writing assignments, and take an essay-based final exam. *Four credit hours.* **A, U.** SHEEHAN

AR265fs Sculpture I: Architecture and Site This introductory sculpture studio focuses on topography modeling, the siting of architecture, and the dynamic material of wood. Students learn about the principles of concept building and 3-D design and apply them to the fabrication of sculptural works. Students learn the fundamentals of design and studio safety, while producing works of individual interest. Two major projects are supported by sketchbook entries and the creation of models and maquettes. *Four credit hours.* BORTHWICK

AR266f Sculpture II: Artifact and Archive This intermediate sculpture studio engages with the relationship between artifacts and archives, two key concepts in 3-D design. Students create original objects (artifacts) that inform their design and fabrication of an architectural facade. They learn how to apply drafting conventions of section, elevation, and plan-view as well as how to pair specific design methods with desired outcomes. Two major projects are supported by research, sketchbook entries, and time to model preliminary concepts. *Prerequisite:* Art 161 or 265. *Four credit hours.* BORTHWICK

AR267f Advanced Topics in Design: Architectural Imaging Listed as Theater and Dance 365. *Four credit hours.* **A.** THURSTON

AR276s Zen and the Arts in Asia An introduction to Zen philosophy, history, and practice, with an emphasis on the ways in which the religion has transformed the aesthetic outlook and artistic production in China, Japan, and the United States. Through class discussions, group projects, and individual writing assignments, students hone their skills of textual and visual analysis by actively "reading" a variety of art forms through the lens of Zen concepts and practices. Students achieve a basic competency in East Asian historical development and Buddhist religious thought, and learn 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.** WEITZ

[AR278] European Art, 1789-1900 Introduction to European art of the long 19th century, from the French Revolution to the dawn of Modernism. Situates objects in their social context, with particular attention paid to the institutions that regulated art production and reception, and the roles played by artworks in forming national, gender, racial, and class identities. Topics include European art's relationship to political conflict, imperialism, urbanization, industrialization, and technological change. Class discussions will be supplemented by visits to museums. Students will take two essay-based exams and write a paper. *Four credit hours.* **A.**

[AR279] 20th-Century Art Introduction to 20th-century European and American art, focusing on the years 1900-1980. Covers major movements such as cubism, futurism, Dada, surrealism, abstract expressionism, pop art, and conceptual art, situating them in their social contexts. Topics include 20th-century art's relationship to imperialism, war, capitalism, and conceptions of nation, race, and gender. Class discussions will be supplemented by visits to museums. Students take two essay-based exams and write a paper. *Four credit hours.*

A.

AR281f 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.

Four credit hours. GREEN

AR282s Photography II Provides further exploration of the materials, techniques, and ideas covered in Photography I, while introducing more advanced methods, materials, and equipment. In addition, each student will complete assignments that result in further defining his or her own particular photographic process and personal vision. Through class lectures and discussion, critiques of student work, and the viewing of images and videos, we will continue to investigate photography's potential as an expressive artistic medium. *Prerequisite:* Art 281. *Four credit hours.* GREEN

AR285f History of Photography An introduction to the major aesthetic and cultural debates surrounding photography, from the announcement of its invention in 1839 through the postmodern era (ca. 1990). Investigates aesthetic styles and the ways they respond to the question of whether a mechanical medium can produce art. Considers documentary and ethnographic uses of photographs and asks how they construct ideas about "the real." Primary focus is on the Anglo-American tradition. Essay assignments, oral presentations, and discussion emphasize visual analysis skills and the ability to read images in their aesthetic and cultural contexts. *Prerequisite:* Sophomore or higher standing. *Four credit hours.* **A.** SALTZ

AR287f The Artist's Book: Designing and Producing Publications as Art Takes students through the history and production of artists' books, the unique and limited-edition publications that are themselves considered works of art. Students learn to produce their own books, from typography and page design through printing and binding. Many forms of the artist's book will be considered, including zines, photo books, visual diaries, and fine editions. Students across all disciplines are encouraged to enroll. **Origins humanities lab.** *Prerequisite:* Any 100-level studio art course. *Four credit hours.* GREEN

AR288j Global Photographies Surveys photography's role in shaping world histories, cultures, and identities, and examines the impact of globalization on photographic practices since 1980. Topics include the worldwide production and dissemination of photographic images; the local and global character of specific genres, such as portraiture and photojournalism; the photographic representation of human movement and migration; and (post)colonial photographies. Presented thematically, lectures and discussions focus on photography of the Americas, Europe, Africa, East Asia, Australasia, and the Middle East in the late-20th and 21st century. Writing projects and oral presentations incorporate original artworks and a variety of research sources. *Three credit hours.* **A, I.** NOLAN

AR297f Dutch Art and Exchange in the 17th Century Examines how Dutch art responded to the political and economic changes that made the Netherlands a hub in a new global network. Topics include the changing art market and its new audiences, depictions of expanding trade routes and their material culture, art's role in the pan-European war of religious and political independence, the booming print culture, and Dutch representation of their distant colonies. Students examine the art of well-known masters such as Rembrandt, Hals, and Vermeer, as well as many other painters, printmakers, and architects who generated the rich visual culture of the Dutch Golden Age. Students take essay-based exams and write at least two short papers. *Four credit hours.* **A.** BERANEK

AR297Bj Introduction to Bookbinding: Techniques and Intangibles The ancient craft of bookbinding has been practiced in Eastern and Western cultures for centuries. This course provides a practical, hands-on introduction to a variety of bookbinding tools, materials, and techniques. Students learn to design and produce a selection of finished bindings. Culminates with an independent project that incorporates the techniques and principles learned. Does not count toward an art major or minor. *Three credit hours.* EDDY

AR298s Women, Art, and Agency, 1200-1700 Explores the art and architectural projects produced by and for women from the late Middle Ages through the Renaissance and Baroque periods. Through texts such as Christine de Pizan's *Book of the City of Ladies* and Alberti's *On the Family*, we will ask in what ways women were producers and consumers of (visual) culture. We will also consider the work of significant female artists, such as Hildegard of Bingen, Gentileschi, Leyster, and Merian, as well as major monuments of art commissioned by women, including the reliquaries of Jeanne d'Evreux, the studiolo of Isabella d'Este, and the *Medici Cycle* by Peter Paul Rubens. Students take an essay-based exam, write two short response papers, and write about a theme developed in consultation with the instructor. *Four credit hours.* **A.** BERANEK

[AR323] Destroying Culture: Iconoclasm Traces the history of iconoclasm from antiquity to the present, with a focus on the role the destruction of images plays in times of political and social upheaval and in the context of religious debates. Surveys the forms that iconoclasm has taken and examines religious and political contexts linked to the production, protection, and destruction of images. Assessment will consist of reading responses, short papers, and a group assignment. *Four credit hours.* **I.**

[AR325] Inside the Museum Offered in collaboration with staff at the Colby College Museum of Art, this humanities lab explores the history and theory of art museums while examining the practicalities of proposing projects for museum settings. Considers how art museums produce knowledge and value, what art museums show and hide, and what happens behind the scenes. Students will read widely in museum studies and develop concrete proposals for creative interventions in the museum's spaces. *Four credit hours.*

[AR328] Print and Digital Media III A continuation of Art 229 that expands knowledge of the materials, techniques, and concepts associated with print and digital media. *Prerequisite:* Art 229. *Four credit hours.*

[AR329] Print and Digital Media IV A continuation of Art 328 that expands knowledge of the materials, techniques, and concepts associated with print and digital media. *Prerequisite:* Art 328. *Four credit hours.*

AR341fs Painting III Serves as a bridge course between the project-based format of Painting I and II and the independent structure of advanced painting. Students undertake invented abstraction, increased scale, the use of limited palettes, and an independent direction in their studio practice. Particular importance is placed on the ability to develop and maintain a work process with the goal of producing a related body of self-directed work. Students are required to express their intent visually in their work, orally in critiques, and in a written statement. Evaluation includes midterm and final portfolio reviews. *Prerequisite:* Art 242. *Four credit hours.* **B. ENGMAN**

AR342fs Painting IV Based on the discoveries made in Painting III, students continue to define and express their personal goals and begin their fully independent studio practice. Particular importance is placed on the ability to develop and maintain creative momentum with the goal of producing a cohesive body of self-directed work. Students are required to express their intent visually in their work, orally in critiques, and in a written statement. Evaluation includes midterm and final portfolio reviews. Fulfills the minimum requirement for the studio capstone Senior Art Exhibition. *Prerequisite:* Art 341. *Four credit hours.* **B. ENGMAN**

AR347f Art and Maine This humanities lab explores Maine's important role in American art. In 2017-2018, it focuses on three case studies from the late 19th and 20th centuries: the landscapes of Winslow Homer, Marsden Hartley, and the Wyeth family. Themes include Maine's representation as a natural resource, as an embodiment of local, national, and international values, and as an artistic origin or refuge. Research and writing assignments incorporate firsthand study of objects in the Colby Museum, Portland Museum of Art, and Farnsworth Art Museum as well as fieldwork at Prout's Neck and Allen Island. For their final project, students contribute to the regeneration of the Archives of Maine Art, first established at Colby in 1963 and now housed in Special Collections. *Prerequisite:* Any 100- or 200-level art history course. *Four credit hours.* **SHEEHAN**

AR356s Writing Art Criticism This humanities lab familiarizes students with the forms, techniques, and aims of art criticism. Designed around artworks and exhibitions that students can experience firsthand, assignments prepare them to compose reviews of books and exhibitions, entries in exhibition catalogues, and other writing for museums, galleries, and websites. The class will also conduct interviews with studio art majors, write critical analyses of their artwork, and coauthor the catalogue for the annual Senior Art Exhibition at the Colby College Museum of Art. *Prerequisite:* W1 course and any art history course. *Four credit hours.* **W2. HARKETT**

[AR358] Photography and Migration This humanities lab and civic engagement course explores how photography has been used to document, enable, or control the movement of people across geographical and cultural borders. It focuses on how photographers have put a face on immigration, making visible its associations with transition, displacement, hardship, and opportunity. Engaging with current scholarship, students work closely with photographs in Special Collections at Miller Library and the Colby College Museum of Art. They also study materials in local archives and the family photographs of Maine immigrant communities. The seminar culminates in an exhibition and/or community event organized by the students. *Prerequisite:* An American studies or art history course. *Four credit hours.* **U.**

AR365s Sculpture III: The Nobility of Stone In this intermediate sculpture studio students learn to carve stone, with an emphasis on classical motifs and the foundations of the Western architectural order. Assignments begin with profile carving of an architectural pedestal that becomes the basis for a new design informed by contemporary sculpture. Explores both historical and current values placed upon the medium of stone and the conventions of display, including the pedestal itself. Two major projects are supported by sketchbook entries, research, and independent time to hone one's studio practice. *Prerequisite:* Art 162 or 266. *Four credit hours.* **BORTHWICK**

[AR366] Sculpture IV: Measure, Material, and Process This advanced sculpture studio allows students to explore concepts and material concerns of interest to them while engaging in independent research and cultivating individual expression. Work undertaken in previous studios may be expanded materially or conceptually to reflect elements of architectural vernacular, material traditions, and the

wonder of the handmade. Typically involves two major projects supported by substantial research and independent work in the studio.

Prerequisite: Art 261 or 365. *Four credit hours.*

AR375s Representing Difference in American Visual Culture Listed as American Studies 375. *Four credit hours.* U. SALTZ

AR381fs Photography III: Color and Digital Photography Allows students to master the basics—creatively and technically—of digital photographic techniques and materials. Provides a primer for Adobe Photoshop, the appropriate hardware (scanners and printers), and digital cameras. Introduces and explores color photography, its history, methods, and materials and a survey of contemporary work in the medium. Although the curriculum introduces many aspects of digital craft, assignments and projects will include the use of traditional techniques as well. Critical to the course is the continued exploration of photography as a language of visual expression within the fine arts. Students will be using digital and traditional cameras. *Prerequisite:* Art 282. *Four credit hours.* GREEN

AR382fs Photography IV Provides further exploration of the materials, techniques, and ideas covered in Art 381. Students may choose to work using traditional darkroom techniques and/or digital media according to what is most appropriate for their work. Allows students to improve their skills using advanced methods, materials, and equipment including medium- and large-format cameras. Each student will take on a self-conceived and self-directed semester-long project and take part in regular critiques. They will be expected to express their intentions and results verbally and through a final written statement. *Prerequisite:* Art 381. *Four credit hours.* GREEN

[AR393] Museum Practicum Students work closely with faculty to develop an original, museum-based project. Work may include researching museum collections, writing gallery labels and guides, curating physical and virtual exhibitions, and programming museum spaces. Combines hands-on, practical training with creative and critical interventions. Topics vary by instructor. Humanities lab. Previously listed as Art 293. *Four credit hours.*

AR401f Studio Art Capstone In this culminating experience in the Studio Art curriculum, students engage in cross-media discussions and critique with all Studio faculty while preparing a body of work for the Senior Art Exhibition. The capstone also focuses on professional development, including résumé writing, creation of a portfolio and artist statement, introduction to graduate programs, and research on employment opportunities. Students meet with guest critics, visit galleries and museums, and participate in a trip to a major arts destination to meet with professionals in the field, funded by the Mirken Family Endowment for Fine Art Practicum and Museum Practice at Colby. *Prerequisite:* Senior standing as a studio art major. Open to art minors by permission of instructor. *Two credit hours.* BORTHWICK

AR402s Studio Art Capstone Continuation of 401, culminating in the Senior Art Exhibition. *Prerequisite:* Art 401 and senior standing as a studio art major. Open to art minors with permission of instructor. *Two credit hours.* BORTHWICK

AR411s Theories and Methods of Art History This seminar offers an opportunity to reflect on a variety of approaches to the study of art history and visual culture. Students will think about how art historians select their objects of study, frame their questions, and voice their arguments. We consider how the discipline of art history has been constituted as well as its relationship to the field of visual culture studies and other modes of interdisciplinary inquiry. Students produce reading responses, oral presentations, and a final research paper. Designed for junior and senior art history majors. *Four credit hours.* HARKETT

[AR423] Modern Exhibition Culture Explores the place of exhibitions in modern European and American culture (1750-1950). Considers a broad range of exhibition types, including the art museum, natural history museum, wax museum, morgue, panorama, department store, and world's fair. Compares rhetorics of display and asks how the viewing of objects in space might contribute to the formation of class, national, racial, and gender identities. Class discussions will be supplemented by visits to the Colby College Museum of Art and the L. C. Bates Museum. Students write two short papers and undertake a structured, semester-long research project. *Prerequisite:* Any art history course at the 200 or 300 level. *Four credit hours.*

[AR428] Print and Digital Media V Expands knowledge of the materials, techniques, and concepts associated with print and digital media. Prepares advanced studio art students for the Senior Art Exhibition and for application to graduate school. *Prerequisite:* Art 329. *Four credit hours.*

[AR429] Print and Digital Media VI Expands knowledge of the materials, techniques, and concepts associated with print and digital media. Prepares advanced studio art students for the Senior Art Exhibition and for application to graduate school. *Prerequisite:* Art 428. *Four credit hours.*

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

and final portfolio reviews. *Prerequisite:* Art 342. *Four credit hours.* B. ENGMAN

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

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

AR444fs Painting VIII Further exploration of materials, techniques, and ideas developed in Painting VII. Out-of-class work is essential. *Prerequisite:* Art 443. *Four credit hours.* B. ENGMAN

[AR452] Art of the Book in the Islamic World Despite a doctrinal prohibition on figural imagery, illuminated manuscripts became increasingly popular in the Islamic world after the Mongol Invasion of 1258. This seminar focuses on the tradition of book production and miniature painting in Islamic art. Students explore various aspects of book production, from manufacture to illumination and painting, and consider the role that book art and miniature painting continue to play in contemporary Islamic art. Students will work closely with book facsimiles as well as paintings in the Colby College Museum of Art. Students complete a significant research project, resulting in an oral presentation and paper. *Prerequisite:* Art 101, 225, or 226. *Four credit hours.*

[AR454] Picturing Nature: American Art and Science Explores interactions between science and visual culture in the United States from the 18th century to the present, focusing on efforts to visualize the natural world. Major topics include the scientific basis of American landscape art, natural history displays, and the visual culture of environmentalism. Students are expected to complete writing assignments, deliver oral presentations, conduct original library research, and engage with visiting artists/scholars. They will study art at the L. C. Bates Museum, Colby College Museum of Art, and Colby Libraries Special Collections. *Prerequisite:* Any art history; American Studies; science, technology, and society; or environmental studies course. *Four credit hours.*

AR458s American Art in a Global Context What does it mean to study American art in a global context? This question has reframed the field of American art history in the 21st century, stimulating studies of artists abroad, (inter)national styles and subject matter, and the global construction, circulation, and interpretation of images. In this global lab, students have a unique opportunity to witness and contribute to this scholarly shift at three sites: the Smithsonian Institution in Washington, D.C. (March 15-17, 2018); Museum of Fine Arts, Boston (April 13, 2018); and Colby College Museum of Art. At each site, students will meet with curators and conduct original research that will inform oral presentations and writing assignments. *Prerequisite:* Art 101, 112, 158, 159, 181, 182, American Studies 171, or other modern art history or American visual culture course. *Four credit hours.* U. SHEEHAN

[AR465] Sculpture V This advanced studio cultivates individual research skills and creative expression. Students identify a core interest—social, political, ecological, historical, or personal narrative—to which they can respond through a materials-based practice. To cultivate student ownership of their sculptural works, the studio is structured around individual projects. *Prerequisite:* Art 262 or 366. *Four credit hours.*

[AR466] Sculpture VI This advanced studio cultivates individual research skills and creative expression. Students identify a core interest—social, political, ecological, historical, or personal narrative—to which they can respond through a materials-based practice. To cultivate student ownership of their sculptural works, the studio is structured around individual projects. *Prerequisite:* Art 361 or 465. *Four credit hours.*

[AR467] Sculpture VII Further exploration of sculptural techniques and ideas. Out-of-class work is essential. Previously listed as Art 461. *Prerequisite:* Art 362 or 466. *Four credit hours.*

[AR468] Sculpture VIII Further exploration of sculptural techniques and ideas. Out-of-class work is essential. Previously listed as Art 462. *Prerequisite:* Art 461 or 467. *Four credit hours.*

[AR471] Picasso's Suite Vollard and Its Contexts This humanities lab is an in-depth exploration of Picasso's *Suite Vollard* (named after the Parisian art dealer who commissioned it), a collection of 100 etchings created between 1930 and 1937, and of the contexts of its production: technical, iconographic, stylistic, historical, cultural, and biographical. Includes frequent trips to the Colby College Museum of Art to study firsthand the suite and other examples of intaglio prints. Students are expected to participate in the creation of an online exhibit dedicated to the suite and its contexts and present their research at a small conference. *Prerequisite:* Art 101, 202, or another 200-level art

history course; or, for French studies majors, French 231 or equivalent. *Four credit hours.*

[AR472] Food in Art, Food as Art In this seminar, students 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 of figures eating, preparing, and serving 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:* Any art history course. *Four credit hours.*

[AR473] Visual Culture of Tattooing An exploration of the practice of tattooing across history along with a survey of scholarship on the subject and of pertinent theoretical models. This seminar sharpens visual literacy and research skills and develops the ability to analyze and critically assess visual and verbal materials. Weekly oral presentations in class, final research paper, and research diary. *Prerequisite:* Any art history course. *Four credit hours.*

[AR474] 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:* Any art history course. *Four credit hours.*

[AR477] On the Road: Pilgrim Culture A study of journeys to a shrine or sacred place for spiritual and personal reward and of the artistic responses to those journeys. We investigate pilgrimage from ancient times through the Middle Ages and into the modern world, considering secular pilgrimages as well as religious ones, from Jerusalem, Rome, Mecca, and Compostela to Graceland. Includes a weekend trip to the pilgrimage site of Sainte-Anne-de-Beaupré in Quebec. Previously listed as Art 377. *Prerequisite:* Any art history course. *Four credit hours.*

AR481fs Photography V Provides further exploration of the materials, techniques, and ideas covered in Art 382. Students may choose to work using traditional darkroom techniques and/or digital media according to what is most appropriate for their work. Students will improve their skills using advanced methods, materials, and equipment including medium- and large-format cameras. Each student will take on a self-conceived and self-directed semester-long project and take part in regular critiques. They will be expected to express their intentions and results verbally and through a final written statement. *Prerequisite:* Art 382. *Four credit hours.* GREEN

AR482fs Photography VI Provides further exploration of the materials, techniques, and ideas covered in Art 481. Students may choose to work using traditional darkroom techniques and/or digital media according to what is most appropriate for their work. Students will improve their skills using advanced methods, materials, and equipment including medium- and large-format cameras. Each student will take on a self-conceived and self-directed semester-long project and take part in regular critiques. They will be expected to express their intentions and results verbally and through a final written statement. *Prerequisite:* Art 481. *Four credit hours.* GREEN

AR485fs Photography VII Provides further exploration of the materials, techniques, and ideas covered in Art 482. Students may choose to work using traditional darkroom techniques and/or digital media according to what is most appropriate for their work. Students will improve their skills using advanced methods, materials, and equipment including medium- and large-format cameras. Each student will take on a self-conceived and self-directed semester-long project and take part in regular critiques. They will be expected to express their intentions and results verbally and through a final written statement. *Prerequisite:* Art 482. *Four credit hours.* GREEN

AR491f, 492s Independent Study *Art History:* Individual study of special problems in the history or theory of the visual arts. *Studio:* Individual upper-level work in studio areas, intended to build upon course work or to explore new areas in studio art. Not meant to take the place of existing courses. *Prerequisite:* Permission of the instructor. For art history majors, Art 101 or a 200-level course is required. For studio art majors, a year of studio course work is required. *One to four credit hours.* FACULTY

AR494f Senior Research Seminar in Art History In this capstone seminar designed for senior art history majors, students learn to conduct advanced research in the discipline. Students design their own research topics and plans, create annotated bibliographies and abstracts for their projects, and produce a final paper of 25 or more pages, the equivalent of an academic journal article. They are expected to work closely with the instructor as well as consult other professors with expertise in their area(s) of interest. Students also participate in a trip to a major arts destination to meet with professionals in the field, funded by the Mirken Family Endowment for Fine Art Practicum and Museum Practice at Colby. *Prerequisite:* Senior major in art history; studio art majors and art minors with permission of the instructor. *Four credit hours.* W3. WEITZ

ASTRONOMY

In the Department of Physics and Astronomy

Assistant Professors Dale Kocevski and Elizabeth McGrath; Faculty Fellow Michael Pagano

Astronomy is one of the oldest sciences and deals primarily with developing an understanding of our origins on a cosmic scale. Students interested in graduate study in astronomy should complete the physics major with a concentration in astrophysics and should strongly consider doing an honors project and thesis. They are also encouraged to pursue summer research with faculty before the start of their senior year. Colby physics majors who have taken Astronomy 231 and 342 and completed a research project in astronomy have always been admitted into graduate programs in astronomy or astrophysics. Students in any major discipline who are interested in a more general exposure to astronomy should consider the astronomy minor.

The physics major with a concentration in astrophysics is described in the "Physics" section of the catalogue.

Requirements for the Minor in Astronomy

No requirements for the astronomy minor may be taken satisfactory/unsatisfactory. The grade point average for the astronomy minor is calculated using all courses that can satisfy the requirements listed below.

Students must take one of either Astronomy 151 or 172 and the following required courses:

Astronomy

- 231 Introduction to Astrophysics
- 342 Galaxies and Cosmology

Physics

- 141 Foundations of Mechanics (or 143 Honors Physics)
- 145 Foundations of Electromagnetism and Optics

Mathematics

- 121 Single-Variable Calculus (or 161 Honors Calculus I, or 101 and 102 Calculus with Pre-calculus I and II)

Note: Students cannot fulfill the astronomy minor if electing to major in physics. Physics majors interested in astronomy should consider the astrophysics concentration.

Course Offerings

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

AS172s Extraterrestrial Life Is Earth home to the only living organisms in the universe or should we expect life elsewhere? If extraterrestrial civilizations do exist, can we expect to make contact with them? We will focus on the clues to understanding the origins of life on Earth and its possible distribution throughout the cosmos. By the end of the course, you should be able to answer the following questions: How did Earth and the solar system form? Why is Earth habitable, but Venus and Mars are not? Are there other worlds that might support life? How many advanced civilizations might exist in our galaxy? *Three credit hours.* **N.** KOCEVSKI

AS231f Introduction to Astrophysics A general introduction based on topics needed for astrophysical research, accessible to all who are comfortable with calculus and computer analysis of data. Theoretical topics include celestial mechanics, continuous and line spectra, radiative transfer, star formation, nucleosynthesis, galaxy structure, and cosmology. Weekly labs alternate between afternoon and night. **Students must be available Monday through Thursday evenings for five required observing labs held on clear nights to be selected by the instructor.** Lecture and laboratory. *Prerequisite:* A working knowledge of introductory college-level physics and calculus, or concurrent enrollment in Physics 141 or 143. *Four credit hours.* **N, Lb.** MCGRATH

[AS335] General Relativity and Cosmology Listed as Physics 335. *Four credit hours.*

AS342s Galaxies and Cosmology How did the universe as we observe it today come into existence? The physics behind the birth of the

universe and its evolution over cosmic time, and an introduction to modern extragalactic astronomy and cosmology, i.e., the part of astrophysics that deals with the structure and evolution of the universe as a whole and its major constituents: dark matter, dark energy, galaxies, black holes, and large-scale structures. Topics include the Big Bang theory, composition of the universe, dark matter and dark energy, cosmic nucleosynthesis, and the formation and evolution of galaxies. *Prerequisite:* Physics 141 (or 143) and 145. *Four credit hours.* KOCEVSKI

AS491f, 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 four credit hours.* FACULTY

BIOCHEMISTRY

In the Departments of Biology and of 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

[BC176] Exercise Physiology Designed for those who are interested in the science of exercise and fitness. Topics include how the human body and its systems respond and adapt to exercise, factors that affect athletic performance, and basic principles of nutrition. Students participate in assessment activities to develop a personal wellness plan. Fulfills the laboratory science requirement. Students with prior credit for Biology 265, 362, or 367 cannot receive credit for Biochemistry 176. (During Jan Plan Selection, select only your preferred lab as one of your four choices. Students who are confirmed in the course will automatically be registered for the lecture after Jan Plan Selection closes.) *Prerequisite:* Any 100-level college biology or chemistry course. *Three credit hours.* **N, Lb.**

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

BC367f Biochemistry of the Cell I Introduction to biochemical processes. Topics include the structure and function of the major classes of biological molecules (proteins, carbohydrates, nucleic acids, and lipids). Lectures, homework, and discussion focus on content-related problem-solving, critical-thinking, and communication skills. The optional laboratory introduces the fundamental biochemical techniques such as PCR, enzyme and protein assays, and gel electrophoresis. 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

BC368s 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.* RICE

BC378s Molecular Biology An examination of how organisms maintain and express genetic information. Emphasis on well-characterized model systems in plants and animals. Topics include nuclear and organellar genomes, regulation of gene expression by developmental and environmental stimuli, and production of transgenic organisms. Lecture and laboratory. *Prerequisite:* Junior or senior standing, Biology 279 with lab, and Chemistry 131, 142, 145, or 147. *Four credit hours.* VAN OERS

BC491f, 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

BIOLOGY

Chair, Associate Professor Lynn Hannum

Associate Chair, Associate Professor Syed Tariq Ahmad

Professors Catherine Bevier, Frank Fekete, Russell Johnson, Judy Stone, and W. Herbert Wilson Jr.; Associate Professors Syed Tariq Ahmad, Lynn Hannum, and Andrea Tilden; Assistant Professors David Angelini, Joshua Martin, Christopher Moore, Suegene Noh, and Ronald Peck; Visiting Assistant Professors Susan Childers, Thomas Klepach, Allison Moloney and Johanna van Oers; Senior Laboratory Instructors Tina Beachy, Scott Guay and Sarah Staffiere; Laboratory Instructors I Lyndell Bade and April Chiriboga; Research Scientists Paul Berkner, Bets Brown, Susan Childers, Phillip de Maynadier, William Feero, Josh Kavalier, and Ross Zafonte; Research Associate Louis Bevier

The Biology Department ensures that students gain exposure to the breadth of biological science and become proficient in the methods of scientific inquiry. The curriculum emphasizes the study of plants, animals, and microorganisms from the molecular to the ecosystem level. Through laboratory and field experiences and the opportunity to carry out original research, students gain proficiency in gathering, interpreting, and communicating scientific knowledge. Department graduates continue their education in all fields of biology and in professional schools, and they pursue careers in scientific research, biotechnology, education, agriculture, medicine, and public health.

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

Three optional concentrations and an interdisciplinary option are offered in addition to the basic major.

The **concentration in ecology and evolution** is designed to provide students with a background to work in ecology, evolutionary biology, or related disciplines. Recent graduates in this area have enrolled in masters' and doctoral programs in ecology, evolution, marine biology, and natural resource management. Others are employed by federal and state agencies, private and public organizations, and consulting firms.

The **concentration in cell and molecular biology/biochemistry** focuses on the interdisciplinary field 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 biomedical research, genomics, and molecular biology; others have attended medical school or graduate school in various 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 **computational biology** 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 obtain employment or 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, veterinary, or other health professions must carefully plan how to fit prerequisite courses in other disciplines into their course of study. Students interested in health professions should, in addition to working closely with their major advisor, consult regularly with the health professions advisor in the Career Center.

General Requirements for All Major Programs (Except Computational Biology)

For all major programs offered by the department, the point scale for retention of the major applies to all courses required for the major and all elected biology courses. Courses required for the major may not be taken satisfactory/unsatisfactory. At least 32 credit hours must be taken for the major, including at least six courses with a laboratory component and at least two courses at the 300 level or above. A maximum of four credit hours of independent study and two credit hours of seminar may be counted toward the major. No more than eight credit hours in a semester or 12 credit hours in total from off-campus study programs may be counted toward the major requirements. The academic honor of "Distinction in the Major" will be awarded to students who have an average of at least 3.5 in the biology major.

Requirements for the Basic Major in Biology

Thirty-two hours of course work in biology (excluding Advanced Placement credit), including Biology 163, 164, one course with laboratory in field biology (Biology 211, 237, 259, 271, 277, 334, Environmental Studies 358), and one course with laboratory in cellular biology (Biology 225, 227, 248, 274, 279, 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, 152, Mathematics 122, 162, 253, Statistics 212.

Requirements for the Concentration in Ecology and Evolution

Thirty-two hours of course work in biology (excluding Advanced Placement credit), including Biology 163, 164, 271, 320 (with or without the lab), and 382; one relevant summer research experience or research-based course (Biology 354, 373 with lab, 451, 483/484*; Environmental Studies 343 or 494); and one course with laboratory in cellular biology (Biology 225, 227, 248, 274, 279, 367). Seniors must enroll in Biology 401 or 402. In addition, Chemistry 141, 142; Mathematics 121 or 161 or equivalent, and Statistics 212; and one course selected from the following: Biology 211, 237, 259, 276, 277, 334, 376; Environmental Studies 244, 276, 356, or 358; Geology 141.

*with an approved topic

Requirements for the Concentration in Cell and Molecular Biology/Biochemistry

Thirty-two hours of course work in biology (excluding Advanced Placement credit), including Biology 163, 164, 279, 367 (with laboratory), 368 (with laboratory), 378, and one course with laboratory in field biology (Biology 211, 237, 259, 271, 277, 334, Environmental Studies 358). 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, 152, Mathematics 122, 162, 253, Statistics 212; and one course with laboratory chosen from Biology 225, 248, 274, Chemistry 331, or Physics 145.

Requirements for the Concentration in Neuroscience

Thirty-two hours of course work in biology (excluding Advanced Placement credit), including Biology 163, 164, 274, and one course with laboratory in field biology (Biology 211, 237, 259, 271, 277, 334, Environmental Studies 358). 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, 152, Mathematics 122, 162, 253, Statistics 212; Psychology 111; two courses from the following: Psychology 232, 233, 236, 275, 374, 375 (this list is frequently updated as new courses are introduced; please contact your advisor if you have questions about a specific course); one elective course in psychology (200-level or above) or physics (141 or above) or computer science (151 or above) or mathematics (in addition to the mathematics requirement).

Requirements for the Major in Computational Biology

Students will design an integrative course of study in collaboration with academic advisors from the Biology and Computer Science departments. Foundational courses (may be satisfied by AP or other placement exams): Biology 163 and 164, Computer Science 151 or 152, and Mathematics 121. In addition, Biology 278 and 279, and one of 320, 371, or 378; Computer Science 231 and 251, and two of 333, 341, 361, 365, or 441; Statistics 212; and two additional courses in Biology, Computer Science, or Statistics at the 300-level or above, chosen in consultation with the advisor.

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 Liberal Arts 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

BI101f First-Year Seminar in Biology Students will meet with members of the faculty in the Department of Biology to discuss faculty research programs. Students will be expected to read papers from the primary literature to prepare for class. Introduces a wide range of subdisciplines within biology along with the associated research methods. Open to first-year students who also enroll in a biology class during their first year. Nongraded. *One credit hour.* HANNUM

BI111j Emergency Medical Technician Training Prepares students to administer out-of-hospital emergency medical care. Provides practice in patient assessment, airway management, CPR, automatic external defibrillation, oxygen delivery, dressings and hemorrhage control, splinting, spinal immobilization, childbirth, lifting and moving patients, and extrication. Also includes clinical experience in a hospital emergency department and/or ambulance service. Provides eligibility to sit the National Registry of EMT and State of Maine licensure examination. Meets the requirements outlined in the National Highway Transportation Administration EMT Education Standards and Maine EMS EMT Curriculum. Supplemental cost of \$770 covers materials, uniform shirt, and a required CPR course, but not text and workbook. Students are required to wear the uniform shirt and dark blue chinos to class. In addition, there is a national registry fee of \$80. Nongraded. Cannot be counted toward the biology majors. *Two credit hours.* BERKNER

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

[BI131] 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, interrelationships in ecosystems, conservation science, evolution, and speciation. Additionally, explores 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, Lb.**

BI133s Microorganisms and Society An introduction to the importance of microorganisms to human health and the functioning of planet Earth. The diversity of the microbial world presented with relevant examples of how microorganisms affect our daily lives. Discussions and lectures based on the roles microorganisms and viruses play in disease, the food industry, ecological relationships, and biotechnology. Lecture and laboratory. Cannot be counted toward the biology majors. *Four credit hours.* **N, Lb.** FEKETE

[BI152] Human-Microbe Connection Presents an overview of the diversity of microorganisms and the impacts they have on our daily lives and activities. The role of microbes in medicine and human health, the food industry, and sustaining our environment will be discussed. Students will gain a basic understanding of what microorganisms are, their activities, and how they function in medical, practical, and environmental applications. They will learn fundamental concepts related to medical, food, and environmental microbiology that will help them make reasoned decisions throughout their lives. Cannot be counted toward the biology majors. Students with prior credit for Biology 133 or 248 may not receive credit for Biology 152. *Three credit hours.* **N.**

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

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

[BI176] Exercise Physiology Listed as Biochemistry 176. *Three credit hours.* **N, Lb.**

BI197Af Biochemistry of Food Explores the biochemistry of food, including an introduction to the biomolecular families of food, the basic physiology of the gastrointestinal system, fundamental nutritional metabolism, biochemical transformations in raw, cooked, and otherwise processed foods, an overview of modern biotechnology as it relates to food production, and a survey of the biochemical connections between human diet, health, and disease. Students will produce podcasts on a relevant topic of their choice. Lecture and laboratory. Significant civic engagement component built into lecture and lab activities. Cannot be counted towards the biology major. *Four credit hours.* **N, Lb.** KLEPACH

[BI211] Taxonomy of Flowering Plants An overview of evolutionary relationships among flowering plants and their nearest living relatives, and the study of evolutionary processes leading to those relationships. Students will prepare a collection of plant specimens from the local flora, learn to recognize important plant families, use technical keys to identify plants, and become familiar with analytical methods for constructing and evaluating phylogenetic hypotheses. Lecture and laboratory. *Prerequisite:* Biology 164. *Four credit hours.*

[BI214] Plant Physiology The essential mechanisms of plant function. Emphasis will be placed on plant water relations and the regulation of plant growth and development by hormones and environmental signals. These physiological processes will be addressed in the context of both natural and agricultural ecosystems. The laboratory portion focuses on developing skills in experimental design, good laboratory technique, and proper interpretation of data, and it entails presentation of the results of experiments in the form of a scientific paper and an oral presentation. *Prerequisite:* Biology 164. *Four credit hours.*

[BI223] Science and Baseball Explores principles of statistics, probability, evolution, animal behavior, physiology, psychology, and physics using examples drawn from baseball. Statistics problem sets, discussions of assigned readings, and posting viewpoints on controversial topics on a class blog will allow students to improve their critical analysis and scientific thinking skills. Credit cannot be earned for both this course and Biology 123. Cannot be counted toward the biology majors. *Prerequisite:* Sophomore or higher standing. *Four credit hours.* **N.**

BI225s Immunology An introduction to the cellular and molecular components of immune recognition and effector responses against pathogens, with emphasis on the human immune system. Topics will include immune deficiency, allergy, and autoimmunity. *Prerequisite:* Biology 164. *Three credit hours.* HANNUM

BI227f Cell Biology All living organisms consist of at least one cell. A comprehensive overview of eukaryotic cell biology, covering topics such as metabolism, cellular structure, cell-to-cell communication, and gene regulation. Learning strategies will include lecture, discussion, and small group work. Laboratory exercises will be aimed at familiarizing students with techniques commonly encountered in cell biology research labs, including cell culture, microscopy, flow cytometry, and mathematical modeling. Lecture and laboratory. *Prerequisite:* Biology

164. *Four credit hours.* MOLONEY

[BI237] Woody Plants Exploration of the processes that determine forest structure and species composition. Students will learn about the abiotic and biotic features of forest sites and the ways in which physiology and life history of individual tree species predict their responses to climate, soil, and land use history. In field-based laboratories, students will learn how to interpret forests and to describe how human actions interact with other factors to shape our forested environment. *Prerequisite:* Biology 164. *Four credit hours.*

[BI240] Microbes in the Environment An exploration of the function of microorganisms in natural and man-made ecosystems. Broad themes include plant and animal symbioses and diseases, element cycling, remediation of pollutants, and global climate change. Students gain an in-depth understanding of how to identify, collect, and quantify environmental microbes and microbial activities. They explore cutting-edge research, applying knowledge of microbes and microbial processes to advance global efforts focused on managing food production, reclaiming contaminated soils and water, and modeling climate change. Previously listed as BI298 (2015). *Prerequisite:* Biology 131 or 164. *Three credit hours.* **N.**

BI244s Marine Communities Listed as Environmental Studies 244. *Four credit hours.* **N.** MCCLENACHAN

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

BI248f Microbiology Provides an understanding of the nature and diversity of microorganisms and viruses and the roles they play in the biosphere. Emphasis will be on the microbe itself—its functional, ecological, and evolutionary relationships—as well as the activities it carries out that are of interest to humans. The approach will be fundamental, stressing principles, but with considerable emphasis on how these principles are applied to practical problems in medicine, industry, and the environment. Lecture and laboratory. Credit cannot be earned for both this course and Biology 238. *Prerequisite:* Biology 164 (prerequisite), Chemistry 131, 141, 142, or 145 (may be taken concurrently). *Four credit hours.* FEKETE

[BI259] Plants of the Tropics An intensive study of tropical plant biology taught in Costa Rica during the January term. Emphasis is on the physiology, ecology, and conservation of plants in both wild and agricultural settings, and the importance of plants for human cultures in tropical Latin America. We visit two distinct environments in Costa Rica: a lowland tropical rain forest (La Selva Biological Reserve), and a tropical dry forest (Santa Rosa National Park). Students complete a field research project during the final week. Students must cover expenses of approximately \$2,300. Limited scholarship funds may be available. *Prerequisite:* Biology 164 and permission of the instructor. *Three credit hours.*

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

BI271f Introduction to Ecology Ecology is the study of interactions among organisms and their environment. Studying these interactions provides us with the theoretical foundation for understanding many of the most pressing environmental problems. This course will examine ecological interactions at a wide range of scales from individuals, through populations and communities, to ecosystems. We will study how these interactions produce the patterns and processes we observe in biomes around the world. In the field-based laboratory, we will generate hypotheses, develop experimental designs, and apply statistical analyses to ecological data, while gaining first-hand familiarity with local ecological communities. Previously listed as Environmental Studies 271. *Prerequisite:* Biology 164. *Four credit hours.* **N, Lb.** BECKNELL, MOORE

BI274fs Neurobiology Exploration 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 involves 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. Lecture and optional laboratory. *Prerequisite:* Biology 164. *Three or four credit hours.* AHMAD, MARTIN

BI275s Human Physiology A study of human homeostasis, organ system function, and mechanisms of disease. Topics include tissue types, endocrine function, central, peripheral and autonomic nervous systems, cardiovascular, respiratory and gastrointestinal systems, and renal physiology. Lecture and laboratory. Significant oral presentation and civic engagement component built into lecture activities. Students cannot earn credit for this course if they have previously taken Biology 265 or Biochemistry 362. *Prerequisite:* Biology 164. *Four credit hours.* KLEPACH

[BI276] 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.*

BI277f Vertebrate Natural History A study of the vertebrates with emphasis on natural history, evolutionary relationships, adaptations, functional anatomy, and conservation. Features species found in New England, and addresses specific questions about the distribution and abundance of vertebrates across a range of habitat types. In the primarily field-based laboratory, we will learn and use wildlife techniques to identify and study local vertebrates in their natural environments. Previously listed as Biology 297 (Fall 2014). *Prerequisite:* Biology 131 or 164. *Four credit hours.* BEVIER

BI278f Genomics The genomics era is producing vast quantities of data that are revolutionizing our understanding of evolution, disease, and variation. Publicly accessible and rapidly expanding databases now hold entire genomes and transcriptomes for numerous species. We will take a computational bioinformatics approach to exploring this data, from single genes and proteins to entire genomes. We will explore the technologies used to produce the data, as well as other current, emerging, and controversial genomic technologies. While the laboratory is computer based, no prior computational experience is necessary. *Prerequisite:* Biology 164. *Four credit hours.* NOH

BI279fs Genetics The mechanisms of inheritance, with emphasis on experimental findings. The physical and chemical bases for the behavior of genes, and applications of genetic principles to society. Lecture and laboratory. *Prerequisite:* Biology 164. *Four credit hours.* ANGELINI, VAN OERS

BI282j Extreme Climate Change in the Gulf of Maine The Gulf of Maine has undergone extreme climate-related changes, resulting in changes to marine population structure and instances of harmful, toxic, or otherwise undesirable species. We will explore the causes of, impacts of, and potential adaptations to climate change in the Gulf of Maine. Includes a weeklong experiment at Bigelow Laboratory for Ocean Sciences using indoor seawater mesocosms to simulate rapid ecosystem change and to investigate the biological response of marine microbes. Students will be introduced to traditional and modern oceanographic data collection techniques for estimating the impacts of climate change. Previously offered as Biology 297B (Jan Plan 2016). *Prerequisite:* Biology 164. *Three credit hours.* COUNTWAY

BI286f Global Change Ecology Listed as Environmental Studies 276. *Four credit hours.* BRUESEWITZ

BI297j Biology of Vaccines Infectious disease has decimated populations throughout human history. The success of pathogen-specific vaccines evolved commensurate with our understanding of the mammalian protective immune responses. This course focuses on the science of vaccinology and the development of safe and efficacious vaccines. Goals are to understand how vaccines work, to gain a practical understanding of the human immune response, and to learn the issues involved in developing new vaccines against known and emerging pathogens. Students cannot earn credit for both this course and Biology 325. *Prerequisite:* Biology 164. *Three credit hours.* HOBART

[BI306] Topics in Epidemiology Listed as Statistics 306. *Four credit hours.*

BI319f Conservation Biology Listed as Environmental Studies 319. *Four credit hours.* NYHUS

BI320s Evolutionary Analysis Focuses on the mechanisms that drive evolutionary change and on the long-term consequences of these mechanisms. We develop analytical techniques to infer the causes and consequences of genetic variation within species. These techniques can be applied to any species, including those of particular relevance to humans such as agricultural species, introduced invasive species, species of conservation concern, and parasites. Students will develop a grant proposal in the form of a National Science Foundation Graduate Research Fellowship. *Prerequisite:* Biology 164 and junior or higher standing. *Three credit hours.* NOH

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

[BI327] The Biology of Cancer Cancer is the leading cause of death in Americans under the age of 85. Annually, the disease costs the United States more than \$200 billion. Students will examine the public health impacts of cancer, the biological basis of the disease, and current advances in diagnostics and therapeutics. Class sessions will include lecture, discussion, and presentation, with focus on the analysis and critique of scientific research. During an optional discussion section (for a fourth credit), students will survey different types of science writing dealing with cancer, from popular press to specialized, professional literature. Previously offered as Biology 398 (Spring 2014). *Prerequisite:* One 200-level biology lab course (Biology 225, 227, 274, 275, or 279). *Three or four credit hours.*

BI332f Developmental Biology The study of the formation and growth of individual organisms focusing on experimental evidence from several model species. Examines developmental processes as they relate to animal structure, physiology, biochemistry and cell processes, classical and molecular genetics, and evolution. Students learn the history and methods of developmental biology, from descriptive embryology to current molecular genetic tools, and gain experience using primary literature sources for writing in scientific format. The optional lab section requires students to make careful observation, develop a hypothesis, and design experiments to address a novel question regarding development. *Prerequisite:* Biology 227, 279, or 327, or Biochemistry 362 or 367. *Three credit hours.* ANGELINI

[BI334] Ornithology A broad survey of the biology of birds including their evolutionary history, morphology, physiology, flight adaptations, behavior, vocalizations, nesting, life history, conservation, and phylogeny. Students will prepare three critiques of the primary literature on particular controversial topics in ornithology. 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.*

BI338s Forest Ecosystems Listed as Environmental Science 338. *Four credit hours.* **N, Lb.** BECKNELL

[BI345] Advanced Genomics Designed to enable students to become familiar with the various types of genomic data used to examine biological phenomena. Students will become proficient at critically examining the application and interpretation of genomic data, including closely and distantly related genomes, populations of genomes, and metagenomes from environmental samples. *Prerequisite:* Biology 278. *Three credit hours.*

BI348s Pathogenic Bacteriology Objectives are to provide an understanding of 1) the nature and diversity of pathogenic bacteria, 2) the roles they play as infectious agents of disease, and 3) the mechanisms of the mammalian defense against infectious disease. The approach will be fundamental, stressing principles, but with considerable emphasis on how these principles are applied to practical problems in medicine and public health. Credit cannot be earned for both this course and Biology 238. *Prerequisite:* Biology 248, and Chemistry 131, 145, 147, or 141 and 142 (may be taken concurrently). *Three credit hours.* FEKETE

[BI354] 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. Optional fourth credit for laboratory. *Prerequisite:* Junior standing, a W1 course, Biology 164, and either Biology 263 or Environmental Studies 271. *Three or four credit hours.* **W3.**

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

[BI358] Ecological Field Study in Moorea Listed as Environmental Studies 358. *Three credit hours.*

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

[BI367] Biochemistry of the Cell I Listed as Biochemistry 367. *Four or five credit hours.*

BI368s Biochemistry of the Cell II Listed as Biochemistry 368. *Prerequisite:* Biochemistry 367. Biochemistry 367 laboratory is prerequisite to Biology 368 laboratory. *Four or five credit hours.* RICE

BI371j Applied Biomedical Genomics A computation-intensive course designed to familiarize students with modern molecular, genomic, and bioinformatic approaches to biomedical research. Students will use next-generation sequencing platforms to investigate mammalian or cancer genomes, and will be exposed to clinically relevant research. One to two weeks spent at an off-campus facility (Jackson Laboratory, Mount Desert Island Biological Laboratory), with the rest of the time spent on campus. No prior computation experience necessary. Nongraded. Previously offered as BI397 (Jan Plan 2015). No extra student cost. *Prerequisite:* A 200-level biology course. *Three credit hours.* TILDEN

BI373s Animal Behavior An examination of animal behavior from a biological perspective. Topics include the control, development,

function, and evolution of behavior. *Prerequisite:* Biology 164 and junior standing. *Three credit hours.* BEVIER

BI374fs 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. *Prerequisite:* Biology 274. *Three or four credit hours.* AHMAD, MARTIN

[BI375] Animal Physiology: Environment and Adaptation A study of the diversity of animal function, from organisms to molecules, with an emphasis on adaptations to the environment. Physical and chemical principles and their application to physiological processes will be emphasized. The optional laboratory, when offered, earns a fourth credit and is an in silico exploration of quantitative concepts, genomics, proteomics, and bioinformatics. *Prerequisite:* A 200-level biology course. *Three credit hours.*

BI376s Development, Genes, and Evolution Evolutionary developmental biology investigates the intersections of development, genetics, and evolution. We will present an overview of these subjects, followed by ideas and methodologies that emerge from their synthesis. Topics include plasticity, polyphenism, gene networks, constraint, parallel evolution, evolvability, among others. Students will (1) become familiar with the history and evidence of these concepts, (2) understand the arguments for and criticisms of their roles in evolution, (3) practice discussion, peer review, and presentation of these and related topics. *Prerequisite:* Biology 279. *Three credit hours.* ANGELINI

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

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

BI397j Synthetic Biology Introduces students to the latest advances in synthetic biology, genome editing, and genetic engineering. We will explore these technical advances, study practical examples, and use a marine protozoan parasite as a model system. We will also discuss and debate the role that genetic engineering is playing and ought to be playing to benefit society. *Prerequisite:* Biology 279. *Three credit hours.* FERNANDEZ-ROBLEDO

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

BI451s Applied and Environmental Microbiology Students will develop and conduct an independent research project to explore microbes and how they affect, and are affected by, their environments. A particular focus will be learning about and employing modern biochemical and genetic techniques to analyze microbes in extreme environments. Students will analyze scientific literature, conduct experiments, and interpret data. Results and data analysis will be disseminated in the form of oral and written reports. *Prerequisite:* Biology 248 or 279. *Four credit hours.* PECK

BI483f, 484s Honors Research in Biology Research conducted under the guidance of a faculty member and focused on an approved topic leading to the writing of an honors thesis and an oral presentation of the research results. *Prerequisite:* Senior standing as a biology major and permission of the department chair. *One to four credit hours.* FACULTY

BI483Jj Honors Research in Biology *Noncredit.* ANGELINI

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

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

CHEMISTRY

Chair, Associate Professor Kevin Rice

Associate Chair, Associate Professor Rebecca Conry

Professors Jeffrey Katz, Whitney King, Julie Millard, and Dasan Thamattoor; Associate Professors Rebecca Conry, Karena McKinney, and Kevin Rice; Assistant Professor Gregory Drozd; Faculty Fellow Reuben Hudson; Senior Laboratory Instructor Lisa Miller; Laboratory Instructor II Edmund Klinkerch; Laboratory Instructor I Victoria Hepburn

Students in the Chemistry Department are provided a firm foundation in the fundamental principles of the discipline. Majors have 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, and physical chemistry, and biochemistry. Many students go on to graduate school in chemistry or biochemistry or to careers in medicine, dentistry, health-related fields, or industrial research. Other career choices in recent years have included patent law, chemical engineering, environmental science, computer science, and molecular biology.

The department offers several programs: (1) the chemistry major, (2) the chemistry-biochemistry major, (3) the chemistry major with a concentration in cell and molecular biology/biochemistry, (4) the chemistry-environmental sciences concentration, and (5) the chemistry minor. Additionally, each type of chemistry major can earn accreditation by the American Chemical Society (ACS) with additional courses selected in consultation with the advisor and with approval of the chair. More information about ACS certification can be found on the Chemistry Department website. Chemistry majors who intend to apply for admission to medical, dental, or veterinary schools must take a biology course with laboratory. For maximum flexibility, students are encouraged to take Chemistry 141 and 142 (or Chemistry 147) 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 147), 241, 242, 341, 342, 493, 494, and two courses, at least one with laboratory, from Chemistry 331, 362, 367, 411 (413 is the laboratory for 411); Mathematics 121 and 122, or 161 and 162; Physics 141 (or 143) and 145.

Requirements for the Major in Chemistry-Biochemistry

Chemistry 141 and 142 (or 147), 241, 242, 341, 367 (with laboratory), 368 (with laboratory), 493 and 494; Mathematics 121 and 122, or 161 and 162; Physics 141 (or 143) and 145; Biology 163 and 279 (with laboratory); and one course from Chemistry 331, 342, 378, 411, 444. Biology 279 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 147), 241, 242, 341, 367 (with laboratory), 368 (with laboratory), 378, 493, and 494; Biology 163 and 279 (with laboratory); Mathematics 121 and 122, or 161 and 162; Physics 141 (or 143) and 145. Biochemistry 367, 368, 378, and Biology 279 cannot be double counted toward both a biology major and the major in chemistry with a concentration in cell and molecular biology/biochemistry.

Requirements for the Concentration in Chemistry-Environmental Science

Chemistry 141 and 142 (or 147), 241, 242, 331, 341, 342, 493, 494, Mathematics 121 and 122, or 161 and 162; Physics 141 (or 143) and 145; Chemistry 217 or 278, and 481 or 482; Economics 133, 231, Biology 163, or Geology 141 and 142.

Additional Requirements for All Majors in the Chemistry Department

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

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

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

Honors Project in Chemistry

Majors in chemistry are encouraged to elect an honors research project with approval of a faculty sponsor in the department. Honors

research normally entails eight to 10 credits across the senior year. Successful completion of the work of the honors research project, and of the major, will enable the student to graduate with "Honors in Chemistry." Attention is also called to the Senior Scholars Program.

Requirements for the Minor in Chemistry

Chemistry 141 and 142 (or 147), 241, and at least 10 additional credit hours in any chemistry courses except Chemistry 112, 115, 143, 144, 197, 481, 482, 491/492 (or other independent study), 493, and 494, with at least one course at the 300- or 400-level. 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 (e.g., biochemistry courses and Chemistry 217 cannot be double counted toward another 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

[CH115] The Science of Crime Over the last century, science has changed how crime has been committed, investigated, and written about. We study crime, including violent crime, while cultivating writing, critical analysis, and research skills. Frequent short essays explore topics surrounding both true and fictional crimes, including characterization of trace evidence, mechanisms of toxicology, DNA profiling, and ethical responsibilities in the forensic laboratory. *Four credit hours.* **N, W1.**

[CH133] Chemistry of Color and Art Materials A study of the nature of light and how light interacts with matter to produce color. An exploration of the chemical properties of materials that cause color, as well as which analytical techniques probe these properties as applied to artistic materials, such as pigments, dyes, paints, glasses, and ceramics. *Prerequisite:* A strong background in high school chemistry and physics or an introductory college chemistry course (Chemistry 112, 118, 131, 141, 145, or 147) is strongly recommended. *Three credit hours.* **N.**

CH141f General Chemistry I Fundamental principles of chemistry including atomic theory, stoichiometry, solution chemistry, gas laws, thermochemistry, chemical bonding, and intermolecular forces. Does not assume prior knowledge in chemistry. 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 141. Lecture, discussion, and laboratory. *Four credit hours.* **N, Lb.** MCKINNEY, RICE

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

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

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

CH147fs Comprehensive General Chemistry Introductory chemistry course with content similar to Chemistry 141 and 142 but in a single semester. Suitable for students with strong high school chemistry preparation. Students will become proficient at using pre-calculus-level quantitative skills in a scientific context and mastering the interface between narrative and mathematical problem solving. The laboratory will familiarize students with experimental techniques and the accumulation and analysis of experimental data. Structured to fulfill the general chemistry requirement for medical school and counts as both Chemistry 141 and 142 for course prerequisites. Students with prior credit for Chemistry 131, 141, 142, or 145 cannot receive credit for this course. Previously listed as Chemistry 131. *Four credit hours.* **N, Lb.** CONRY, RICE

[CH151] K-8 Chemistry Outreach Activities Development of hands-on activities to fulfill physical science goals required by the Maine Learning Results. Students create age-appropriate science experiments that illustrate the relevance of chemistry to society and implement these activities in area classrooms and on campus. Communication skills are enhanced through the development of teacher kits (written) and interaction with schoolchildren (oral). Lecture only. *Prerequisite:* Chemistry 112 with laboratory, or 118 with laboratory, or 131, 141, 145, or 147. *Three credit hours.* **N.**

[CH176] Exercise Physiology Listed as Biochemistry 176. *Three credit hours.* **N, Lb.**

CH217s Environmental Chemistry Develops an understanding of how physical, chemical, and biological processes create and define the natural world. Focus is on the fundamental equilibrium and kinetic processes that control global systems, including the composition of the atmosphere, ocean, and biosphere. Building on the concept of residence time and chemical reactivity, students learn how to evaluate the impact of anthropogenic modifications to the environment over a range of spatial and temporal scales. Current topics such as acid deposition, global warming, atmospheric ozone loss, and the fate and toxicity of heavy metals are discussed in the context of natural environmental processes. *Prerequisite:* Chemistry 131, 142, 145, or 147. *Four credit hours.* MCKINNEY

CH241f Organic Chemistry I 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 131, 142, 145, or 147. *Four credit hours.* THAMATTOOR

CH242s Organic Chemistry II 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.* KATZ

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

[CH265] Green Chemistry Intended to provide students with an introduction to green chemistry, not a specific field of its own, but instead a broad philosophy urging the reduction or elimination of the use or generation of hazardous substances in chemical design, manufacturing, and application. Students will examine the principles of green chemistry used on the research and industrial scales, after gaining a general background in toxicology, ecology, and the historical context that led to the search for safer chemicals and methods. Previously offered as Chemistry 297 (2014). *Prerequisite:* Chemistry 241. *Three credit hours.*

CH278s Joules to Dollars Listed as Economics 278. *Four credit hours.* **N.** DONIHUE, KING

CH331f Chemical Methods of Analysis A study of the fundamentals of analytical chemistry. Students learn how to use physical measurements to make quantitative chemical measurements reported with defined uncertainties. Concepts of chemical mass and charge balance are used to calculate chemical speciation in complex acid/base and redox systems. Lectures and homework focus on problem-solving skills that provide solutions to new problems based on fundamental chemical principles and constants. The required laboratory introduces advanced volumetric, potentiometric, and spectroscopic techniques for quantitative chemical analysis. Written lab reports reinforce the technical writing style used in chemical communications. *Prerequisite:* Chemistry 131, 142, 145, or 147. *Four credit hours.* KING, MCKINNEY

CH332s Instrumental Methods of Analysis Instruction in instrumental methods, including modern electroanalytical methods, absorption spectroscopy, fluorescence, Raman spectroscopy, mass spectrometry, and chromatography. Lecture and laboratory. *Prerequisite:* Chemistry 331. Chemistry 342 is recommended. *Four credit hours.* KING, MCKINNEY

CH341f Physical Chemistry: Thermodynamics and Kinetics 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: thermodynamics, solutions, and reaction kinetics. 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 are the primary goals. Lecture and laboratory. *Prerequisite:* Chemistry 131, 142, 145, or 147; Mathematics 122 or 162; and Physics 145. Chemistry 342 may be taken before 341 with permission of the instructor. *Five credit hours.* DROZD

CH342s Physical Chemistry: Quantum and Statistical Mechanics 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: 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 are the primary goals. Lecture and laboratory. *Prerequisite:* Chemistry 341. 342 may be taken before 341 with permission of instructor. *Five credit hours.* DROZD

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

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

CH368s Biochemistry of the Cell II Listed as Biochemistry 368. *Four or five credit hours.* RICE

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

CH411f Inorganic Chemistry Current models and concepts in inorganic chemistry are discussed, with an emphasis on general trends and periodic properties of the chemical elements and their compounds. Topics include bonding and structure, acid-base theories, redox properties, molecular symmetry, and coordination compounds. Students will expand their knowledge of fundamental chemical principles as well as their ability to critically think about, communicate, and apply this knowledge in problem solving. Lecture only. *Prerequisite:* Chemistry 131, 142, 145, or 147 and junior or higher standing. Chemistry 342 is recommended. *Three credit hours.* CONRY

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

CH431s Mechanistic Organic Chemistry Based on original research articles and designed to teach students to think critically about published material. The readings cover topics such as chemical bonding, molecular orbital theory, and aromaticity, the use of isotopes in determining reaction mechanisms, reactions of atomic carbon, matrix isolation spectroscopy, laser flash photolysis, the influence of structure on reactivity, the role of thermodynamics and kinetics in reactions, linear free energy relationships, and unusual molecules. Students are instructed on computational modeling of chemical reactions, structures, and spectroscopic properties and are taught to retrieve information from the chemical literature. *Four credit hours.* THAMATTOOR

[CH432] 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.*

[CH434] 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.*

[CH444] Advanced Methods 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), and a W1 course. *Four credit hours.* **W3.**

[CH481f, 482s] Special Topics in Environmental Chemistry Primarily a laboratory course with emphasis on independent studies of environmentally related topics. A paper and oral presentation are required. *Prerequisite:* Chemistry 217 and permission of the department. *One to three credit hours.*

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

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

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

CHINESE

In the Department of East Asian Studies

Chair, Professor Kimberly Besio (Chinese)

Professor Kimberly Besio; Associate Professor Hong Zhang; Assistant Professor Andie Wang; Language Assistant Wen-hui Chen

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/culture in English (please see list under "East Asian Studies") at the 200 level or higher. Students who start taking Chinese from 321 or beyond are expected to take at least four language courses probably including courses chosen from our 400-level language offerings and independent study 491 and 492.

Note: The minor in Chinese is intended for non-East Asian studies majors. East Asian studies majors must declare either a Chinese concentration or a Japanese concentration within the major.

Course Offerings

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

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

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

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

CN135fs 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 (may be taken concurrently). *One credit hour.* CHEN

CN235fs Chinese Conversation II Intermediate level conversation class with a focus on building language fluency and vocabulary for daily life situations. Nongraded. *Prerequisite:* Chinese 127. *One credit hour.* CHEN

CN321f Third-Year Chinese A continuation of Chinese 128. Students solidify command of basic sentence patterns, increase sophistication of oral and written expression, and hone aural and reading comprehension skills through a focus on situations and topics encountered by foreigners living, studying, and working in China. In a Chinese-only classroom environment, supplementary texts and communicative exercises allow students to begin a transition from texts and listening passages produced for language learners to authentic texts and interchanges produced by and for native Chinese speakers, preparing them for future study and work in China or the United States. *Prerequisite:* Chinese 128. *Four credit hours.* WANG

CN322s Third-Year Chinese II Advanced Chinese language, concentrating on reading, writing, and speaking. *Prerequisite:* Chinese 321. *Four credit hours.* ZHANG

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

[CN430] Contemporary Chinese Society Advanced Chinese language with a focus on current affairs and topical social issues in contemporary China. Students will be immersed in a Chinese-language environment and should be prepared to discuss issues in Chinese such as China's market reform, commercialization, changing family patterns, migrant labor, popular culture, tradition, and Confucian thought. *Prerequisite:* Chinese 321 or a 400-level Chinese course. *Four credit hours.*

CN431f 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 or a 400-level Chinese course. *Four credit hours.* ZHANG

[CN434] Docu-China: Advanced Readings in Chinese Uses documentaries to further consolidate and strengthen Chinese proficiency through interactive audiovisual means as well as via the traditional text-analysis and pattern-practice approach. By incorporation of online TV programs, news clips, and other learning tools, students not only enrich their learning experience but also learn to use the target language to understand and discuss concurrent social, cultural, political, and economic issues. *Prerequisite:* Chinese 321 or a 400-level course. *Four credit hours.*

[CN450] Chinese Short Stories Close readings and analysis of selected contemporary Chinese short stories. We will use, and thereby improve facility with, all four language modalities (reading, writing, speaking, listening) as we place these stories in their social, historical, linguistic, and literary contexts. Two particular goals are 1) to master the vocabulary of literary analysis, and 2) to learn to manipulate different registers of linguistic formality—the colloquial language of the characters in the texts as well as the formal language of scholarship—through a variety of written exercises and classroom activities. *Prerequisite:* Chinese 321 or another 400-level course. *Four credit hours.*

[CN453] Chinese Food Culture and Its Changing Landscape An advanced Chinese language course that contextualizes learning through authentic materials focusing on the fascinating and constantly evolving topic of Chinese food culture. A multidisciplinary approach to understanding Chinese food culture in an immersion environment will advance language proficiency levels in all four language modalities—listening, speaking, reading, and writing—by promoting effective cross-cultural communication and fostering an in-depth understanding of the historical, ever-changing, complex Chinese culture. *Prerequisite:* Chinese 322 or another 400-level course. *Four credit hours.*

CN455s Talking about Contemporary China An advanced Chinese language course that contextualizes learning through authentic materials focusing on public speeches and talks. These videotaped public speeches and talks touch on a variety of key social and cultural issues in Chinese culture. Students will be guided to develop linguistic and cultural competence as well as content knowledge to understand the social and cultural issues covered, to participate in an active and interactive exploration of the issues, to engage in culture-rich and content-based language learning, and to ultimately develop a deeper understanding of these issues. Previously listed as CN498 (Spring 2017). *Prerequisite:* Chinese 322 or a 400-level Chinese course. *Four credit hours.* WANG

CN491f, 492s Independent Study Individual projects in areas where the student has demonstrated the interest and competence necessary for independent work. *Prerequisite:* Permission of the instructor. *Two to four credit hours.* FACULTY

CINEMA STUDIES

Director, Associate Professor Steve Wurtzler

Advisory Committee and Faculty: Associate Professors Laura Saltz (*American Studies*) and Audrey Brunetaux (*French Studies*); Assistant Professors Dean Allbritton (*Spanish*) and Elena Monastireva-Ansdell (*Russian*); Visiting Assistant Professor Chelsea Wessels (*Cinema Studies*)

Program Affiliated Faculty: Professor Laurie Osborne (*English*); Associate Professors Arne Koch (*German*), Mouhamédoul Niang (*French Studies*), and Maple Razsa (*Global Studies*)

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

the most popular forms of entertainment and diversion.

The minor in cinema studies focuses on the history, theory, and culture of film and related media such as digital media and photography. It makes coherent both the historical and aesthetic dimensions of cinema, including the mutual influence of cinema with its cultural, technological, national, and transnational contexts. As a distinct field of study influenced by a range of disciplines—among them art history, English, and the sciences—the minor draws its strength from connections among departments, while at the same time providing a core of courses foundational to the discipline of cinema studies itself.

Requirements for the Minor in Cinema Studies

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

Courses Approved for the Minor in Cinema Studies

American Studies

- 334 Film and Society: Films of the 1940s

Art

- 285 History of Photography

East Asian Studies

- 240 Japanese Animation: Sensitivity to Differences

English

- 386C Special Topics: Documentary Radio
- 411 Shakespeare on Screen
- 412 Global Shakespeares
- 493A Seminar: Literature and Film Adaptation

French

- 237 Francophone African Cinema
- 323 Holocaust in French Cinema

German

- 234 German Culture through Film

Global Studies

- 437 Media, Culture, and the Political Imagination

Religious Studies

- 319 Bollywood and Beyond: South Asian Religions through Film

Russian

- 242 Ethnic Wars and Peace in (Post)-Soviet Cinema

Spanish

- 266 Language of Spanish Cinema
- 362 All about Almodóvar

Course Offerings

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

CI215j The Image of Women and Men in American Film How Hollywood films of "the Sixties" (1958-1978) reflected and helped determine the vast social and psychological changes that women, men, and the country were experiencing—or were denying experiencing—during a tumultuous period of U.S. history. Topics include gender roles, race, genre, directorial style, historical background, the effects of camera placement, movement and lighting, and the function of narrative—how to "read" a film. A few additional required

screenings will be scheduled and some class meetings may be extended for longer films or double features. *Three credit hours.*
EISEN

[CI241] Cameraless Film We explore the practice of cameraless filmmaking — making movies without the use of a camera or other image capture, or making movies by hand. Drawing and painting on celluloid, scratching, bleaching, dyeing, and otherwise distressing pre-existing footage, physically splicing strips of 16mm film, operating analogue projectors — these will be our primary activities as we also read about, screen, and discuss examples of cameraless cinema. Students will learn some techniques of experimental cinema, some of the history of alternative cinema, and gain an understanding of the mechanics and aesthetics of analogue cinema. *Three credit hours.*

CI242s Ethnic Wars and Peace in (Post-)Soviet Cinema (in English) Listed as Russian 242. *Four credit hours.* **A, I.**
MONASTIREVA-ANSDELL

[CI243] Narrative Film Production Students will learn the essential skills required to produce a compelling narrative short film through development of preproduction skills from initial idea, to writing a script, to storyboarding, to creating a shot list. We will learn the basics of cinematography, casting, and directing. Finally, students will learn how to edit and manage a postproduction workflow. Previously offered as Cinema Studies 297 (2014). *Three credit hours.*

CI245f Documentary Video Production: An Editor's Perspective Students will produce and edit short documentaries about Allen Island and mid-coast Maine. Topics may include art, the environment, food production, or island life. Students will learn the basics of video production, although the focus will be on video editing. Students will learn the art of revision, as well as technical skills such as using a camera, shooting a scene, and interviewing subjects. Students' videos will be informed by best practices in the documentary genre. One overnight trip to Allen Island is required. *Four credit hours.* MURPHY

[CI248] Digital Publishing: Telling Stories Online Explores the many methods and tools available for creating digital stories. Students learn the basic skills of multimedia production and develop strategies for conceiving original and creative projects. They explore the potential uses of digital storytelling, including promoting nonprofits, marketing a new business, and developing social justice campaigns. Projects include the creation of animated .gifs, photo manipulations, audio soundscapes, digital video mash-ups, and promotional web videos. Students also become fluent in a variety of programs, including Photoshop, Audacity, and Final Cut X, and engage with a variety of publishing platforms including Vine, Flickr, WordPress, Vimeo, and Tumblr. Previously listed as Cinema Studies 298. *Four credit hours.*
A.

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

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

CI280s Topics in Global Cinema: The Global Western Examines the western genre from a global perspective in order to consider how ideas of form, space, violence, and politics are reconfigured in different contexts. Beginning with questions of genre more broadly, we will trace the evolution of a global genre from early cinema to contemporary examples. Through screening films and reading texts drawn from Latin America, Europe, Australia, and East Asia, we will consider the interrelation of national and global factors that have led to the emergence and the adoption of the western as a popular genre. *Prerequisite:* Cinema Studies 142 or English 142. *Four credit hours.*
WESSELS

CI284f Documentary Film: History and Theory Examines documentary cinema through historical and theoretical perspectives. We explore the dominant aesthetic approaches to global nonfiction filmmaking and how they changed over time. Students will encounter different theoretical perspectives on the relationships between cinema, reality, ideology, and power, and we will consider the social and ethical issues raised by documentary film. Through writing assignments (both short informal writings and longer argumentative papers) and class discussions, students will critically and creatively engage with an important category of cinema. *Prerequisite:* Cinema Studies 142. *Four credit hours.* WURTZLER

CI285s Experimental Cinema Explores the international history of experimental cinema from the European modernists of the 1920s to

contemporary practices. We focus on cinema's relationship to the other arts (poetry, painting, photography, dance) and the aesthetic approaches of a variety of films that are more comfortable in an art gallery than in a multiplex. Through writing assignments (both short informal writing and longer argumentative papers) and class discussions, students will critically and creatively engage with this important category of global cinema. *Prerequisite:* Cinema Studies 142. *Four credit hours.* WURTZLER

CI298As Visual Storytelling: Found Materials and the Archive In the past century, humans have created (and lost) so many visual objects — from 16mm films of vacations, to snapshots of graduations and birthdays, to scrapbooks from childhood, to postcards from abroad. More recently we have created and forgotten about Snapchats, Facebook posts, and digital videos. We will take these ephemeral materials and bring them back to life through the art of visual storytelling. We will use materials from our own lives, from the Colby archive in Special Collections, and from the Northeast Historic Film archive to tell new and compelling stories. Students will also learn how to shoot and edit digital video. **Origins humanities lab.** *Four credit hours.* MURPHY

CI298Bs Advanced Documentary Production Students will deepen their documentary filmmaking practice by planning, shooting, and editing their own documentary short. They will choose their subject and spend substantial time researching and planning the film before shooting and editing. They will become more familiar with various modes of documentary storytelling in order to develop their own creative process. They will also be required to assist their peers on shoots and to give high-quality feedback on works-in-progress. *Prerequisite:* Cinema Studies 245. *Four credit hours.* MURPHY

CI321Af Topics in Film Theory: Cinema/Landscape Individual courses offered under the rubric of Topics in Film Theory will change in specific focus but keep consistent the rigorous engagement with a theoretical issue central to cinema studies. Students collaboratively engage with a set of questions regarding the nature of cinema and its relationships with power. Through both informal and formal analytical writing as well as class discussions and formal presentations, students not only develop a greater understanding of cinema but also enhance their written, critical, and verbal skills. *Prerequisite:* Cinema Studies 142 or equivalent. *Four credit hours.* WURTZLER

CI321Bs Topics in Film Theory: Mainly Cinema: Film and the Archive Focuses on the study of local cinema production and reception, as well as how images of a particular location (Maine) develop meaning. Provides both a theoretical framework for archival research and practical experience engaging with archival materials. Students will take a research trip to the Northeast Historic Film archives in Bucksport, develop their own research projects related to film in Maine, and create a website to share their findings publicly. **Origins humanities lab.** *Prerequisite:* Cinema Studies 142 or equivalent. *Four credit hours.* WESSELS

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

CLASSICS

Chair, Professor Joseph Roisman

Professors Hanna Roisman and Joseph Roisman; Associate Professor Kerill O'Neill; Visiting Assistant Professor James Barrett

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

The Department of Classics encourages the study of the civilizations of Greece and Rome. The study of classics and classical civilization is an interdisciplinary endeavor based on courses in languages, literature, history, archaeology, philosophy, political science, religion, and art. As fields that examine the humanistic values of the ancient world and their impact on the premodern and modern ages, classics and classical civilization hold an important place at the heart of a liberal education. 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, or a combination of both.

Students majoring in classical civilization do *not* have to take the ancient languages. Rather they focus on Greek and Roman literature (in English), drama, myth, ancient history, and courses in classical art, religion, philosophy, and politics.

Our joint majors are designed for students whose interests range from the classical world to English literature and anthropology

All of our majors may spend a semester in Greece or Italy in programs especially designed for Americans. They can also experience field archaeology through summer programs offered by 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:

1. Additional courses in either language.
2. One course in ancient history.
3. Courses elected from those offered by the Classics and other departments that require no knowledge of Greek or Latin: courses in ancient history offered by the department, Classics 133, 135, 143, 145, 151, 171, 234, 236, 240, 242, 244, 341, 342, 356; 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:

1. Three courses selected from the following: Classics 133, 135, 143, 151, 171, 236, 240, 242, 244.
2. Ancient History 154, 158.
3. One course at the 300 level in Classical Civilization offered by the Classics Department.
4. Four additional courses selected from the following: Classics 133, 135, 143, 145, 151, 171, 234, 236, 240, 242, 244, 341; Ancient History 342, 356; Government 271; Greek 111, 112, 131; Latin 111, 112, 131; Philosophy 231; or equivalent courses selected in consultation with the major advisor.

Requirements for the Major in Classics-English

In classics: six semester courses of Greek or Latin approved by the Classics Department advisor, three of which are numbered 200 or higher.

In English: 172 or 200, 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 or 200, 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, 236, or 244; a seminar at the 300 level in Classical Civilization offered by the Classics Department; and three elective courses selected in consultation with the Classics Department advisor.

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

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

Requirements for the Minor in Classics

The minor consists of seven courses (with at least five in Greek, Latin, or a combination of both): Greek 111, 112, 131, or Latin 111, 112, 131; two courses in Greek or Latin numbered 200 or higher (in the case of a combination of both languages, courses in the other ancient language will be counted toward 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:

1. Additional course numbered 200 or higher in either language.
2. One course in ancient history.
3. One course numbered 200 or higher in the other ancient language.
4. One course selected from courses offered by the Classics Department using English translations of the ancient texts.

The courses are selected in consultation with the advisor.

Requirements for the Minor in Classical Civilization

The minor consists of seven courses: one course each from categories 1-4 and three courses from category 5.

No knowledge of Latin or Greek is required.

1. One of the following: Classics 133, 135, 151, 171, 236, 242, or 244.
2. One 200-level course offered by the Classics Department using English translations of the ancient texts.
3. Ancient History 154 or 158.
4. One 300-level course in Classical Civilization offered by the Classics Department.
5. Three additional courses selected from the following: Greek 111, 112, 131; Latin 111, 112, 131; Classics 133, 135, 143, 145, 171, 234, 236, 240, 242, 244; Ancient History 154, 158; Government 271; Philosophy 231; or equivalent courses selected in consultation with the advisor of the minor.

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

Course Offerings

[CL133] Greek Myth and Literature A survey of the Greek myths, with emphasis on their content and significance in both ancient and modern society; the creation of myths; and the impact of myths on the evolution of our moral and political concepts. *Four credit hours.*

L.

CL135s Myth and Cosmos in Ancient Greece Famous for recounting the deeds of heroes and heroines such as Heracles, Achilles, and Helen of Troy, the myths of ancient Greece were more than entertainment: they played a key role in making sense of an otherwise opaque and inscrutable universe. We will ask what they can reveal about the inner workings of the cosmos inhabited by ordinary people in ancient Greece from the time of Homer through the classical period. Close study of key literary texts will form the basis of our work. *Four credit hours.* L. BARRETT

CL143j Introduction to Greek and Roman Archaeology The material remains of the ancient Greeks and Romans—pottery, sculpture, monuments, temples, and other artifacts. Our inquiry will focus on construction of identity, development of religion and myth, organization of social and political structures, and components of everyday life. Our exploration of the remains of Greek and Roman civilizations from the Trojan War through the fall of Rome will take us from temples in the mountains of Greece to Roman shipwrecks in the deepest trenches of the Mediterranean Sea. The broad range of evidence will also highlight the diverse archaeological methodologies used to uncover and interpret these remains. *Three credit hours.* H. JARRIEL

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

CL151j 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.* H. ROISMAN

[CL171] Liar, Liar! Homer's Odysseus Through tall tales and bold-faced lies, Odysseus reinvents himself to suit every audience and situation. His adaptability and elastic sense of the truth are the keys to his success and survival. How could a liar like Odysseus become one of the best-known and most admired heroes of the ancient world? Why did the *Odyssey* become an integral part of ancient literature education? Readings include translations of the *Odyssey*, the *Iliad*, and secondary literature on Homeric poetry. *Three credit hours.* L.

[CL234] In Search of a Strong Man: Greece in the Fourth Century The fourth century BCE was a transition period for the Greeks. They were forced to reassess basic values relevant to their political systems, their ways of life, and their relationship with non-Greeks. They reexamined 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. *Four credit hours.* H, I.

[CL236] Roman Legends and Literature Through reading the works of selected Roman authors in translation, an examination of major concepts in mythology: cosmogony, the hero, the interplay of legend and history, etc. Analyze the great stories of classical myth in Roman epic, tragedy, comedy, elegy and lyric. Open to first-year students. *Four credit hours.* L.

[CL240] The Tragic Hero: The Drama of Sophocles Aristotle considered Sophocles the most sublime of the great Greek tragedians. The Sophoclean heroes are self-destructive by nature, beset by doubts, constrained by fate, and hobbled by an ambiguous code of honor. Their motives reveal human fragility behind the heroic facade. Among other tragedies, readings include *Oedipus the King*, *Antigone*, *Ajax*,

and *Electra*. Open to first-year students. *Three credit hours.* L.

[CL242] Tragedies of Passion: Euripides Euripides's tragedies show the effects of passion and reason on human actions. His characters are not only ambiguous about their choices but often act contrary to their professed intentions. Reading from a selection of plays, such as *Medea*, *Hippolytus*, *Bacchae*, *Alcestis*, *Helen*, *Trojan Women*, *Hecuba*, and *Electra*, as well as secondary literature on Greek tragedy. Open to first-year students. *Three credit hours.* L.

[CL244] 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.

CL341f Athenian and American Law and Jurisprudence Aims to make students familiar with key aspects of Athenian and American law, the meaning of justice in both civilizations, and how Athenian and American trials have been conducted. Students analyze cases of homicide, assault, sexual misconduct, tort and property, insult and libel in Athenian and American courts and compare and contrast their legal, social, and ideological underpinnings. Students also examine the rhetoric of presenting a case in court, constructing mock trials in which they play the roles of prosecutor, defendant, witness, and juror in both systems. Co-taught with Maine Supreme Course Justice J. Jabar. *Four credit hours.* S. JABAR, ROISMAN

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

COMPUTER SCIENCE

Chair, Professor Bruce Maxwell

Professors Dale Skrien and Bruce Maxwell; Associate Professor Stephanie Taylor; Assistant Professors Caitrin Eaton and Ying Li; Visiting Assistant Professor Zadia Codabux

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 have the ability and experience to enable and to produce 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 students progress through the major.

The computer science major prepares students for graduate work in computer science and related areas and for 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, music, 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 or 152 in their first year.

Requirements for the Major in Computer Science

Computer Science 151 or 152, 231, 232, 251, 333, and 375 or 378; one elective numbered 200 or above; two electives numbered 300 or above; one elective numbered 400 or above; and one 200-level mathematics or statistics course. Students may count only Computer Science 151 or 152, 231, and 251 toward both the computer science major and any interdisciplinary computation major.

Requirements for the Honors Program in Computer Science

An honors program is available for students who wish to pursue a topic more deeply. Students must have a grade point average of at least

3.6 in all computer science courses numbered 200 or higher and complete a yearlong, preapproved honors project (Computer Science 483 and 484) of at least seven credits, culminating in both a written paper and a colloquium presentation. Four credits of the honors project satisfy 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

One Computer Science course numbered 150 or above, 231, 251, one course numbered 200 or above, one course numbered 300 or above, and a capstone experience. The capstone experience can be either (a) a course numbered 400 or above, or (b) a four- (or more) credit independent study with a significant computing component in the student's major department. Option (b) 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.

A minor in data science is described in the "Data Science" section of the catalogue.

Requirements for the Majors in Interdisciplinary Computation

Listed under "Biology" (as Computational Biology), "Environmental Studies," "Music," and "Theater and Dance."

Course Offerings

CS151fs Computational Thinking: Visual Media 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. They will learn about abstraction, how to divide and organize a process into appropriate components, how to describe processes in a computer language, and how to analyze and understand the behavior of their programs. The projects will focus on manipulating images or generating complex and interesting scenes and animations each week through writing well-constructed programs. *Four credit hours.*

Q. EATON, SKRIEN

CS152fs Computational Thinking: Science 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. They will learn about abstraction, how to divide and organize a process into appropriate components, how to describe processes in a computer language, and how to analyze and understand the behavior of their programs. The projects focus on: (1) reading, writing, managing, and analyzing data; (2) modeling ecological systems using population and agent-based approaches; and (3) simulating physical systems with gravity and collisions. *Four credit hours.*

Q. CODABUX, SKRIEN

CS231fs 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 or 152. *Four credit hours.*

Q. CODABUX, LI, TAYLOR

CS232f 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 components are designed and built on several levels, including the design of electrical components, machine language, and assembly language. They also learn to program in assembly language for one or more simple 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 231. *Four credit hours.*

LI

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

Computer Science 231. Mathematics 253 required for section B only. *Four credit hours.*

EATON, TAYLOR

[CS267] Interactive Digital Media Digital forms of text, sound, images, and video enable rapid communication and manipulation of large amounts of information. Digital sensors provide easy access to information about the environment. Connecting sensors with digital media

enables the creation of artistic installations with dynamic narratives that respond to a user's actions. Students will learn to manipulate digital media and collect sensor data using both applications and their own computer programs. By combining the two, they will create their own artistic installation and demonstrate it at the end of the term. *Prerequisite:* Computer Science 151, 152, or 231. *Three credit hours.* **A.**

[CS269] Computer Game Design Focuses on the process of taking stories, situations, puzzles, or challenges and defining them so a computer can execute the construct within which the game resides. Students will design a 2-D computer game using a standard game engine. Topics include game design, artistic concepts, image manipulation, game scripting, and artificial intelligence. 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 151 or 152. *Three credit hours.*

[CS321] Computer Networks and Security An introduction to key concepts in computer and data networking from both operational and security perspectives. Topics include data networking protocols, common network architectures, the Internet, computer and network threats, and applied network and system security. Topics will be applied and compared to real-world examples that help form perspectives on the modern networked world, its history and future, and its broader role in the information age. Students will engage the material through programming projects and written assignments. *Prerequisite:* Computer Science 231. *Four credit hours.*

CS325j Web Programming The art and science of building dynamic (interactive) websites. Students will learn the fundamentals of the Internet and its HTTP/TCP/IP protocols, HTML and CSS, and how to use them to create well-designed web pages that follow industry standards. They will learn to program in JavaScript to create client-side dynamic web pages, in PHP or another language to create server-side dynamic web pages, and in SQL to create, access, and modify a relational database. Finally, they will learn about XML, DOM, and AJAX, and how to use them to add Web 2.0 features to web pages. *Prerequisite:* Computer Science 231. *Three credit hours.*
SKRIEN

[CS331] Computer Networks An introduction to fundamental concepts of computer networks and widely used networking technologies. Topics include application protocol design; principles of congestion and error control protocols; network routing; local, wireless, and access networks; and network programming. The Internet suite of protocols will be discussed in depth. Students will engage the material through programming projects and written assignments. *Prerequisite:* Computer Science 231 and 232. *Four credit hours.*

CS333fs 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.* LI, MAXWELL

CS336s 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

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

CS351s 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.*
MAXWELL

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

projects. *Prerequisite:* Computer Science 231. *Four credit hours.*

[CS363] Robotics Addresses the problems of controlling and motivating mechanical devices to act intelligently in dynamic, unpredictable environments. Major topics will include sensing, navigation and control, mapping and localization, robot perception using vision and sonar, and robot kinematics. In addition to short homework assignments, more extensive projects will be undertaken using both existing software and implementing students' 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 231 and 251. *Four credit hours.*

[CS365] Computer Vision Investigates designing computer programs that extract information from digital images. Major topics include image formation and acquisition, gray-scale and color image processing, image filters, feature detection, texture, object segmentation, classification, recognition, and motion estimation. Students are introduced to classic and contemporary vision techniques with examples for homework and programming assignments drawn from biological and medical imaging, robotics, augmented reality, and digital photography. They will develop a medium-scale vision system using data from active research projects at Colby. *Prerequisite:* Computer Science 231 and 251. *Four credit hours.*

CS375s 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

CS378f 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.* SKRIEN

CS397f Software Engineering I An introduction to the concepts of software engineering. Starts with development life cycle models, such as agile development, and then continues to cover project planning, requirements specification, object-oriented analysis and design, software testing techniques, software maintenance, and configuration management. Students will learn these concepts by working in teams to apply them to real-world software design problems and develop software applications. *Prerequisite:* Computer Science 231. *Four credit hours.* CODABUX

[CS431] Advanced Computer Networks Students will learn the fundamental concepts of wireless sensor networks, study current research in depth, and explore novel ideas in this area. In the first stage, students will read papers, learn commonly used networking tools, and write reports. In the second stage, they will work in groups to propose, research, write, and orally present a standard IEEE/ACM conference paper. *Prerequisite:* Computer Science 331. *Four credit hours.*

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

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

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

designs in an iterative design process. *Prerequisite:* Computer Science 232 (may be taken concurrently) and 361. *Four credit hours.*

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

MAXWELL FACULTY

[CS483J] Honors Research in Computer Science *Noncredit.*

CS491f, 492s Independent Study Independent study in an area of computer science of particular interest to the student. *Prerequisite:* Permission of the instructor. *One to four credit hours.* FACULTY

CS498s Software Engineering II Students will apply the concepts and techniques studied in Software Engineering I to a software project. Students will capture and analyze requirements and design, implement, and test an application following software engineering best practices. Students will learn how to continuously improve their software through maintenance activities such as program comprehension and re-engineering and will be exposed to some of the latest research in software engineering. *Prerequisite:* Computer Science 397. *Four credit hours.* CODABUX

CREATIVE WRITING

In the Department of English

Director, Professor Michael Burke

Advisory Committee: Professors Michael Burke and Debra Spark; Visiting Professor Catherine Marvin; Associate Professor Adrian Blevins; Assistant Professor Sarah Braunstein

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 in the “English” section of 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 prepare students who are considering graduate programs in creative 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, 280, 378, 379, 380, 382, 386, 478, and 479. With permission, a student may substitute an independent study or honors thesis for a workshop. Students may count Theater and Dance 141 (Beginning Playwriting) as one of their creative writing workshops.

In addition, the creative writing minor requires the student, in consultation with the minor advisor, to complete three courses in English and American literature. One of these courses may be at the 200 level. The other two must be at the 300 or 400 level. Students should consider their writing interests when picking a literature course. For instance, a fiction writer might want to study 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.

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 to develop creative writing skills. The requirements for the concentration are specified in the “English” section of this catalogue.

DATA SCIENCE

In the Departments of Computer Science and of Mathematics and Statistics

The data science minor equips students with the analytical tools and capacities needed to interact with real-world data in a research environment that is changing and growing very quickly.

Requirements for the Minor in Data Science

Completion of seven courses, including Computer Science 151 or 152, 231, and 251; Mathematics 122 or 162; Statistics 212 and 321; and one of the following: Computer Science 341, 363, 365, Mathematics 253, Statistics 306, 308. A student majoring in economics or psychology who has completed the second semester of the respective statistics/methods sequence need not take Statistics 212. A student majoring in computer science, mathematical sciences, or mathematical sciences with a concentration in statistics may not minor in data science. A student minoring in data science may not minor in computer science nor in statistics.

EAST ASIAN STUDIES

Chair, Professor Kimberly Besio

Professors Kimberly Besio (Chinese), Tamae Prindle (Japanese), Nikky Singh (Religious Studies), and Ankeney Weitz (Art); Associate Professors Hideko Abe (Japanese), James Behuniak Jr. (Philosophy), Walter Hatch (Government), Steven Nuss (Music), and Hong Zhang (Chinese); Assistant Professors Daniel LaFave (Economics), and Fang Wang (Chinese); Teaching Assistants Wen-hui Chen (Chinese), and Akari Shibata (Japanese)

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

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

A major in East Asian studies will achieve an ability to communicate effectively in English and an East Asian language, to critically interpret texts, to 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

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 one 400-level Japanese course; or Chinese 128, 321, and 322 or one 400-level Chinese course); one capstone course, East Asian Studies 493, taken only in the fall semester of 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 six courses: one introductory comparative course (East Asian Studies 150); two language courses at or above the 126 level in either Chinese or Japanese; three non-language courses, one at the 200 level, one at or above the 200 level, and the third at the 300 level or above. Courses may be selected from offerings in anthropology, art, economics, government, history, literature, music, philosophy, and religious studies courses on East Asia. With the exception of one introductory comparative course, no content course at the 100 level will count toward the minor.

Courses Approved for the Major in East Asian Studies

Art

- 173 East Asian Art and Architecture to 1300
- 174 East Asian Art and Architecture, 1300 to the Present
- 276 Zen and the Arts in Asia
- 393 Museum Practicum (when appropriate)

Anthropology

- 339 Asian Pacific Modernities

Chinese

- All courses offered

East Asian Studies

- All courses offered

Economics

- 279 Economic Rise and Future of China

Government

- 256 Introduction to East Asian Politics
- 355 Winners and Losers in Chinese Politics
- 356 Winners and Losers in Japanese Politics
- 357 Political Economy of Regionalism

History

- 250 History of Modern China: Everyday Life and Revolution
- 352 Asian Migrations
- 354 Skin-scapes: Beauty, Skin, and Cosmetics in East Asian History

Japanese

- All courses offered

Music

- 254 Music of Meditation
- 275 Cultured Tough Guys: Samurai Devotion, Music, Poetry, and Art

Philosophy

- 265 Chinese Philosophy

Religious Studies

- 212 Religions of China, Japan, and Tibet

Course Offerings

[EA120] Made in China Listed as History 120. *Four credit hours.* **H, W1.**

EA150f 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.** WEITZ

EA212f Religions of China, Japan, and Tibet Listed as Religious Studies 212. *Four credit hours.* **S.** SINGH

EA221s Second Language Pedagogy An introduction to current research and theory in the area of second language acquisition (SLA). Students will gain an understanding of theories of SLA; the similarities and differences across first and second language acquisition; and the role of individual differences in language learning (including age, first language, and aptitude, among others). Students will also become familiar with the implications for SLA of sociolinguistic differences for English across time and space in the United States. Intended for

students who are interested in second language learning and teaching. **Origins humanities lab.** *Four credit hours.* WANG

EA231s 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. *Prerequisite:* W1 course. *Four credit hours.*
L. BESIO

[EA240] Japanese Animation: Sensitivity to Differences Study of the art forms and Japanese/human culture in six Japanese animé, spanning the time frame of WWII through the future cybernetic age. Students will be asked to pry out the meanings that are embedded in the artistic expressions. *Prerequisite:* Any W1 course. *Four credit hours.* A.

EA250f History of Modern China: Everyday Life and Revolution Listed as History 250. *Four credit hours.* H, I. PARKER

[EA251] Gender Politics in Chinese Drama and Film A historical survey of Chinese drama and film from the 13th century to the present with a focus on representations of gender and sexuality. Paired readings of major works from various genres that make up the Chinese dramatic tradition with viewing of modern and contemporary films are informed by reading secondary scholarship in order to place these works and their portrayals of gender and sexuality in their historical and cultural contexts. Students will hone analytical skills and improve their ability to communicate insights both orally and in writing. *Three credit hours.* L.

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

EA253f Three Kingdoms in Chinese Literature China's Three Kingdoms Period (220-280 BCE) inspired thrilling stories that were told and retold in the following centuries, in China and throughout Asia. By tracing the migration of the Three Kingdoms story cycle over time and space, students will acquire an understanding of the continuing legacy of traditional Chinese culture up until the present, and will become familiar with the defining characteristics and formal requirements of the major genres within Chinese literature. Course goals include the development of critical thinking and research skills, as well as the ability to communicate insights effectively, orally and in writing. *Prerequisite:* Any W1 course. *Four credit hours.* L. BESIO

EA256s Introduction to East Asian Politics Listed as Government 256. *Four credit hours.* S. HATCH

EA261s 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. ABE

EA263s Buddhism across East Asia Introduces students to the histories, texts, material culture, and practices of Buddhism in East Asian cultural settings. The spring 2018 offering will focus on Chan/Son/Zen traditions in China, Korea, and Japan. Is there really such a thing as Zen? To answer this question we will do intensive reading of key primary texts (such as the *Platform Sutra*) and important historical and critical secondary works. *Four credit hours.* L. ORZECH

EA265f Chinese Philosophy Listed as Philosophy 265. *Four credit hours.* BEHUNIAK

[EA268] Politics of Satire and Humor in Modern China Explores the evolving role of satire, jokes, and comics in modern China from the Republican Period (1912-48) to Maoist China (1949-78) and reform-era China (1978-present). Particular attention to new and historical forms and targets of Chinese political humor as a way to understand changing state-society relations. Should the proliferation of political humor on the Internet be seen as a sign of new political openness or a part of everyday forms of resistance under authoritarian rule in contemporary China? *Four credit hours.* S, I.

EA273f Survey of East Asian Art, to 1300 Listed as Art 173. *Four credit hours.* A. WEITZ

EA274s Survey of East Asian Art, 1300 to the Present Listed as Art 174. *Four credit hours.* A. WEITZ

EA275s Cultured Tough Guys: Samurai Devotion, Music, Poetry, and Art Listed as Music 275. *Four credit hours.* A. NUSS

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

[EA277] Culture of Cuteness: Japanese Women Surveys the diverse experiences of Japanese womanhood. While the stereotypical image of Japanese women being humble and reserved persists, we will challenge these images by examining how Japanese women manipulate their gender roles to negotiate their power and status both within and outside the family system. We will also examine the complex factors that frame the phenomena of "cuteness" in Japan. By exploring the diversity of Japanese women's everyday lives, we will analyze how the notion of cuteness has been explored and/or rejected and how a broader band of girl culture extends to adult women and their power as consumers. All readings are in English. *Four credit hours.* S, D, I.

[EA278] Language and Gender An examination of how the field of sociolinguistics has been developed and studied with a focus on the relationship between language and gender. Looks at specific linguistic practices that speakers of various languages (mainly Japanese, English, and Chinese) manipulate to negotiate their gender identities and power. All readings in English. *Four credit hours.* S, I.

[EA279] Economic Rise and Future of China Listed as Economics 279. *Four credit hours.* I.

EA332j Masterpieces: Modern Japanese Novels An appreciation and examination of masterpiece novels and short stories written by eight illustrious Japanese writers, including two Nobel Prize laureates. Cultivation of the students' sensitivities to the feelings and values questioned by Japanese novelists. Examination of the novels as works of literature, aided by published scholarship in the fields of literary philosophical, psychoanalytic, historical, and socio-anthropological studies in Japan and the West. Each student will verbally express those findings to an audience, and write a high-quality analysis paper. *Three credit hours.* L, I. PRINDLE

[EA339] Asian Pacific Modernities Listed as Anthropology 339. *Four credit hours.*

[EA352] Asian Migrations Listed as History 352. *Four credit hours.* H, I.

EA353f Globalization and the Rise of China Globalization refers to a variety of political, economic, cultural, and social changes 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:* Anthropology 112 or East Asian Studies 150 or Government 131 or History 250. *Four credit hours.* S. ZHANG

[EA354] Skin-scapes: Beauty, Skin, and Cosmetics in East Asian History Listed as History 354. *Four credit hours.* H, I.

EA355s Aging and Public Policy in East Asia Examines how the family system, household structure, and power relations have changed in East Asian societies as the region has experienced rapid industrialization, urbanization, mobility, and population aging in recent decades. Using ethnographic studies from Korea, Japan, and China, we will explore how changing demographic trends and broader societal transformations reshape the nature of family relationships, community involvement, the Confucian age-reverent tradition, public policy and debates on care-giving patterns, and aging experiences in each of these countries. *Four credit hours.* S, I. ZHANG

[EA356] Winners and Losers in Japanese Politics Listed as Government 356. *Four credit hours.* I.

[EA357] Winners and Losers in Chinese Politics Listed as Government 355. *Four credit hours.* I.

EA358s Political Economy of Regionalism Listed as Government 357. *Four credit hours.* HATCH

EA398s History of Chinese Feminism Listed as History 398B. *Four credit hours.* H, I. PARKER

EA483j 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 3.5 major average, and permission of a faculty mentor. *Three or four credit hours.* FACULTY

[EA483J] Honors Project Noncredit.

EA491f, 492s Independent Study Individual study of special problems in East Asian civilization, offered in the departments that participate in the program. *Prerequisite:* Permission of the instructor. *One to four credit hours.* FACULTY

EA493f Seminar: 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. 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.* BESIO

ECONOMICS

Chair, Professor Michael Donihue

Associate Chair, Professor Randy Nelson

Professors Michael Donihue, David Findlay, Patrice Franko, Lori Kletzer, Randy Nelson, and Douglas Terp; Associate Professors Samara Gunter, Timothy Hubbard, and Andreas Waldkirch; Assistant Professors Linwood Downs, Daniel LaFave, Robert Lester, Lindsey Novak, and James Siodla; Visiting Assistant Professors Rachel Bouvier, Youngseok Park, and Jean Paul Rabanal.

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 finance to the cyclical nature of a country's aggregate production.

Economics classes emphasize theoretical modeling, empirical analysis, and critical thinking. After completing core courses in microeconomic and macroeconomic theory, students choose from a wide variety of electives. Economics majors may elect a concentration in financial markets. 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**, 293, and 393; one economics senior seminar; three additional elective courses in economics at the 200 or 300 level; at least two of these elective courses must be at the 300 level and at least one 300-level elective must be completed at Colby; Mathematics 121* or 161*, or equivalent. The two-course sequence Mathematics 381, Statistics 382 may be substituted for Economics 293.

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

Economics 121, 133*, 134*, 211, 212, 223**, 224**, 293, and 393; one economics senior seminar; two additional elective courses in economics at the 300 level; at least one 300-level elective must be completed at Colby; Mathematics 121* or 161*, or equivalent. The two-course sequence Mathematics 381, Statistics 382 may be substituted for Economics 293.

Requirements for the Major in Economics-Mathematics

Note that the Economics-Mathematics major will no longer be offered for the Class of 2021 and beyond.

Economics 133*, 134*, 223**, 224**, 293, 336, and 393; one economics senior seminar; one 300-level elective course, Mathematics 122* or 162*; Mathematics 253 and two additional elective courses selected from Mathematics 274 or any 300-level mathematics or statistics courses. The two-course sequence Mathematics 381, Statistics 382 may be substituted for Economics 293 and one of the additional 300-level mathematics courses.

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

Note that the Economics-Mathematics major with a Concentration in Financial Markets will no longer be offered for the Class of 2021 and beyond.

Economics 121, 133*, 134*, 211, 212, 223**, 224**, 293, 336, and 393; one economics senior seminar; one 300-level elective course; Mathematics 122* or 162*; Mathematics 253 and two additional elective courses selected from Mathematics 274 or any 300-level

mathematics or statistics course. The two-course sequence Mathematics 381, Statistics 382 may be substituted for Economics 293 and one of the additional 300-level mathematics courses.

A student may elect only one of the majors offered by the Economics Department.

* Beginning with the Class of 2018, students who do not complete Economics 133 and 134, as well as one of the calculus courses required for the majors with a grade of C- or above, may not enroll in Economics 223.

** 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) 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 elective course must be taken at Colby regardless of the number and level of credits transferred from your study abroad.

Students who wish to do graduate work in economics are encouraged to consider enrolling in Economics 336 and taking additional courses in mathematics, especially Mathematics 253, 274, 311, 338, 381, and Statistics 382.

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

Senior Thesis and Honors in Economics and Economics-Mathematics

Students wishing to further their economics training with a yearlong research project may register for Economics 491 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 by enrolling in Economics 484. Those completing Economics 484 with at least an A-, and who have maintained a GPA in the major of at least 3.50, are entitled to graduate with honors in the major. Another option, the Senior Thesis, is available to students who want to do a yearlong research project but do not meet the GPA requirement for honors. These students should enroll in Economics 491 followed by Economics 482. Further details can be obtained from the department.

Requirements for the Minor in Managerial Economics

Economics 121, 133, 134, 211, 221***, and one elective course in economics at the 200 or 300 level. Also Statistics 212; or Mathematics 381 and Statistics 382; or Psychology 214 and 215; or Sociology 271; or Government 281; or equivalent. Independent studies and Economics 345 cannot be used to fulfill the elective course requirement. No economics courses listed for the minor may be taken satisfactory/unsatisfactory. A faculty-supervised internship experience is recommended. The minor may not be combined with any of the majors offered by the Economics Department.

*** If Economics 223 was taken prior to declaring a managerial economics minor, Economics 221 is not required.

Course Offerings

EC117j 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. Previously listed as Administrative Sciences 231. Does not count toward the economics majors or minors. *Prerequisite:* Junior or senior standing. *Three credit hours.* LARGAY

EC121fs 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. Previously offered as Administrative Science 221. Does not count toward the Economics and Economics-Mathematics majors. *Four credit hours.* DOWNS

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

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

EC171j Global Financial Markets An investigation of global financial markets and their effect on the world's domestic economies. We will define and explore the primary components of global financial markets, analyze the roles of the public and private sectors in the markets, and develop recognition of the linkages between financial market events in disparate markets to underlying non-financial economies. We will also provide an introduction to esoteric financial instruments and techniques such as credit default swaps, securities lending, and others. Does not count toward the economics majors or minors. Previously offered as Economics 197 (2014). *Three credit hours.* ATKINSON

EC211f 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. Previously offered as Administrative Science 311. *Prerequisite:* Economics 134. *Four credit hours.* NELSON

EC212s 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:* Economics 121 and 211. *Four credit hours.* NELSON

EC214s 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 134 and a W1 course. *Four credit hours.* **W2, I.** FRANKO

EC221fs Managerial Economics The application of economic tools to managerial problems in business, finance, and management. Topics include production theory, firm structure, pricing, competition, strategic behavior, information, risk, and uncertainty. Students will use microeconomic models to think systematically about managerial decisions and gain insight on associated policy implications. Concepts will be grounded in a wide range of applications from the private, public, and nonprofit sectors. Does not count toward the economics majors. Credit cannot be earned for both Economics 221 and 223. *Prerequisite:* Economics 134. *Four credit hours.* DOWNS, LIBBY

EC223fs Microeconomic Theory The theory of the pricing, distribution, and allocation of resources in a market economy. Emphasis placed on the various meanings of economic efficiency. *Prerequisite:* Economics 133, and one of Mathematics 102, 121, 122, 161, 162, or equivalent; sophomore standing. Beginning with the Class of 2018, students must complete each prerequisite course with a grade of C- or above. *Four credit hours.* GUNTER, HUBBARD

EC224fs Macroeconomic Theory Devoted to the development and examination of various theoretical frameworks to explain fluctuations in output, interest rates, exchange rates, unemployment, inflation, and economic growth in a globally interdependent economy. Continued study of the theoretical development of macroeconomic models and further refinement of understanding the effectiveness and optimality of macroeconomic policy. Students gain an understanding of the importance of expectations, the determination of asset prices (e.g., bond and stock prices), the relationship between financial markets and the macroeconomy, and the implications and limitations of models and policies. *Prerequisite:* Economics 134 and 223. *Four credit hours.* FINDLAY, LESTER

EC231fs 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 and sophomore or higher standing. *Four credit hours.* BOUVIER GUARNA, PARK

EC235s Organizational Strategy and Economics An integrative introduction to the dynamic, strategic decision-making process as applied in a variety of organizations, including businesses, nonprofits, and NGOs. Through readings, lecture, and case study discussion we explore the process of evaluating organizations, value models, competition, and markets so as to develop strategies that can be successful and adaptive over time. Supporting topics in organizational evolution, innovation effects, competitor response, offensive and defensive tactics, and sources of strategic failure and success are also reviewed. The economic underpinnings of strategy development are reinforced throughout. *Prerequisite:* Economics 134. *Four credit hours.* DOWNS

[EC252] 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 134. *Four credit hours.* **H.**

EC253j Technology, Education, and Labor Markets Introduces students to particular theories from labor economics including the supply and demand for labor, human capital accumulation, and migration. Using these theories we will study the evolution of educational attainment in America over the 20th century and the interaction between technological progress and education. Particular emphasis will be placed on current policy debates such as higher education subsidies, the size and scope of the social safety net, and urban development programs. *Prerequisite:* Economics 134. *Three credit hours.* **LESTER**

[EC256] Economics of Crime Proceeds from the assumption that criminals are rational to the extent that higher costs of crime will lower criminal activity. Use of economic models to examine topics such as the criminal justice system, law enforcement, markets for drugs and other illegal goods and services, and organized vs. disorganized crime. Major projects include creation of a data portfolio examining one of several sources of national crime data using tables, graphs, and statistical relationships and policy analysis papers drawing on the economic literature to evaluate the effectiveness of anticrime policies and the efficiency of criminal justice resource allocation. *Prerequisite:* Economics 134 and sophomore or higher standing. *Four credit hours.*

EC258s Economic History of the United States Traces the structure and performance of the American economy through time. The focus is on applying the tools and methods of economics to the study of historical events from colonial times to World War II, including the American Revolution, slavery, the westward movement, the Civil War, and the Great Depression. Topics include the roles of agriculture, trade, migration, technology, banking, institutions, transportation, and labor in the development of the American economy. *Prerequisite:* Economics 134. *Four credit hours.* **H. SIODLA**

[EC273] Economics of Globalization Development and application of economic tools of international trade and finance to understand the puzzle of a globally integrated economy. Lectures and student presented debates on key international economic issues, and weekly case studies, focus on policy dilemmas in the global economy. Through readings and debate students learn to assess the validity of contemporary writing on international economics. Specific topics include the Doha development round, trade pacts, the euro crisis, changing geometries of international economic power, global imbalances, the changing role of multinationals (including emerging market giants), and the role of corporate social responsibility in addressing poverty. *Prerequisite:* Economics 134. *Four credit hours.* **W2.**

EC278s Joules to Dollars Explores economic issues defined by energy science, focusing on tradeoffs that accompany both renewable and nonrenewable energy systems. Students develop a capacity for the analysis of equivalent units of energy based on an understanding of thermodynamics and fuel types. Armed with a foundational knowledge of energy science, students employ a behavioral framework to evaluate the economics of alternative energy technologies and policy proposals for addressing environmental tradeoffs associated with energy use. Includes fieldwork, project-based cooperative learning, oral and written presentations, in-class homework assignments, quizzes, and exam. Lecture and laboratory. *Prerequisite:* Economics 133, and Chemistry 131, 141, 145, or 147. *Four credit hours.* **N. DONIHUE, KING**

[EC279] Economic Rise and Future of China Explores the historical path, current position, and future prospects of the Chinese economy. Examines the dynamics of China's recent economic success, drawing on economic analysis and recent research to understand current policy questions related to China and its role in the global economy. Students will engage with pressing issues through readings, debates, written assignments, and in-class discussions. Specific topics include Chinese monetary and trade policy, population change and the environment, science and technology policy, migration and the rural-urban divide, and the sustainability of China's growth. *Prerequisite:* Economics 133. *Four credit hours.* **I.**

EC293fs Research Methods and Statistics for Economics Provides students with the fundamental ability to understand and carry out research in economics. Covers the use of basic statistical methods, probability, and regression analysis in the description and interpretation of economic data. Students practice the application of these techniques working with powerful statistical software. *Prerequisite:* Economics 134 and Mathematics 121, 122, or equivalent. *Four credit hours.* **NOVAK, WALDKIRCH**

EC297f Economics as Experimental Science The methodology and advantage of using experimental methods in economics. We will review the main findings pertaining to markets, human social behavior, and rationality. Students participate in classroom demonstration experiments, study lab techniques, survey recent applications in many fields, and design an original experiment. *Prerequisite:* Economics 133. *Four credit hours.* **RABANAL**

EC318s Economics of Global Health Explores global healthcare and health insurance markets from a consumer's perspective. Applies health insurance theory to systems across the globe. We will read and discuss current literature about health phenomena in both developed

and developing countries. Students will learn to analyze behaviors from an economic perspective by, for example, evaluating how responsive demand for health inputs is to changes in the price of those inputs, exploring how information affects health behaviors, and determining the value of health insurance. Students will apply their understanding to in-class exams and to a final research paper. *Prerequisite:* Economics 223; and 293 (may be taken concurrently). *Four credit hours.* NOVAK

[EC331] Industrial Organization and Antitrust Economics An examination of the structure, conduct, and performance of American industries to determine if the market process efficiently allocates resources to meet consumer demand. An economic analysis of antitrust laws, and an evaluation of their performances with reference to specific industries and cases. *Prerequisite:* Economics 223. *Four credit hours.*

EC335f Topics in Economic Development An examination of current economic issues faced by developing countries and an introduction to the study of development economics. Topics covered in detail include the concepts and measurement of economic development, human capital over the life course, gender and household decision making, microcredit and insurance, inequality and development, the role of institutions and the state, debates over the effectiveness of foreign aid, and international migration. For each topic, we seek to understand the factors and constraints influencing economic decision making in developing countries. *Prerequisite:* Economics 223 and 293. *Four credit hours.* LAFAVE

EC336f Mathematical Economics Advanced economic theory designed to give students the fundamental mathematical tools necessary to understand and analyze advanced economic models. Topics include constrained and unconstrained optimization, differential and difference equations, and dynamic optimization. Emphasis will be placed on economic applications including producer theory, consumer choice under certainty and uncertainty, and dynamic models. *Prerequisite:* Economics 224, Mathematics 253, and either Mathematics 122 or 162. *Four credit hours.* LESTER

EC338f Money, Banking, and Monetary Policy Students are introduced to the interpretation, role, and determination of interest rates, as well as the theory of consumption/saving, the theory of risk aversion, portfolio theory, the risk structure of interest rates, and the term structure of interest rates (i.e., the yield curve). We will then examine the behavior, structure, and regulation of the banking industry. Finally, students will examine monetary theory and policy with particular emphasis on the implementation of policy by the Federal Reserve. Emphasis on the theoretical, empirical, and policy-related aspects of these issues. *Prerequisite:* Economics 224, and either 293 or Mathematics 231 or 382 or Statistics 382. *Four credit hours.* FINDLAY

[EC341] 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.*

EC345fs Research in Economics An analytical, not descriptive, research paper in economics, to be coordinated with an elective economics course in which the student is concurrently, or previously has been, enrolled. *Prerequisite:* Economics 224 and permission of the instructor. *Three credit hours.* FACULTY

EC348f Economic Growth Introduces students to the theory of economic growth. We will primarily be concerned with how economists measure differences in living standards across countries and over time and how they explain these differences in living standards. Students will learn how to work with models of economic growth and evaluate these theories by using publicly available data. An important part is devoted to obtaining, preparing, and presenting data on cross-country income differences. *Prerequisite:* Economics 224. *Four credit hours.* LESTER

EC351s 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 and a W1 course. *Four credit hours.* W2. GUNTER

EC353f Urban and Regional Economics Provides an in-depth perspective on the economic activity of cities and regions. The focus is on the use of economic theory to explain various urban phenomena with an emphasis on the role cities play in greater economic development. Specific topics include economic reasons for the existence of cities and specialized regions, urban spatial structure, urban sprawl, housing, local public goods and services, pollution, and urban quality of life. *Prerequisite:* Economics 223. *Four credit hours.* SIODLA

[EC355] 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.*

EC378f 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 224. *Four credit hours.* WALDKIRCH

EC379s 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. *Four credit hours.* HUBBARD

EC393fs Econometrics An introduction to quantitative methods used for the analysis of economic phenomenon, covering the theoretical development of the ordinary least squares regression framework, tools for model specification and estimation, hypothesis testing, methods for correcting errors in parameter estimation, and the analysis of econometric results in the context of a wide range of empirical applications. Through lab exercises and a final empirical project, develops model-building skills, builds confidence in applying econometric methods to real-world data, deepens the understanding of statistical inference, and improves the capacity for communicating econometric results. *Prerequisite:* Economics 223, and either 293, Mathematics 231 or 382, or Statistics 231 or 382. *Four credit hours.* DONIHUE, LAFAVE

EC398s Experimental Finance Exploration of how classical and modern financial theory can be analyzed using experimental methods. Students will review asset pricing models in complete and incomplete markets, consumer/investor financial decisions, and management decisions in corporate finance. Students will participate in classroom demonstration experiments, study lab techniques, and design an original financial experiment. *Prerequisite:* Economics 211 and 223. *Four credit hours.* RABANAL

EC470f Seminar: The City in Economic History Since its founding, the United States has steadily become urbanized. What economic forces have caused people to move to cities? Can history explain today's urban locations and spatial patterns? Focusing primarily on U.S. urban growth since 1800, students will read, present, and discuss academic articles on topics such as suburbanization, zoning, local infrastructure investment, urban quality of life, housing, and racial and economic inequality. Students will build the economic models and tools necessary to complete an original empirical research paper in urban economic history. *Prerequisite:* Economics 224, 393 (may be taken concurrently), and senior standing as an economics major. *Four credit hours.* SIODLA

EC471s Seminar: Global Production Many goods and services include components that are produced in multiple countries. Global production chains are organized within multinational enterprises or may take place through contractual arrangements. Studies the determinants of cross-border investment and production and their implications for the welfare of people in all countries. Readings are drawn largely from recent original research papers. An original empirical research project provides a deeper understanding of how economic research is conducted and evolves. Oral communication skills are developed through class discussion, presentations, and debates. *Prerequisite:* Economics 224, 393 (may be taken concurrently), and senior standing as an economics or global studies major. *Four credit hours.* WALDKIRCH

EC473s Seminar: Economic Forecasting An introduction to forecasting methods with an emphasis on macroeconomic time series analysis. Topics include exploratory data analysis, exponential smoothing, time series decomposition, ARIMA modeling, econometric modeling, and the analysis of forecast errors. *Prerequisite:* Economics 224, 393 (may be taken concurrently), and senior standing as an economics major. *Four credit hours.* W3. DONIHUE

EC475f Seminar: Economics of Global Health Exposes students to emerging issues in the economics of global health. By integrating economic theory and recent empirical work using detailed survey data and experiments, we analyze problems facing developing populations and policies aimed at their solutions. We consider extreme poverty and hunger, child mortality, health-care delivery and provider quality, and the relationship between income, poverty, and health. Attention will also be given to global health policy and empirical evidence of the success or failure of policies that target maternal and infant health, anemia, HIV, and malaria. Relies heavily on applying concepts covered in statistics, econometrics, and intermediate microeconomics to reading, discussing, and conducting empirical research. *Prerequisite:*

Economics 224, 393 (may be taken concurrently), and senior standing as an economics major. *Four credit hours.* LAFAVE

EC478s Seminar: U.S. Social Safety Net Many domestic spending programs have a goal of improving the well-being of low-income citizens. What challenges does the government face when designing these programs and how do they alter behavior? Students will read and discuss scholarly research on topics including welfare, Medicaid, education, Social Security, the earned income tax credit, and personal income taxation. Students will also write an original empirical research paper. Emphasis on analyzing existing research and developing new research ideas using differences-in-differences methodology. *Prerequisite:* Economics 224, 393 (may be taken concurrently), and senior standing as an economics major. *Four credit hours.* GUNTER

EC479f Seminar: Auctions A successfully designed auction depends on the idiosyncrasies of the market being studied. While this makes it difficult to achieve general results, it opens the door to endless applications in need of customized policy advice. Students will learn the core auction formats and some classic theoretical results that provide a benchmark for even the most recent auctions research. They will learn simple empirical strategies that allow these models (and the behavior they predict) to be married with real-world data. Students will develop the tools needed for conducting, and will be required to produce, original auctions research. *Prerequisite:* Economics 224, 393 (may be taken concurrently), and senior standing as an economics major. *Four credit hours.* HUBBARD

EC482s Senior Thesis A continuation of a year-long research project, beginning with Economics 491 in the fall semester. The completed research is to be presented in written form and as part of the Colby Liberal Arts Symposium. *Prerequisite:* Economics 491, senior standing as an economics major, and permission of the sponsor. *Four credit hours.* LESTER, SIODLA

EC484s Senior Honors Thesis A continuation of a year-long research project, beginning with Economics 491 in the fall semester. The completed research is to be presented in written form and as part of the Colby Liberal Arts Symposium. *Prerequisite:* Economics 491, senior standing as an economics major, permission of the sponsor, and successful proposal defense. *Four credit hours.* FACULTY

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

EC497f Economics Research A collaborative research seminar for students engaged in senior theses, honors projects, or Economics 345 research experiences. *Prerequisite:* Concurrent enrollment in Economics 345, 483, or 491, and permission of instructor. *One credit hour.* GUNTER

EC498s Economics Research A collaborative research seminar for students engaged in senior theses, honors projects, or Economics 345 research experiences. *Prerequisite:* Concurrent enrollment in Economics 482 or 484, and permission of instructor. *One credit hour.* GUNTER

EDUCATION

Director, *Professor Adam Howard*

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

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

A focus on social justice means that students in the Education Program explore the impact of cultural assumptions, societal norms, and institutional policies and practices on individuals and groups and 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.

The Education Program offers a major in educational studies that encourages a broad liberal arts exploration of educational theory, research, and practice, informed by a commitment to social justice. Two concentrations are offered:

Human development concentrators focus on the ways in which children, adolescents, and young adults experience education in all of its forms, how their identity and self-understanding develops, and how their lives are shaped by psychological, social, and cultural processes at work in a diversity of contexts, institutions, and organizations (including schools, families, peer groups, and communities).

Schools, society, and culture concentrators focus on the relationship between educational practices and a variety of institutional structures and systems, as well as cultural norms, values, and ideologies that shape the way schools and other educational organizations function.

Students may also pursue minors in education, in human development, and in professional certification under the auspices of the program.

Professional Certification

Colby believes that the best preparation for a teaching career is twofold: (1) a strong background in the liberal arts, including intensive study of the subject to be taught, and (2) appropriate course work and practical experience in education.

There are two pathways for students pursuing professional certification: (1) complete the professional certification minor, (2) complete a major in educational studies and a major in a department or program that corresponds to a field in which Colby offers certification.

Students who complete Colby's professional certification program are eligible to apply for teacher licensure in Maine for secondary public school teaching (grades 7-12) in the following fields: English, social studies, life science, physical science, and mathematics. In addition, licensure is available for grades K-12 in French, German, and Spanish.

Colby's professional certification program is approved by the Maine State Board of Education. Maine also participates in the National Association of State Directors of Teacher Education and Certification and, through the NASDTEC Interstate Contract, Maine has reciprocity for teacher licensure with 43 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 Maine's Initial Teaching Standards. Fees are required for both of the Praxis exams and for the background check. Furthermore, the Maine Department of Education 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.

Students interested in professional certification must apply to the program in the spring of their junior year. Candidates must have at least a 3.0 average in their major subject area and must have completed the appropriate prerequisites for the student-teaching sequence. **Note:** Completion of the professional certification program requires that candidates teach full time (8 a.m.-2 p.m., Monday-Friday) during the spring semester of their senior year. Other Colby courses cannot conflict with this daily commitment.

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 must 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 are essential for successful completion of the minor. This is especially important for students studying abroad.

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 2009-2016 is 100 percent.

Requirements for the Major in Educational Studies with a Concentration in Human Development

Ten courses are required: Education 201, 215, 493; one practicum or internship; three electives in education (including at least two 300- or 400-level courses); and three approved courses from other departments or programs, not including 100-level courses (see list of approved courses below).

Requirements for the Major in Educational Studies with a Concentration in Schools, Society, and Culture

Ten courses are required: Education 201, 213, 493; one practicum or internship; three electives in education (including at least two 300- or 400-level courses); and three approved courses from other departments or programs, not including 100-level courses (see list of approved courses below).

Honors in Educational Studies

Students majoring in educational studies may apply to participate in the honors program by submitting a formal statement of their intention to the program faculty 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 3.25 overall average and a 3.5 major average at the end of the junior year is a condition for entry into the program. The program involves independent research conducted in education and related fields and enrollment in Education 483 and 484. Honors is typically taken for eight credits over two semesters; honors course credits may substitute for the senior seminar requirement, but they do not count toward other elective requirements in the major. 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. The final project will typically consist of a thesis of 50-70 pages of superior quality.

Requirements for the Minor in Education

Seven courses are required: Education 201, 213, 493; one practicum or internship; and three electives in education.

Requirements for the Minor in Human Development

Seven courses are required: Education 201, 215, 493; one practicum or internship; one elective in education; and two electives in related departments, to be approved by the program chair.

Requirements for the Minor in Professional Certification

Nine courses are required: Education 201, 213 or 215, 331, 351, 374, 433, 437, 494A, and 494B. In addition, students must complete a major in a department or program that corresponds to a field in which Colby offers certification. Note: Education 433, offered during the spring semester of the senior year, requires that professional certification candidates teach full time (8 a.m.-2 p.m., Monday-Friday). Other Colby courses cannot conflict with this daily commitment.

Requirements for Professional Certification for Double Majors

A major in educational studies and a major in a department or program that corresponds to a field in which Colby offers certification. Courses in education must include 201, 213 or 215, 331, 351, 374, 433, 437, 494A, and 494B. Note: Education 433, offered during the spring semester of the senior year, requires that professional certification candidates teach full time (8 a.m.-2 p.m., Monday-Friday). Other Colby courses cannot conflict with this daily commitment.

Approved Courses for the Concentration in Human Development

Anthropology

- 231 Caribbean Cultures
- 246 Religion and Everyday Life in Muslim Societies
- 258 Anthropology, History, Memory
- 341 Culture, Mobility, Identity: Encounters in the African Diaspora
- 363 Secrecy and Power
- 373 The Anthropology of Gender and Sexuality

Psychology

- 232 Cognitive Psychology
- 251 Personality Psychology
- 253 Social Psychology
- 259 Lifespan Development

Sociology

- 252 Race, Ethnicity, and Society
- 273 Sociology of Families
- 276 Sociology of Gender
- 344 Sociology of Sexualities
- 361 Special Topics in Health and Medicine: Substance Use and Abuse

Women's, Gender, and Sexuality Studies

- 201 Introduction to Women's, Gender, and Sexuality Studies
- 232 Queer Identities and Politics

Approved Courses for the Concentration in Schools, Society, and Culture

Anthropology

- 236 Illegal Drugs, Law, and the State
- 242 Anthropology of Latin America: City Life
- 256 Land, Food, Culture, and Power
- 341 Culture, Mobility, Identity: Encounters in the African Diaspora
- 361 Militaries, Militarization, and War

Global Studies

- 437 Media, Culture, and the Political Imagination

Government

- 210 Interest-Group Politics
- 212 U.S. Congress

History

- 231 American Women's History to 1870
- 232 American Women's History, 1870 to the Present
- 233 Native Americans to 1850
- 234 Native Americans since 1850
- 241 History of Colby College
- 247 African-American History, from Slavery to Freedom

Sociology

- 231 Contemporary Social Problems
- 252 Race, Ethnicity, and Society
- 259 Activism and Social Movements
- 274 Social Inequality and Power
- 357 Civil Rights, Black Power, and Social Change

Women's, Gender, and Sexuality Studies

- 201 Introduction to Women's, Gender, and Sexuality Studies
- 232 Queer Identities and Politics
- 317 Boys to Men
- 335 Girls, Activism, and Popular Culture

Course Offerings

ED120s Exploring Teachers in Fiction, Art, and Film Examines the ways in which teachers are portrayed in short stories or excerpts from longer literary texts, in art objects from the Colby College Museum of Art, and in both narrative and documentary feature-length cinema. Questions the popular and artistic portrayals of teachers with the realization that critical analyses of these representations can lead to reimagined views of the roles and practices of effective and justice-oriented teachers. Students will write regularly, complete individual research, and make an in-class presentation. *Four credit hours.* **W1.** KUSIAK

[ED135] Multicultural Literacy Introduces students to the knowledge and skills that constitute multicultural literacy, including 1) understanding and respecting differences based on race, ethnicity, gender, sexuality, social class, religion, and ability; 2) being aware of one's own culture/background and biases and how these may shape one's interaction with those who are different; 3) mastering key theoretical concepts that shape and inform contemporary approaches to diversity and social justice; and 4) communicating effectively across differences, managing conflict in positive ways, and intervening in negative situations. *Prerequisite:* First-year standing. *Three credit hours.* **U.**

ED192s Sexual Violence Prevention Peer Educator Training Under the direction of the Director of the Gender and Sexual Diversity Program and Associate Director of the Pugh Center, preparation for holding student-led, mandatory Sexual Violence Prevention Training sessions for sophomores next fall. Does not count toward the education majors or minors. Nongraded. *Prerequisite:* Permission of the instructor. *One credit hour.* SCHUSTERBAUER

ED201f Education and Social Justice An introduction to the relationship between education (theory, research, and practice) and social justice in U.S. schools. Goals include (1) understanding the concept of social justice, the dynamics of power, privilege, and oppression, and how these dynamics shape the experience of students and teachers; (2) developing relationships with children and youth in the greater Waterville area; (3) expanding ethical capacities, including compassion, empathy, respect, responsibility, and commitment to social justice; (4) honing key academic and intellectual skills. In addition, students are required to spend a minimum of 50 civic engagement hours in a

local classroom. Previously listed as Education 231. *Four credit hours.* **S, U.** TAPPAN

ED201Jj Education and Social Justice An introduction to the relationship between education (theory, research, and practice) and social justice in U.S. schools. Goals include (1) understanding the concept of social justice, the dynamics of power, privilege, and oppression, and how these dynamics shape the experience of students and teachers; (2) developing relationships with children and youth in the greater Waterville area; (3) expanding ethical capacities, including compassion, empathy, respect, responsibility, and commitment to social justice; (4) honing key academic and intellectual skills. Previously listed as Education 231. *Three credit hours.* **S, U.** AYERS

ED213s 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.** HOWARD

ED215f Children and Adolescents in Schools and Society Explores the lives of contemporary children and adolescents. Goals include (1) understanding how differences in gender, race, ethnicity, social class, and sexual orientation shape the experience of young people; (2) understanding selected theoretical and empirical work in the field of child and youth studies; (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. *Prerequisite:* Sophomore or higher standing. *Four credit hours.* **S, U.** TAPPAN

ED221j Creating Media for Social Change Explores how to create entertaining and educationally effective digital media for youth (preschool to high school), with an emphasis on socially charged curricular areas such as conflict resolution and cultural tolerance. Through extensive screening of media from around the world, lecture, and discussion, students learn to create their own goal-driven media projects. This will include working in small teams to 1) create a short film as part of a collaboration with an Iraqi youth peace initiative, and 2) develop a multimedia, series treatment that addresses an issue that targets American youth. *Three credit hours.* PIERCE

ED222s Second Language Pedagogy Listed as East Asian Studies 221. *Four credit hours.* WANG

ED242f 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. *Prerequisite:* Sophomore or higher standing. *Four credit hours.* HOWARD

ED317s Boys to Men Listed as Women's, Gender, and Sexuality Studies 317. *Four credit hours.* **U.** TAPPAN

ED322s 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

[ED324] Elite Schooling in Global Context Elite schooling plays an important role in helping the most powerful and prestigious social classes within nation states maintain and advance their social position. Particular attention will be given to how elite schools outside the United States are altering curricula to meet demands of the global economy; what students in elite schools are taught about their place and purpose in the global world; how future global and national leaders are being prepared; what links exist between elite schools and changing intersections of class, gender, sexuality, and ethnicity; and how elite schools throughout the world unify tradition and innovation. *Prerequisite:* Education 201, 213, 215, or 231. *Four credit hours.* **I.**

ED331f Curriculum and Methods A consideration of various teaching and assessment methods as well as curriculum design for secondary classrooms. Students develop knowledge and skills to meet Maine Standards for Initial Teacher Certification. Students write and present lesson plans, 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 certification content area/discipline. Previously listed as Education 431. *Prerequisite:* Senior standing as a professional certification minor. *Four credit hours.* TAPPAN

ED334f Girls, New Civics, and Youth-Fueled Activism Girls are not future citizens or leaders of tomorrow but present civic actors. In this course, we explore the landscape of "new civics" through youth activism, critical civic participation, and organizing for social justice. Paying close attention to issues of identity, community, and culture, we explore barriers to and examples of girl-generated grassroots organizing and online activism and examine the complexities and possibilities of partnering with youth to address social injustice.

Prerequisite: Education 201, 213, or 215 or Women's Gender, and Sexuality Studies 201. *Four credit hours.* BROWN

[ED335] Girls, Activism, and Popular Culture Listed as Women's, Gender, and Sexuality Studies 335. *Four credit hours.* U.

ED351s Practicum in Education Provides opportunities to serve as assistant teachers, tutor students, work with students individually, observe professional teachers, and prepare and present lesson plans to whole classes in an elementary, middle, or high school. Placement in the Waterville area will be arranged by the professor; students will be responsible for arranging placements in other areas. Nongraded.

Prerequisite: Permission of the instructor. *One to three credit hours.* TAPPAN

ED351Jj Practicum in Education Provides opportunities to serve as assistant teachers, tutor students, work with students individually, observe professional teachers, and prepare and present lesson plans to whole classes in an elementary, middle, or high school. Placement in the Waterville area will be arranged by the professor; students will be responsible for arranging placements in other areas. Nongraded.

Prerequisite: At least one course in education and sophomore standing. *Three credit hours.* PROTO

ED374fs Educating All Learners in Inclusive Classrooms Considers rights of students and responsibilities of educators as they relate both to teaching students who have disabilities as well as to teaching students with other individual learning characteristics. Course topics explore psychological, philosophical, historical, and policy foundations of special education within a critical frame of disability studies.

Students are required to complete a minimum of 20 hours of civic engagement in a classroom that provides accommodations for students with disabilities or other challenges to learning. *Prerequisite:* Education 201, 213, 215, or 231. *Four credit hours.* KUSIAK

ED376s Teaching Culturally and Linguistically Diverse Students Examines theory and practice for equitable outcomes for students from culturally and linguistically diverse (CLD) backgrounds. Readings and discussions explore structural, cultural, and interpersonal issues that contribute to educational outcomes for CLD students and identify practices that actively redress opportunity and achievement gaps among them. Topics include equity literacy, second language acquisition, academic language development, assessment of and accountability for CLD students, and practices to support CLD students in mainstream classrooms. Students will participate in organized off-campus visits to community organizations and schools in Maine that serve CLD students. *Prerequisite:* Education 201, 213, or 215. *Four credit hours.* KUSIAK

ED398s Research Seminar on Global Citizenship Education An intensive reading and discussion course which explores the ways in which dimensions of learning and teaching point toward questions about boundaries, flows, power relations, belonging, responsibilities, otherness, and interdependence. Focuses on how justice-oriented research is conducted, how data are theorized and analyzed, and how interpretive texts are written. Students work to apply theories and methods in researching the meanings and practices of global citizenship education throughout the world and collaborate on an ethnography of global citizenship education at schools in six countries. *Prerequisite:* A 300-level course in education or sociology. *Four credit hours.* I. HOWARD

ED433s Student Teaching Practicum Students serve as student teachers in a local secondary school, working under the supervision of a cooperating teacher. Students manage classrooms and complete administrative tasks associated with secondary teaching. Education Program faculty members make observations in the classroom and note ways in which the student teachers are progressing toward meeting Maine's Standards for Initial Certification of Teachers as well as the ways in which they are applying the framework of teaching for social justice. Nongraded. *Prerequisite:* Education 437 and Senior standing as a professional certification minor. *Four credit hours.* TAPPAN

ED437j Student Teaching Practicum Students serve full-time as student teachers in a local secondary school, working under the supervision of a cooperating teacher and making use of lesson plans, assessments, and unit plans developed in Education 431. Students manage classrooms and complete administrative tasks associated with secondary teaching. Faculty members observe students in the classroom and note their progress toward meeting Maine's Standards for Initial Certification of Teachers and applying the framework of teaching for social justice. Faculty members meet weekly with students to discuss practical aspects of acquiring teacher licensure as well as topics selected jointly by the students and faculty member. Nongraded. *Three credit hours.* TAPPAN

ED483f Honors Project *Two to four credit hours.* FACULTY

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

ED493f Senior Seminar in Education and Human Development A critical examination of selected topics and issues in the contemporary study of education and human development. The focus will vary from year to year but will typically entail in-depth consideration of the psychological, philosophical, social, cultural, and/or historical dimensions of education and human development. Open

only to senior majors and minors in education or human development. *Four credit hours.* HOWARD, KUSIAK

ED494As Senior Seminar in Creating Equitable Learning Environments Explores theory and research to identify best practices for creating equitable learning environments for all students at the middle and high school levels. Develops the knowledge and skills to plan and execute lessons that address various learning styles and abilities, incorporate and respect cultural differences, and meet the individual needs of students. *Prerequisite:* Senior standing as a professional certification minor and concurrent enrollment in Education 433 and 494B. *Four credit hours.* TAPPAN

ED494Bs Senior Seminar in Professional Certification Further introduces dimensions of the teaching profession and guides students through the initial teaching certification process. Students will design and complete a professional portfolio that addresses the standards for initial teaching certification. They will analyze and critique artifacts as evidence of competency in teaching. Provides opportunities to further develop an understanding and appreciation of the nature and importance of a reflective approach to teaching. *Prerequisite:* Senior standing as a professional certification minor and concurrent enrollment in Education 433. *Four credit hours.* TAPPAN

ENGLISH

Chair, Professor Mary Ellis Gibson

Professors Cedric Gael Bryant, Michael Burke, Laurie Osborne, Debra Spark, and David Suchoff; Visiting Professor Catherine Marvin; Associate Professors Adrian Blevins, Tilar Mazzeo, Anindyo Roy, Elizabeth Sagaser, and Katherine Stubbs; Assistant Professors Sarah Braunstein, Megan Cook, Aaron Hanlon, and J.C. Sibara; Mellon Postdoctoral Fellow in Environmental Humanities Christopher Walker; Visiting Assistant Professors Jacquelyn Ardam and Isabel Quintana Wulf; Director of the Colby Writing Program Stacey Sheriff; Director of the Farnham Writers' Center Paula Harrington; Multilingual Writing Specialist Ghada Gherwash; Writing Program Postdoctoral Fellow and Assistant Professor of Writing Meghan Hancock.

The English Department offers majors in English and in English with a concentration in creative writing. It also offers minors in English and in creative writing.

Students pursuing majors in English and creative writing read from a range of literary and cultural texts, drawn from Anglophone traditions in their broadest and most inclusive conception. Students develop the critical and creative skills to interpret and engage with varieties of complex textual and rhetorical expression, to write persuasively and purposively in multiple genres, and to express themselves articulately in both the spoken and written word.

The English Department offers a range of courses that emphasize the study of literature as an artistic tradition and the study of language more generally as a crucial component of cultural production and civic engagement. Students develop skills directly applicable to the further study of law, politics, journalism and publishing, leadership and stewardship.

English courses emphasize diversity in historical periods, genres, authors, cultures, and themes. The majority of courses in the major are seminar-style with limited enrollment emphasizing active student participation, critical thinking, analysis, and writing skills. The Creative Writing Program offers fiction, creative nonfiction, and poetry courses at the introductory, intermediate, and advanced levels. The department offers special-topics courses and supervises numerous independent studies and honors projects. Students frequently pursue internships and study abroad.

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 nonprofits, business, and government. Some majors become teachers; some become writers; some go into journalism, library science, or publishing. Students interested in teaching in private and public schools are urged to read the "Education" section of the catalogue and to contact a member of the Education Program. The department also encourages interdepartmental and interdisciplinary studies and supports the American Studies Program, the Theater and Dance Department, the Cinema Studies Program, and the Women's, Gender, and Sexuality Studies Program.

Learning Outcomes

At the completion of the major, students will be able to:

- Recognize continuities and differences among a variety of literary periods and genres
- Use appropriate knowledge of form, genre, and historical context to interpret and analyze literary or cultural texts
- Use appropriate theoretical paradigms to analyze literary or cultural texts
- Develop cogent and well-structured arguments
- Write with appropriate attention to voice, style, and form
- Demonstrate advanced disciplinary research skills and correct citation of sources
- Make effective oral presentations and participate effectively in small and large group discussion
- Demonstrate the ability to identify and improve upon their own work and arguments independently, based on disciplinary feedback.

Requirements for the Major in Literature Written in English

The English Department offers an 11-course major in English and a 13-course major in English and creative writing. The 11 courses required for the core major consist of the following:

- English 200, 271, and one other 200-level course (including introductory creative writing courses: English 278, 279, and 280)
- Five English 300-level or 400-level courses (excluding creative writing courses—see electives)
- English 493, the senior seminar
- Two electives in these categories: English literature courses or creative writing workshops at the 200, 300, or 400 level; approved courses in a foreign literature in that language or in translation, approved theater and dance electives, or selected cinema studies courses. All cross-listed courses count only in this category.

Our distribution field requirements within these 11 courses include:

- One poetry course at any level, either in literary study or creative writing (P)
- Two early literatures in English courses (E)
- Two diaspora/crossroads courses that explore the literatures of underrepresented groups, or courses that address alternative literatures in ethnic American, diasporic works, world literatures, or postcolonial literatures; these courses might set these literatures in dialogue with works across the curriculum (D)
- Two comparative literatures and media courses that cross national boundaries, cross historical periods, or intermix media forms (C)

See course descriptions for P, E, D, and C designations. Please note that one course taken in the Colby English Department may fulfill up to two distribution requirements.

Majors from the Classes of 2018 and 2019 may elect to fulfill the prior requirements for the English and English/creative writing majors described in earlier catalogues.

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.

Requirements for the Major with a Concentration in Creative Writing

The English major with a concentration in creative writing requires 13 courses. Four courses must be creative writing workshops at the 200 level or above (English 278, 279, 280, 378, 379, 380, 382, 386, 478, and 479). English majors wishing to pursue a concentration in creative writing should declare the English major with a concentration in creative writing; the creative writing minor is only an option for students whose declared major is not English. Students may count Theater and Dance 141 (Beginning Playwriting) as one of their creative writing courses. Students are encouraged to take at least one course in a genre other than their sequence genre. Students should note that creative nonfiction courses are not offered as frequently as fiction and poetry courses.

Requirements for the Minor in Literature Written in English

The English minor requires a total of six courses. These must include:

- English 200 and 271
- Two English courses at the 300 or 400 level, excluding creative writing workshop courses
- English 493, a senior seminar
- One elective from these categories: English literature courses or creative writing workshops at the 200, 300, or 400 level, literature at the 200 level or above in a foreign language or in translation chosen in consultation with the minor advisor.

Within these six courses, minors must meet the following distribution field requirements:

- One poetry course at any level, either literary study or creative writing (P)
- One early literature in English course at any level (E)
- One diaspora and crossroads course at any level (D)

Requirements for the Minor in Creative Writing

A minor in creative writing is described in the [“Creative Writing”](#) section of the catalogue.

Honors in English

Students who meet the prerequisite, define a project, and secure the support of a department tutor and a second reader may elect to take English 483, 484, the Honors Thesis, and, upon successful completion, graduate with “Honors in English.” Students seeking honors in English will complete 12 courses, and students seeking honors in English with a creative writing concentration will complete 14 courses.

Preparation for Graduate School

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.

Course Offerings

[EN115] English Composition Frequent practice in expository writing to foster clarity of organization and expression in the development of ideas. The assigned reading varies, but all English 115 courses discuss student writing. Students should select their first-choice course and submit alternate preferences via the Web page provided. *Four credit hours. W1.*

[EN115A] English Composition: Models of Voice "A writer must be in command of a variety of styles, in order to draw on the style that is most appropriate to the situation" (Corbett and Connors, 3). What rhetorical strategies have worked well for writers in the past? How can you refine your own critical voice by examining these models? Through study of grammar and the principles of effective writing, and through close readings, analyses, and imitations of a range of rhetorical strategies, students build a repertoire of skills upon which to draw for academic writing in their college careers. *Four credit hours. W1.*

[EN115C] English Composition: Critical Inquiries into Medical Ethics We engage with debates in medical ethics as a basis for analyzing, then developing, ideas and arguments about real-life situations and hypothetical scenarios. Philosophical, legal, and scientific readings are paired with works of literature and film that imaginatively explore topics including genetic testing, organ trafficking, sex selection, and cloning. Through frequent exercises and essay assignments, students cultivate a sophisticated writing process that fosters intellectual growth as well as precision of analysis, persuasive argumentation, coherent organization, effective use of secondary sources, and clarity of style. *Four credit hours. W1.*

[EN115F] English Composition: Voices in Medical Ethics By studying the writing of ethics scholars, medical doctors, scientists, journalists, creative authors and other thinkers, students will learn about a range of current bioethical issues and effective ways to represent and discuss them. In their own papers, students will enter several bioethical conversations, emulating techniques for engaging and guiding readers, organizing information, summarizing controversies, clarifying concepts, elucidating nuance, arguing positions, and using secondary sources responsibly and effectively. Also introduces some foundational tools of research and gives regular practice and guidance in oral discussion. *Four credit hours. W1.*

[EN115G] English Composition: Art of the Personal Essay Focuses on how prose style shapes the articulation of personal voice and persona in writing essays. Students will learn to shape personal voice more actively in their writing through the analysis and imitation of essays written by a range of essayists. Class exercise and assignments will include the study of rhetoric and implied argument; exercises in prose analysis, expository writing, and imitation; an intensive review of grammar and syntax in standard American English; and strategies of successful academic writing across the College. Assessment is based on daily quizzes, an examination, the completion of several short essays, and the completion of a final and more substantial "personal essay." *Four credit hours. W1.*

EN115Hf English Composition: Environmental Imagination Considers the environment and understanding the ways in which it is represented, imagined, constructed, and manipulated by humans. We will start with a historical foundation in literature, and add examples from the visual arts, music, philosophy, religion, and the built environment, asking the question, what do our imaginative products reveal to us about our relationship to the non-human? Students will engage with the Maine environment on several occasions, including two field trips to the Maine mountains and seacoast. **Environmental humanities lab.** *Four credit hours. W1. BURKE*

EN115Jj English Composition: Critical Writing We use Mary Shelley's *Frankenstein* as a starting point for analyzing and developing student writing. We write in several different modes as we take on critical writing in several forms: writing about literature, analyzing and using primary and secondary sources, approaching the problems associated with different kinds of writing projects (argumentative essays, comparison/contrast essays, summary essays, etc.), identifying and conquering usage and grammar problems that impair clarity, using research and close reading to develop ideas and arguments. We work with an array of materials in addition to our work with the primary text. *Three credit hours. W1. OSBORNE*

EN115Kf English Composition: Writers on Writing Encourages students to think of writing as an indispensable, improvable, and pleasurable aptitude worthy of a lifetime's dedication, hard work, and practice. Will help students take greater possession of the multitude of voices they can effectively generate and maintain by using writing to examine the aims of writing in human culture generally. Assignments will move from first-person accounts of students' experience with writing to a more formal research project in which students will link their own attitudes and beliefs to the insights of our most well-respected writers and scholars so they might practice the more collective thinking

common to the public sphere. *Four credit hours.* **W1.** BLEVINS

EN115Lf English Composition: Literature of Adolescent Sexuality Fiction shows us the rules of life: how rules confine us, free us, make us who we are, with one set for children, another for adults. But whose rules do adolescents play by? And what do these rules say about the experience/expression of sexuality? An examination of artistic representations of adolescent sexual life during and after the great shift in norms of the 1960s. Topics include LGBTQ identities, violence, virginity, pleasure, health education, and the politics of empowerment. Creative work—novels, short stories, and film—will be our primary focus. Assignments include a research paper, a personal essay, and a work of imaginative prose. *Four credit hours.* **W1.** BRAUNSTEIN

EN115Mf English Composition: Border Formations, Narratives of Nation Building Analyzes discourses of border formations and immigration by engaging with a wide array of writing genres: news articles, blogs, investigative journalism, scholarly articles, and works of fiction. The goal is to understand how border formations shape national identity and how each genre is shaped by different writing conventions, multiple discourse communities, and varying ideological investments. By focusing on each piece of writing's purpose, audience, and context, students will be able to evaluate, assess, and produce different kinds of writing. *Four credit hours.* **W1.** QUINTANA WULF

[EN120] Language, Thought, and Writing A small seminar teaching writing through instruction in critical reading of literature and writing of critical essays. Multi-genre and writing-intensive, it focuses on different ways of conceptualizing the connections between thought and linguistic expression. Topics include developing skills for reading metaphorically and symbolically, using poetic and narrative models; investigating literature as a form of persuasion; and engaging different historical and critical approaches that enlarge ways of writing about literature and representation. Students are introduced to some of the primary critical modes of thought in literary and cultural studies. *Four credit hours.* **W1.**

EN120Af Language, Thought, and Writing: Styles of Persuasion This writing-intensive course focuses on the strategies writers of both fiction and nonfiction use to persuade an audience. To evaluate such strategies, and to discover what they can teach us about our own writing projects for college course work and beyond, we will read a range of political and personal essays, short fiction, and poetry. We will focus on the relationship between attentive reading and persuasive writing, with the central goals of developing skill sets and critical vocabularies for both, and of sharpening the analytical acumen that persuasion demands. *Four credit hours.* **W1.** HANLON

EN120Bf Language, Thought, and Writing: Writing as a Reader In this writing-intensive seminar, we devote particular attention to the ways that form, voice, and style shape textual meaning, both in literary works and in college-level academic writing. We read poetry, prose, and drama from a variety of historical periods; develop a critical vocabulary for literary and rhetorical analysis; and work to situate our own interpretations of texts in relation to those of other readers and scholars. Throughout, we explore how writing about literature can make us better, more attentive readers, and how reading can make us more effective and thoughtful writers. *Four credit hours.* **W1.** COOK

EN120Df Language, Thought, and Writing: Thinking about Language How is a language different from a dialect? How are proper grammar rules formed, and what do they have to do with the way people actually talk? How do the rules change? How is our language different from foreign languages? Why is language mixture necessary (as in restaurant, the English word) and why is it despised (a "bad accent")? We will develop analytical, argumentative (college) writing, while we read about the history of language (e.g., John McWhorter's *The Power of Babel: A Natural History of Language*) and style, and stories and essays by writers who open up questions of high and low language, assimilation to linguistic norms, and the ways speech and writing reflect larger social divisions and opportunities. *Four credit hours.* **W1.** SUCHOFF

EN120Ef Language, Thought, and Writing: Playing in the Dark: Writing Race Before the insistent shouts that "Black Lives Matter," philosopher Cornel West wrote *Race Matters*, the title of his 1994 book. And earlier still, in 1986, an intellectually diverse group of contributors banded together to produce the essay collection, "*Race, Writing, and Difference*," that contended race was a sign, a metaphor and not an irreducible, absolute "reality." Notwithstanding, race as ideology, custom, aesthetic, and law has shaped virtually every dimension of American experience and preoccupied many of our most persuasive and provocative writers, including James Baldwin, John Edgar Wideman, Toni Morrison, Stephen Jay Gould, Barack Obama, and Ta-Nehisi Coates. We will close read these and other commanding voices as exemplary models of the persuasive essay and write about race as it shapes both a national debate and our own multi-dimensional lives. *Four credit hours.* **W1.** BRYANT

EN120Ff Language, Thought, and Writing: Literature as Persuasion This writing-intensive course examines the multiple ways in which literature functions as persuasive art. Rooted in human experience, literature makes specific claims about the nature of lived social reality and the way language shapes that reality, and, in turn is shaped by it. We explore metaphor, language, and persuasion in specific essays in order to study the sonnet; we read prose satire to examine how it employs metaphor to make specific claims about social and political reality; and we read fiction and drama to show how narrative functions metaphorically to imaginatively shape the experience of crossing borders. *Four credit hours.* **W1.** ROY

EN120Gs Language, Thought, and Writing: Games, Rules, and Play Happy Hunger Games! We will examine the concepts of games, rules, and play across literary history. By focusing on the conventions of poetry, short fiction, the novel, drama, and new genres, we will work through close reading strategies and devote serious attention to the writing process. Topics include poetic forms; linguistic play; the "rules" of race, gender, and sexuality; adaptation; globalization; the concept of "the end." Texts include poems by Shakespeare, Spenser, Millay, Duffy, Mullen; fiction by Díaz, Chiang, Larsen, Doyle; Collins's *The Hunger Games* and film adaptation; drama by Shaw, Beckett, Ives; conceptual writing by Goldsmith, and Shirinyan. *Four credit hours.* **W1.** ARDAM

EN120Hs Language, Thought, and Writing: Contemporary Women's Literature Explores how women writers in the 20th and 21st centuries interrogate central mythologies that have long framed cultural perceptions of women in Western society. We will read the original *Grimms' Fairy Tales* (in their many incarnations) alongside the work of contemporary female fiction writers who work in both realist and fabulist modes, and we will study female poets who rewrite Greek myths to present the female perspective. Builds critical reading and writing skills; assignments will include personal responses to and critical analyses of the assigned texts. The culminating project will introduce the rigors and pleasures of incorporating scholarly research into one's academic work. *Four credit hours.* **W1.** MARVIN DUPONT

[EN135] Literary New York Writing-intensive, using the literature produced in different eras and locations of New York City as content and as a means of reflecting the economic and cultural dynamism of the city. Sample periods include the Gilded Age, Jewish immigration, the Beats, black arts, and the rise of Wall Street. Involves both close reading of imaginative texts in several genres and mimicry of some of those texts, as well as traditional expository essays. Intensive writing in various modes and active discussion will be emphasized. Part of the three-course Integrated Studies 135, "New York: Global City." *Prerequisite:* Concurrent enrollment in American Studies 135A and 135B. Elect IS135. *Four credit hours.* **L, W1.**

EN138f Fantasies of Modernity: American Literature between the Wars How did American literature respond to the dramatic social and cultural transformations that shook the United States after the devastating Great War? Moving from the roaring twenties through the Depression, we will study texts that emerged from the Lost Generation and the Harlem Renaissance, as well as the work of immigrant and working-class writers. Students will engage in a series of writing-intensive exercises and workshops, producing and revising four essays over the course of the semester. *Prerequisite:* Concurrent enrollment in History and Philosophy 138. Elect Integrated Studies 138. *Four credit hours.* **L, W1.** STUBBS

EN141f Beginning Playwriting Listed as Theater and Dance 141. *Four credit hours.* **A.** OLDHAM

EN142fs Introduction to Cinema Studies Listed as Cinema Studies 142. *Four credit hours.* **A.** WESSELS

[EN174] Public Speaking A foundation in public speaking, with an emphasis on oral presentation, rhetorical and expository persuasion, argument and counter-argument. Students will write and orally present speeches to audiences, as well as read and watch examples of effective public speaking. Especially appropriate for those considering careers involving public speaking, including teaching, government, politics, law, etc., but all are welcome. In case of over-enrollment, confirmation of admission is by email application. *Prerequisite:* W1 course. *Four credit hours.*

EN200fs Foundations of Literary Studies How and why do we read? Why do some books last and others disappear? What counts as knowledge for readers of imaginative texts? We begin to answer these questions in this broad ranging course. Required for the English major, the introduction to college-level literary studies incorporates poetry, drama, and fiction, explores canon formation with a historical range of literary works, and emphasizes close reading, interpretive vocabulary, and critical writing skills. Also introduces students to critical perspectives and scholarly research. Previously listed as English 172. *Prerequisite:* W1 course or equivalent (can be taken concurrently). *Prerequisite:* W1 course or equivalent (can be taken concurrently). *Four credit hours.* **L.** GIBSON, HANLON, OSBORNE

EN200Jj Foundations of Literary Studies Required for the English major, this introduction to college-level literary studies incorporates poetry, drama, and fiction, explores canon formation with a historical range of literary works, and emphasizes close reading, interpretive vocabulary, and critical writing skills. Also introduces students to critical perspectives and scholarly research. Previously listed as English 172. *Prerequisite:* Any W1 course or equivalent. *Three credit hours.* STUBBS

[EN213] Introduction to Shakespeare: Stage, Page, and Screen Introduces students to Shakespeare's works and their rich material history and explores not just the texts themselves but how their changing material forms affect their meaning and influence. We will address plays that explicitly engage staging, like *Henry V*, that have particularly rich textual histories, like *King Lear*, and that have recent film versions, including *Macbeth* and *Much Ado about Nothing*. Fulfills English C and E requirements. *Prerequisite:* Any W1 course. *Four credit hours.* **L.**

EN214s Tutoring Writing in Theory and Practice A pedagogy and training course for writing tutors and writing fellows that focuses on

peer review and collaborative learning in both theory and practice. Readings include essays and articles on peer review, learning styles and differences, multilingual student writing, strategies of revision, and writing center pedagogy. Assignments include writing, readings, grammar review and practice, a reflective blog, mock tutorials, and supervised tutorials to prepare enrolled students to help their peers improve as writers and to work with faculty as writing fellows. Students completing the course may apply for work-study positions in the Writers' Center. *Prerequisite:* W1 course. *Four credit hours.* HARRINGTON

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

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

[EN231] 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.

[EN233] Data and Literature in the Scientific Revolution Examines the origins and history of data in its epistemological context, focusing on the ways that literary texts contributed to Enlightenment notions of data and on how literary texts provide data. Combines histories, imaginative literature, philosophy of science, and theories of data and data science to critically assess the relationship between data and meaning. Fulfills English C and E requirements. *Four credit hours.* L.

[EN235] Satire We will cover satire, in prose and in poetry, from its roots in antiquity (Horace, Juvenal) to contemporary novels, punditry, and television, with significant coverage of the formative years of satire in English in the 17th and 18th centuries. Fulfills English C requirement. *Four credit hours.* L.

EN237j Postcolonial Pastoral: Ecology, Travel, and Writing A critical examination of the pastoral as a literary genre from a global postcolonial perspective. Conducted in Kalimpong, India, enables students to work with Shiva's outreach center on biodiversity, ecology, and wilderness. 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. Fulfills English D requirement. Cost is \$3,900. *Prerequisite:* Any W1 course. *Three credit hours.* L, I. ROY

[EN238] Art of Fly-Fishing: Maine and Bishop, California Fly-fishing classics and instruction in casting, knot and fly-tying. Week three is spent fishing the Lower Owens River near Mammoth Lakes, Calif. Reading of literary classics (including Thoreau, Hemingway, Izaak Walton), critical essays, and blog required. Includes analysis of online nature writing; acquisition of fly-fishing techniques: gear choice, knot and fly-tying, casting, fly selection and nymphing; and writing a fishing blog that promotes awareness of and respect for the natural environment. Beginners and experienced fly-fishers welcome: students must apply to instructor for admission. Course cost: \$1,900 to \$2,400 depending on gear owned. *Prerequisite:* Application, permission of instructor, and non-refundable deposit. For more information, see web.colby.edu/fishing-professor. *Three credit hours.* L.

EN239s Literature Against Distortion Takes literary and archival research as a foundation for combating misinformation, specious claims, faulty arguments, "alternative facts," "fake news," and other violations of intellectual rigor and integrity. **Origins humanities lab.** *Four credit hours.* L. HANLON

EN243j Plants, Animals, and (Almost) Humans Investigates the relationship between humans and our others: first plants and animals, and then androids, aliens, and clones. From HD's harsh sea roses to the carnivorous Venus fly trap of *Little Shop of Horrors*, from London's narrating dog to Wallace's sentient Maine lobsters, from Butler's sensuous Oankali to Ishiguro's clueless clones, these "others" confront us with the radically dissimilar and uncannily familiar and ask us to reimagine our rigid categories of plant, animal, self, and other. Incorporates 20th-century texts from various national traditions and includes poetry, drama, fiction, comics, essays, film, and video art. Fulfills English C requirement. Previously listed as EN297J (Jan Plan 2017). *Three credit hours.* L. ARDAM

[EN244] 19th-Century American Poetry A study of the revolutionary poetics of Whitman, Dickinson, Dunbar, and others. We will examine how these poets challenged the function of art and form and reconstituted the meaning of an American art. Students will discuss the poems in class; write analytical papers; study the letters, treatises, and historical contexts of the poems; and engage in communal discussions of the poetry. *Prerequisite:* Any W1 course or equivalent. *Four credit hours.* L.

EN245f Poems, Paintings, and Printing: Text Versus Image in the Lyric An exploration of the relationship between poetry and the visual arts from creative, analytical, historical, and experiential perspectives. In the Colby College Museum of Art we will write poems about paintings and photographs. In Special Collections we will examine a broad range of printed texts. At the Pickwick Press in Portland, we will

handset type for our own poetry broadside. Students will analyze and use appropriate technical terms for understanding poetry, identify several poetic traditions in which poets encounter other arts, articulate ideas and insights in visual and written media, and reflect upon their own work. Fulfills English C and P requirements. Previously offered as English 297 (Fall 2016). *Prerequisite:* Any W1 course (may be taken concurrently). *Four credit hours.* L. GIBSON

[EN246] Poetry and Cognition What insights can poetry offer to the study of human cognition, and how might discoveries and ideas from linguistics, cognitive psychology, neuroscience, and philosophy of mind illuminate our experience of poems and our understanding of poetry's central role in cultures through history? We will begin to answer these questions through interdisciplinary reading and research, discussion, and creative engagement, and we will experiment with poems from the Renaissance to the present. Fulfills English C and P requirements. *Four credit hours.* L.

EN248s History of the Book An introduction to the study of the book as an object and as technology, from the Middle Ages to the 18th century. Focuses on the manuscript cultures of the European Middle Ages and the development and rise of print culture during the hand-press period. Also explores related histories of authorship, readership, and publishing. Students will work with primary source materials in Colby Special Collections and a range of digital tools. Fulfills English C and E requirements. *Four credit hours.* L. COOK

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

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

EN255f Studies in American Literary History: Pre-1860 Introduces 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. Fulfills English D and E requirements. *Four credit hours.* L. STUBBS

EN256s Studies in American Literary History: Civil War to the Present Focusing on the theme of justice, we will examine key movements, genres, and traditions in U.S. literature from the Civil War to the present, investigating their relationship to the historical, political, and social contexts they both reflect and shaped. Through readings representing a diversity of racial, ethnic, religious, gender, and sexual identities, and communities in and around the United States, we will explore how literature has been used as a tool for social protest and has contributed to shaping and revising conceptions of "American" selfhood and national identity. Along the way, we will ask: What is America? Who is America for? Whom should it be for? Fulfills English C requirement. *Four credit hours.* L. QUINTANA WULF

[EN262] Poetry of Revolution Poetry has a long history of undermining authority, challenging assumptions, and forging connections between bold and daring minds. We will examine Renaissance and 17th-century texts that are both poetically and politically powerful, from speeches of Elizabeth I to Shakespearean political drama to poems advancing new scientific ideas to the revolutionary oratory of Satan in Milton's *Paradise Lost*. We will also explore the influence of Shakespeare and Milton on political discourse in the early United States and ask how it illuminates the rhetoric unfolding around us this election year. Fulfills English E and P requirements. *Four credit hours.* L.

[EN263] Poetry and the Nature of Being Poets and biologists are closer kin than you might know. Many great poems are rooted in unflinching, patient, penetrating observation and fearless inquiry into the nature of things. Poets and natural scientists (called "natural philosophers" in earlier centuries) have also shared alertness to form, pattern, rhythm, complexity, and the constancy of change—"never-resting time" and "interchange of state" in Shakespeare's terms. Reading poems by poet-naturalists from the Renaissance to the present, we will explore ways poetry and myriad biological sciences have inspired each other in the past and might inform each other in new ways in the future. Science majors welcome. Previously listed as EN297 (Jan Plan 2016). *Prerequisite:* A W1 course is strongly preferred. *Three credit hours.*

EN264f Comparative Studies: Emily Dickinson and English Poetry An introduction to fundamentals of literary study through comparative reading. Compares poetry by 19th-century American poet Emily Dickinson to poetry of the Renaissance, Romantic and contemporary English poets she read deeply, particularly Shakespeare, Milton, Keats, and E.B. Browning. Students will gain specific strategies for reading poetry and for exploring the nature and power of language, particularly metaphor, syntax, and sound structures. They will also explore the transatlantic reading culture of Dickinson's New England and Dickinson's own boldly thoughtful life. Includes hands-on exploration of books in Colby's own Special Collections. Fulfills English E and P requirements. *Prerequisite:* Any W1 course. *Four credit hours.* L. SAGASER

[EN265] Early British Literary History This survey course explores early British literature from Beowulf to early Romanticism and helps students develop an understanding of canon formation/reformation and the emergence of literature and authorship as social and political

influences. Students will develop skills in analyzing early genres of poetry and prose as well as familiarity with the emergence of literary periods and current challenges and revisions to literary canons. Fulfills English C and E requirements. *Four credit hours.* L.

[EN268] Survey of International Women Writers Through lectures, discussion, and critical writing, students will explore different aspects of creativity that have inspired international women writers in their struggle for civil and political rights. Designed to attract, in addition to English majors, students from global studies, anthropology, women's studies, and sociology who are not specifically trained in literary analysis. Students will be trained to read fiction with a critical eye and will be encouraged to respond to specific historical and cultural contexts and to write from varying perspectives—as ordinary readers, as historians, and as cultural critics. Fulfills English C and D requirements. *Prerequisite:* Any W1 course. *Four credit hours.* L.

EN271fs Critical Theory Introduction to major ideas in critical theory that influence the study of language, literature, and culture. Students gain mastery over an array of theoretical discourses and develop awareness of how underlying assumptions about representation shape reading practices. Possible approaches include classical theory, cultural materialism, structuralism, poststructuralism, psychoanalysis, Marxism, feminist theory, or postcolonial theory. Students learn to read complex arguments, recognize assumptions about interpretation and language, and use theoretical approaches and tools for interpreting the systems of representation that constitute culture. *Prerequisite:* English 120, 172, or 200 (may be taken concurrently.) *Four credit hours.* L. BRYANT, HANLON, SUCHOFF

EN278fs Fiction Writing I 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:* Any W1 course. *Four credit hours.* A. BRAUNSTEIN, MARVIN DUPONT, SPARK

EN279fs Poetry Writing I Students will learn to identify and internalize the fundamental techniques and strategies of poetry. Each week students will read the work of published poets, write their own poems, read poems aloud, and critique the work of their peers. To help hone writing abilities and aesthetic judgment, there will be practice in revision and in analytic craft annotation. By semester's end, students will produce a portfolio of revised poems and a statement of what they have learned about their creative process, their aesthetic preferences, and their growing mastery of craft. No prior experience with poetry presumed. Fulfills English P requirement. *Prerequisite:* Any W1 course. *Four credit hours.* A. BLEVINS, MARVIN DUPONT

EN280f Creative Nonfiction Writing I A creative writing workshop that introduces students to the forms and possibilities of creative nonfiction, including essays of time and place, memoirs, profiles, and literary journalism. Progresses through a review of models, writing exercises, drafts, and finished pieces, with an emphasis on the workshop process, in which students share work and comment on each others' efforts. *Prerequisite:* Any W1 course. *Four credit hours.* A. BURKE

[EN282] Environmental Literature: Reading through the Ecocritical Prism Using literature to understand the complicated relationship of humans to the nonhuman is one of the important innovations in literary studies of the last 30 years. Students see the ways by which we perceive and articulate values we hold about the environment, our relationship to other animals and landscapes, and our place in the ecosystem. Works considered will range from the canonical and expected (Thoreau, Muir, et. al.) to modern works from other continents and authors we do not ordinarily think of as environmental writers. *Prerequisite:* Any W1 course. *Four credit hours.* L.

EN283f Environmental Humanities: Stories of Crisis and Resilience What can literature teach us about nature and environmental justice? Do the humanities and environmental studies share a vision of a sustainable future? Is it possible to understand climate change without telling stories about its uneven global impacts? To address these and other questions, we will examine how the environmental humanities implicitly respond to the ?two cultures? debate. We will then investigate the relationship between environmental justice and western societies? extractive logics, economies, and management of nature. From within this theoretical framework we will analyze novels, poetry, and environmental films. *Four credit hours.* L. WALKER

EN297Af Geographies of Home: Latina/o Literature of 20th-21st Centuries We will read a variety of Latina/o literary texts that span from the turn of the 20th century to the beginning of the 21st century. These texts reflect many different patterns of migration and permanence, part of the multifaceted history of the United States, that engage with the dynamic idea of "home": what constitutes home? How do we develop a sense of belonging to a place? How does the idea of home underlie the notion of social inclusion and exclusion from social representation? How does the idea of home allow us to articulate narratives of the nation? The seemingly simply notion of home will guide our approach to Latina/o multiverse of literary expression. Fulfills English C and D requirements. *Four credit hours.* L, U. QUINTANA WULF

EN297Bf Science Fictions Introduces students to the diverse genre of science fiction, a genre that imagines the possibilities and limitations of human experience, thought, and worlds. Topics will include alien encounters, time travel, artificial intelligence and post-human

life-forms, and environmental apocalypse. We will read short stories and novels by Wells, Asimov, Dick, LeGuin, Butler, Gibson, Ishiguro, Chiang, Whitehead, Mandel, as well as explore science fiction in film (*Blade Runner*, *Arrival*) and television (*The Twilight Zone*, *Battlestar Galactica*, *Orphan Black*). Fulfills English C requirement. *Four credit hours.* L. ARDAM

EN297Jj Border Crossings Focuses on literary works and movies that take on border crossings both in a geopolitical sense (physical border crossings across national boundaries) and in a metaphorical sense (social and cultural border crossings). As we analyze the cultural, ideological, and artistic implications of these works, we will take on questions such as: What are borders? What function do they play in our lives? What role do they play in organizing social life? How do our ideas about borders clash with the realities of borders? Students will engage with literary and cultural artifacts and practice close reading and cultural analysis. Fulfills English C and D requirements. *Three credit hours.* L. QUINTANA WULF

EN298s Teach This Poem: Poetry and Art in Education Informed by the aesthetic education principles of John Dewey and Maxine Greene, students will study methods for teaching poetry and art as experiences that involve deep noticing, wonder, and discovery. Students will develop short lesson plans modeled after the "Teach This Poem" resources from the Academy of American Poets, meant to empower educators with easier and more effective ways to bring poetry and art into the classroom. Students will visit local area schools and serve as guest teachers following the lesson plans they have developed to inspire students and educators with a more profound understanding of, and an enthusiasm for, the life-enriching power and relevance of poetry and art. Nongraded. *Prerequisite:* W1 course. *One credit hour.* BLANCO

EN311f Global Middle Ages What did it mean to imagine a global world in the Middle Ages? We will answer this question by reading accounts of travelers from Christian, Muslim, and Jewish traditions; meeting the fictional English knight John Mandeville, who claimed to have ventured as far from home as China and Indonesia, and the very real 10th-century Muslim traveler Ibn Fadlan, who trekked through what is now Russia and Scandinavia. We will study the history of map-making, compare fictional and historical accounts of crusade, and consider how a multi-cultural medieval world is represented in medieval fantasy like *Game of Thrones*. The only prerequisite is curiosity about the Middle Ages. Previously listed as EN397 (Fall 2015). Fulfills English C, D, and E requirements. *Four credit hours.* L, I. COOK

[EN312] Death and Dying in the Middle Ages Medieval writers approached death in a variety of ways: as heroic sacrifice, tragic loss, and inevitable transition. We will trace themes of death and dying through late medieval literature and explore topics including heaven, hell, and the Last Judgment; grief and mourning; death by violence and accident; the Black Plague; and the idea of a good death. Genres we will read include elegy, dream vision, and lyric, and study; authors include Chaucer and the Pearl Poet, as well as anonymous works. Some readings will be in Middle English; no previous experience with medieval literature is required. Fulfills English E and P requirements. *Prerequisite:* A W1 course. *Four credit hours.* L.

EN313s Poetry and Power in the English Renaissance In the 16th and early 17th centuries, a wildly inventive period for the English language itself, poetry played an increasingly powerful role in both private and public life. Poetry could seduce in the realms of ideas and politics as well as love, and was integral to new modes of thought. We will study and experiment with a wide range of lyric, narrative, and dramatic poetry by women and men, bringing to our study cognitive linguistic insights as well as inquiries into history. Fulfills English E and P requirements. *Four credit hours.* L. SAGASER

[EN314] 17th-Century Literature and the Natural World A study of English literature in the century of Galileo and Newton, from Shakespeare's *King Lear* through Milton's *Paradise Lost*, with emphasis on representations of the natural world and the moral, political, and gendered uses of the concepts of "nature" and "natural." We explore how essays, plays, pastoral poetry, erotic lyrics, political prose, and epics engage in pressing anxieties and questions of late Renaissance culture. How does God control nature, if at all? How does one reconcile natural observations with contradictory scriptural claims? Could "the law of nature" be "the beginning and end of all government," as Milton writes? Fulfills English E and P requirements. *Four credit hours.* L.

[EN315] Medieval Saints and Sinners What did it mean to be very good—or very bad—in the Middle Ages? We will consider possible answers to this question through readings drawn from a variety of medieval genres and textual traditions, including saints' lives, autobiography, allegory, and handbooks for confessors. We will consider how these stories work as literature that also endeavors to show readers how to live their lives and will explore the ways that religion, gender, and social class all affect prescriptions for moral living. No previous experience with Middle English is required. Fulfills English E requirement. *Prerequisite:* English 172 or 200. *Four credit hours.* L.

EN316s Sex, Love, and Marriage in the Middle Ages Examines literary and cultural representations of romantic love and sexual desire in late medieval England. Topics will include courtly love and courtship, the possibilities of same-sex desire, prostitution and sex work, and sexual encounters both in and out of marriage. We will read widely in a variety of medieval genres including lyric, dream vision, epic, and short narratives. Readings may include works by Chaucer, Gower, and Marie de France, as well as anonymous writings. Some readings will be in Middle English but no previous experience with medieval literature is required. Fulfills English E requirement. *Prerequisite:* W1

course. *Four credit hours.* L, W2. COOK

[EN317] Literatures of Reform: Censorship, Science, and Satire, 1660-1740 The "long 18th century", including the 1660-1700 era of the monarchy's Restoration and the 18th century proper, is a period during which the tumultuous politics of overthrowing and reinstating kings, identity conflicts between urban and rural lifestyles, and brash "paper wars" between authors competing in a rich literary marketplace combine in a raucous literary scene. We illuminate this scene, and reflect on what the writings of Aphra Behn, William Congreve, Jonathan Swift, Alexander Pope, and others tell us about our contemporary approaches to class, gender, religion, national identity, foreign policy, and the wider interplay between literature and politics. *Four credit hours.* L.

EN318f Dating and Relationships in 18th-Century British Literature How 'modern' is the modern romantic relationship? Explores how dating and courtship, marriage and divorce, and affairs and flings have long complicated politics and social relations in Britain and early America. Focuses on relationships represented in the literature and cultural history of Britain from roughly 1740 to 1815, including narratives of 'British' relationships tested by the French and American revolutions. Topics include long-distance relationships, gender roles and expectations in courtship, the impact of matrimonial law on social relations, and the implications of inter-class and interracial relationships. Fulfills English D and E requirements. *Four credit hours.* L. HANLON

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

[EN322] British Romanticism A study of the literature and culture of the British Romantic period (1770-1840) in its national, international, and comparative contexts. In addition to consideration of canonical writers (e.g., the Shelleys, Byron, Wordsworth, Coleridge, Keats, Blake), includes representative texts from studies in political theory, popular poetry and fiction, travel and exploration, cultural materialism, other national literatures, and subgenres such as the gothic or contemporary drama. The selection of writers varies each semester; may be taken more than once. Well-prepared non-majors are welcome. Fulfills English E requirement. *Prerequisite:* Sophomore or higher standing; English 271 recommended. *Four credit hours.* L.

[EN323] Victorian Literature I The idea of "culture" in the mid-Victorian period and the social pressures of class, religion, gender, and race that formed and transformed it. Readings include Victorian predecessors such as Walter Scott; novels by Charles Dickens, Emily Brontë, and George Eliot; prose by Thomas Carlyle, J.S. Mill, and Matthew Arnold; and poems by Alfred Tennyson and the Rossettis. Novels, essays, and poems considered as participants in Victorian debates that created "culture" as a political category and helped shape modern literary and cultural criticism. *Four credit hours.* L.

[EN324] 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.

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

[EN329] 21st-Century Comparative Literature A consideration of contemporary literature of the first decade of the 21st century, with an international focus. We will read some of the most innovative novels of the current moment in an effort to think more broadly about issues of genre, narrative, modernity and postmodernity, the aesthetics of postindustrial capitalism, globalism, and the resonance between current events and literary representation. Writers featured range from American authors such as Don DeLillo to Polish author Magdalena Tulli and Norwegian writer Per Petterson. Non-majors are welcome. All works are read in English. Fulfills English C requirement. *Prerequisite:* English 271 recommended, but not required. *Four credit hours.* L.

EN331s Nathaniel Hawthorne and Herman Melville We will explore many of the most famous literary texts by these two writers central to the American literary canon while seeking to answer a number of fascinating questions. How did the brief but very intense personal relationship between Hawthorne and Melville shape their work? Why did Hawthorne enjoy both popular and critical success during his lifetime, while Melville died in obscurity after initial popular acclaim? What cultural factors conditioned the Melville revival of the 1920s? How

have recent critics — particularly scholars of gender and sexuality — understood the work of Hawthorne and Melville? Fulfills English E requirement. *Four credit hours.* L. STUBBS

[EN333] Environmental Revolutions in American Literature and Culture Explores the role that literature and the arts have played in the ongoing "environmental revolution" waged by people of color and their allies. Case studies will introduce students to a range of environmental justice issues and movements, bringing a humanities-based approach to topics most often treated through the lenses of science, law, and policy. Texts will include multiethnic American literature, film, and music, as well as several artworks in the Colby College Museum of Art. We will analyze how environmental justice activists, scholars, and artists have responded to new challenges while also revising core concepts and priorities of mainstream environmentalism. Fulfills English C and D requirements. *Prerequisite:* Any W1 course. *Four credit hours.* L, U.

[EN334] The Age of Revolution Examines the literatures and histories associated with three major liberal revolutions of the European Enlightenment (U.S., French, Haitian) while placing these in the context of the Enlightenment and Scientific Revolution. Considers the influence of the Scientific Revolution on political revolution in the long 18th century. Fulfills English C and E requirements. *Four credit hours.* L.

EN336s Early American Women Writers Is there a female literary tradition in America? Moving from the colonial era to the early 20th century, an exploration of many of the themes central to women's lives and an investigation of the literary genres traditionally associated with women's writing, exploring the insights of feminist historians, and assessing the recent critical reclamations of "female" genres such as domestic fiction and the sentimental. Fulfills English C, D, and E requirements. *Four credit hours.* L. STUBBS

EN337s Climate Fiction Investigates contemporary literature, film, and media in the developing genre known as "climate fiction." We will situate these texts within the environmental humanities, an interdisciplinary field that combines scientific-cultural discourses about the environment with humanistic concerns for justice. We will ask how cli-fi narrates disaster on a global scale, but also strives to imagine more just futures that combine environmentalism and social equality. These texts will be paired with philosophical and eco-critical writings that will aid our development of the humanistic methodologies needed to analyze this new genre. Fulfills English C requirement. *Four credit hours.* L. WALKER

[EN338] 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. Fulfills English C, D, and E requirements. *Four credit hours.* L.

[EN341] American Realism and Naturalism: Then and Now Investigates different forms and philosophies through which writers, artists, and performers have sought to portray "real life." Begins with an in-depth examination of three literary movements that dominated U.S. literature from the late 19th- through the early 20th centuries: realism, regionalism, and naturalism. Investigates how these cultural categories developed in relation and in response to specific social and economic conditions, and to similar movements in visual arts and music. Then looks at examples of Italian neo-realist cinema and contemporary U.S. reality TV to discover how visual media makers in the mid-20th and early 21st centuries have redefined the relationship between representation and the "real." *Prerequisite:* W1 course. *Four credit hours.* L.

[EN342] Literature of the Rural The "rural" in the American imaginary depends on a relation between the city and country that challenges systems of belief and value about the natural world and the possibility of human agency within it. Many of the myths of place writers create are essentially rural and pastoral rather than urban and industrial spaces, including Stephen Crane's *Whilomville*, William Faulkner's *Yoknapatawpha County*, and William Carlos Williams's *Paterson*. Concentrating on novels, stories, essays, and poetry, we will explore the dynamic play of margin and center, national and local identity, and the shifting sense of what it means to be, and not be, "rural" and American in the long 20th century. *Prerequisite:* Any W1 course. *Four credit hours.* L, U.

[EN343] African-American Literature: Speaking in Tongues Beginning with Lucy Terry's poem, "Bars Fight," the earliest known work of literature by an African American, Black Art in the United States has been inherently political and aesthetically complex. This course is, diachronically, a survey of multiple, intertextual genres and periods including poetry, short and long fiction, and creative nonfiction. Synchronically, it is a close reading of seminal writers—for example Rita Dove, Ralph Ellison, Sherley Anne Williams, and John Edgar Wideman—whose thematic foci include (existential) identity, migration, race and racialism, art and propaganda, power and privilege. A critical understanding and articulate sense of these interlocking issues are the specific learning goals. *Prerequisite:* Any W1 course. *Four credit hours.* L, U.

EN345s Modern American Fiction Major works of American fiction since 1920—by Faulkner, Hemingway, Fitzgerald, Bellow, O'Connor, Alice Walker, and others—will be analyzed, emphasizing the pattern of experience of the protagonist in conflict with the modern world.

Prerequisite: Any W1 course. *Four credit hours.* L. BRYANT

[EN346] Culture and Literature of the American South In a cold, New England dormitory, a northern student asks his southern roommate to "tell about the South." The effort to do so engenders not just one narrative about what it means to grow up amid the palpable shadows of the Civil War and institutional slavery, but a whole tradition of imaginative fiction demarcated by elusive terms like "regionalism," "grotesque," "realism," and "modernism." Because so many of our writers are Southerners by birth, experience, and disposition, the South, as myth and reality, has become a trope for what is essentially and problematically "American"—and what isn't—in our literature and cultural history. *Four credit hours.* L.

EN347f Modern American Poetry An introduction to modern American poetry guided by questions including: What makes a poem "modern"? What is the relationship between modern poetry and its literary forebears? What is free verse, and are our poets writing it? How are social realities (gender, race, class) figured by modern poetry? What kind of (American) self do these poets imagine? Organized into four units: "natural" language, forms and reforms, experiments, and imagination and reality. We will read poetry and prose by Pound, H.D., Williams, Toomer, Frost, Eliot, Moore, Millay, Cummings, Stein, Hughes, Stevens, Loy, and Brooks. Fulfills English P requirement. *Prerequisite:* Any W1 course. *Four credit hours.* L. ARDAM

EN351s Contemporary American Poetry: Politics, Experiments, Selves Covers American poetry from World War II to the digital age. We will be concerned with individual authors and styles and also with the social and formal concerns that unite them. Asking questions such as: How do poets reimagine form and its relationship to the self after the innovations of modernism? What happens to the lyric "I" in this period? We will read work by Ginsberg, Plath, O'Hara, Bishop, Creeley, Rich, Clifton, Hejirian, Cha, Mullen, Goldsmith, and Rankine, and study clusters of poems that take on political issues (including abortion, racism, and September 11th) by other poets. Fulfills English P requirement. *Prerequisite:* English 120, 172, or 200. *Four credit hours.* L. ARDAM

[EN353] The American Short Story A historical, cultural, and analytic look at the American short story from its origins to the current day, including works by Hawthorne, Melville, Freeman, Hemingway, Fitzgerald, Hughes, O'Connor, Updike, Cheever, Baldwin, O'Brien, Robert Olen Butler, Carver, Grace Paley, Jamaica Kincaid, Louise Erdrich, and John Barth. Students will write two papers and a take-home exam synthesizing class concerns and will respond to a structured question on weekly forums. The forums serve as triggering devices for class discussions. *Prerequisite:* English 172 or 200, and 271. *Four credit hours.* L.

[EN354] Slavery and the American Literary Imagination Devoted to sounding the implications of slavery in shaping the American literary imagination and an analysis of the larger iconography of color that has haunted (and in some instances horrified) our national writers and literature since Jamestown, 1619 when the first small band of negras arrived in North America. Collectively, we will construct an inherently polemical dialogue between 19th- and 20th-century racial ideologies, myths, and customs; read authors like Frederick Douglass and Harriet Jacobs who write about slavery as a "lived experience"; and explore 20th-century writers, including Toni Morrison, Lucille Clifton, and Gayle Jones, engaged in "reconstructing slavery through the literary imagination." Fulfills English C and D requirements. *Prerequisite:* Any W1 course. *Four credit hours.* L, U.

[EN367] History of the English Language Explores the development of English in both its linguistic and cultural dimensions. The first half examines historical changes in English language and grammar, from the Anglo-Saxon period to the present. The second half considers a wide variety of issues in contemporary sociolinguistics. Topics will include the standardization of spelling and grammar, dialect and slang, history of lexicography, the rise of global Englishes, and emerging digital tools for linguistic study. *Prerequisite:* A W1 course. *Four credit hours.* L.

[EN369] Reading Race Now: 21st-Century Multiethnic-American Literature An introduction to 21st-century fiction, poetry, and drama by writers of color, providing opportunities to examine the innovative literary forms and styles through which these writers represent racial and ethnic identity. Building an understanding of contemporary theories of racial formation, we will also examine the ways in which literary representations of race and ethnicity intersect with gender and sexuality, class, ability, and nation in the wake of major events, including the attack on the World Trade Center, the U.S. Wars in Iraq and Afghanistan, and Hurricane Katrina. Fulfills English C and D requirements. *Prerequisite:* Any W1 course. *Four credit hours.* L, U.

EN378f Fiction Writing II An intermediate 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. *Four credit hours.* BRAUNSTEIN

EN379fs Poetry Writing II Presupposes basic familiarity with the poetic uses of metaphors, images, lines, and fresh and rhythmic diction. Requires students to read more extensively and analytically in contemporary poetry and continue their practice working with the kind of divergent thinking that makes poetry possible. Students will also undertake a more sophisticated investigation of the interplay of syntax with lineation, the nuances of pacing and structure, the resources of associative thinking, the gambits of rhetoric, and the complexities of tone. Final portfolio, emphasis on revision. Fulfills English P requirement. *Prerequisite:* English 279. *Four credit hours.* BLEVINS,

EN380s Creative Nonfiction Writing II Advanced course in creative nonfiction. Students will refine their knowledge of the types and tropes of creative nonfiction, and will advance their ability to produce quality nonfiction, through the use of the workshop method. Students will be urged to focus on memoir; personal, reflective, or juxtaposition essays; literary journalism; or adventure narratives. Familiarity with particular examples of nonfiction, exercises, and intensive drafting and review of student work are required. *Prerequisite:* English 280 or other nonfiction writing course. *Four credit hours.* **A.** BURKE

[EN382] Environmental Writing: Writing on Place Creative writing using the workshop method to teach students about the principles, strategies, and achievements of writing about the relationship of human to nonhuman. Focus on the role that place plays in that relationship. Students study professional models, draft exercises, workshop their peers' writings, and produce finished essays and narratives for a final portfolio. *Four credit hours.* **A.**

[EN386A] The Mother Tongue(s): Grammar, Syntax, and Style for Writers A shame-free and stress-free conversation on the grammar, syntax, and style of contemporary written English. We will re-familiarize ourselves with the rules and conventions of Standard American English in order to better employ them when necessary and ignore them if not. We will also ferret out the contradictions, exceptions, and myths surrounding the written linguistic behaviors of everyone from "Abercrombie & Fitch" to James Baldwin. We will work with our own prose in a metawriting (writing about writing) workshop. Readings on writing, usage, and style will include essays by Steven Pinker, David Foster Wallace, George Orwell, E.B. White, Virginia Woolf, Joan Didion, Annie Dillard, and many others. *Prerequisite:* English 278 or 279. *Four credit hours.*

[EN386C] Special Topics: Documentary Radio Students will listen to and make a variety of short documentary pieces, learning how to use recording equipment, interview, write radio scripts, and edit and mix sound. They will produce radio essays, public service announcements, vox pops (person-on-the-street-type interviews), soundscapes, and profiles. They should expect to go off campus for assignments. Includes readings about sound reporting and the making of *This American Life*, as well as guests from on and off campus. Fulfills English C requirement. *Four credit hours.*

EN398s Space and Place in Contemporary Native American Literature We will read contemporary Native American literature as we work to understand how the notions of "place" (concrete experience) and "space" (abstract concept) shape indigenous experiences and identities in the United States — and in turn, our own. We will start by considering the differences between Euro-American cartographic practices and Indigenous mapmaking. Then we will read works by Native American authors that deal with histories of removal, the "Trail of Tears," termination, forced boarding school education, sovereignty, slave holding, endurance, and survival. Fulfills English D requirement. *Prerequisite:* A W1 course. *Four credit hours.* **L, U.** QUINTANA WULF

EN411f 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 work with several film adaptations and other screened versions. No prior knowledge of film necessary, but we will work with and analyze film in the terminology of the field. Fulfills English C and E requirements. *Four credit hours.* **L.** OSBORNE

[EN412] Global Shakespeares A humanities lab that examines international appropriations of Shakespeare's plays through film, through exploration of translation practices and adaptations, and through development of an exhibition of German Shakespearean prints in conjunction with the Colby Museum of Art. Explores Shakespeare's plays within the context of intercultural dialogues, theories about cultural imperialism, and filming/artistic practices in global markets. Significant research required. Required film screenings. Fulfills English E requirement. *Four credit hours.* **L.**

EN413As Author Course: Toni Morrison An intensive exploration of Toni Morrison's life, fiction, and nonfiction—eight novels, collected essays/lectures, and short fiction—and their aesthetic and political location within the national discussion about race, class, and gender, canonicity, and literary production. As a writer, teacher, and critic, Morrison positioned her work at the crossroads of cultural criticism, insisting that we, her readers, look unflinchingly at issues that, in the African-American vernacular, "worry" all of her writing—brutality, wholeness, love, community, cultural and political marginalization, and history. Like so many of her characters who struggle to find a voice to speak the unspeakable, this course is predicated upon dialogue and critical inquiry. Fulfills English D requirement. *Four credit hours.* **L.** BRYANT

[EN413C] Author Course: Samuel Beckett: Comedy of the Abyss Beckett faces the emptiness of modernity, and finds humor and critical meaning in it: in the holes between "words without things, things without words." His absurd plays, in which nothing happens, parody the absurd ideals of a Western culture where "everything waits to be called off to the dump" but life goes on as normal: discovering the meaning of the expelled. As the "comedian of the impasse," Beckett makes meaningless language speak, in a world that cannot go on, but must. The central texts of one of the hardest and most rewarding modern writers: including *The Trilogy (Molloy, Malone Dies, The*

Unnamable), *Waiting for Godot*, *Endgame*, and other short prose. Fulfills English C requirement. *Four credit hours.* L.

[EN413E] Author Course: Herman Melville An examination of significant works by Herman Melville, considered through his life history and the larger historical, cultural, economic, and political contexts conditioning his representations. We will pay special attention to how critics in the new millennium have understood these texts, focusing on the new interpretations made possible by the insights of recent scholars of gender and sexuality. *Four credit hours.* L.

EN413Ff Author Course: William Faulkner Close reading of William Faulkner's major short fiction and novels in the 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. Fulfills English D requirement. *Four credit hours.* L. BRYANT

[EN413G] Author Course: Cormac McCarthy: Novels and Film Adaptations What Flannery O'Connor famously said in 1960 about the influence of William Faulkner's novels and stories on American writers may be said with equal force about the early 21st-century impact of Cormac McCarthy's fiction: "No one wants his mule and wagon stalled on the same track the Dixie Limited is roaring down." O'Connor's paradoxically intimidating and inspiring caution is put to the test by close reading McCarthy's major novels and their film adaptations, including *All The Pretty Horses*, *The Road*, and *No Country For Old Men*, that contribute to the ongoing regional and national dialogue concerning violence and divinity, "being and nothingness," art and entropy. Fulfills English C requirement. *Four credit hours.* L, U.

[EN413H] Author Course: Henry James How biographical information and critical responses aid in understanding the key themes, literary projects, and central problems of works by one the most famous writers of the American literary tradition, Henry James. *Three credit hours.* L.

[EN413M] Author Course: The Complications of Jonathan Swift Best known for his acerbic satires, "A Modest Proposal" and *Gulliver's Travels*, Jonathan Swift was a prolific writer across genres. In the 18th century he was well known for his wry and at times profane poetry, his political pamphlets, and his dynamic prose fiction. He was also the subject of much gossip surrounding his romantic affairs and much speculation about his complicated political and national allegiances. We'll examine the life and writings of Swift—satire, poetry, pamphleteering, novelistic writing, science fiction—with emphasis on what reading the multifaceted Swift today teaches us about contingency, identity, and the in/stability of meaning. Accordingly, we will ask and answer: to what extent are Swift's complications also our own? *Four credit hours.* L.

[EN413Q] Author Course: Stephen King: Mystery, Magic, and Maine "Ourself behind ourself, concealed-/Should startle most," the speaker announces in a gothic poem by Emily Dickinson. Earlier practitioners of the American Gothic like Poe concur with this sentiment, but it is in the works of Stephen King that the tensions between material and immaterial spaces—and the intersections of horror, the uncanny, and terror—reach their full measure in the 20th century. Almost no other American author is as prolific as Stephen King and writes across as many genres, including novels, short stories, novellas, and essays. We will explore the shaping influence of King's writing on American pop culture, Maine, and New England, and nightmare subjects including alienation, dystopia, blackness, and abjection that *should startle most*. *Prerequisite:* Any W1 course. *Four credit hours.* L, U.

[EN413R] Author Course: Edith Wharton How biographical information and critical responses aid in understanding the key themes, literary projects, and central problems of works by one of the most famous writers of the American literary tradition, Edith Wharton. Fulfills English D requirement. *Three credit hours.* L.

[EN413S] Author Course: Two Early 19th-Century Novelists: Scott and Austen The origins of the Victorian novel, exploring themes of race, class, and the narrative structure that would shape the social and literary structures of classic narratives. The preconditions of the female-centered plot, ideological uses of raced identities, the Austen heroine, and the origins of feminism and commodity culture will be considered through literary and film versions. Fulfills English C and D requirements. *Three credit hours.* L.

[EN417] Literary Criticism: Postmodern Identity in Contemporary Novels Explores the interplay of commodity culture and new expressions of difference in gendered, racial, queer, and transnational terms, using theoretical texts from Appiah, Derrida, Butler, Deleuze, and Guattari. Other texts include DeLillo's *White Noise* on media saturation; trans-national quests to re-conceptualize official history, race, and queerness in Murakami's *Hard Boiled Wonderland at the End of the World*, Ishiguro's *Never Let Me Go*, and Ozeki's *Tale for the Time Being*; and the contemporary comedy of Silicon Valley, Eggers' *The Circle*. Fulfills English C requirement. *Four credit hours.* L.

[EN422] Queer Theory and U.S. Literatures and Cultures Students will develop an advanced understanding of key concepts and movements in queer theory, an interdisciplinary field of critical theory that has had wide-ranging effects. As we move through major works, we will review their theoretical underpinnings: women of color feminism, poststructuralism, psychoanalysis, and historical materialism. We

will explore queer theory's relationship to and influence on American literary and cultural studies and will develop sophisticated skills for engaging in original theoretical analyses of creative texts, influenced by new developments including queer of color critique, queer ecology, crip theory, and trans studies. Fulfills English C and D requirements. *Prerequisite:* A course focusing on critical theory or theories of gender/sexuality such as English 271, WGSS 201 or 232, or another with instructor approval. *Four credit hours.* L, U.

[EN442] U.S. Orientalisms and Arab American Literature What assumptions do Americans make about the Middle East and Arabs, and how have these beliefs been shaped by literary representations? What topics do 20th- and 21st-century Arab American writers explore and how are these writers in dialogue with the history of Orientalist expression? Reading texts by writers such as Tyler, Irving, Poe, Melville, and Twain depicting the Middle East and the Islamic regions of North Africa, we will be attentive to "the Arab" and "the Arabesque" as unstable terms in relation to racial constructs of darkness and whiteness, and normative categories of gender and sexuality. After examining paintings and films, we will turn to texts produced by Arab Americans themselves. Interested non-majors are welcome. *Four credit hours.* L, U.

[EN457] American Gothic Literature Horror, especially gothic horror of the American variety, always masquerades as something else; it can usually be found "playing in the dark," in Toni Morrison's phrase, or beneath a monster-other mask. Surveying horror's effects—the narrative strategies that make horror fiction so horrifying—is a focus, but emphasis is on learning to use various critical tools, Jungian myth, psychoanalytical, feminist, and race criticism to explore the deeper, semiotic relation of signs and signifying that codify the cultural meaning behind the monster masks—werewolves, shape-shifters, vampires, succubi, demons, and (extra)terrestrial aliens—that conceal a humanity too terrifying to confront consciously. *Four credit hours.* L, U.

EN478s Advanced Studies in Prose An advanced "group independent" workshop, providing a capstone experience to creative writing concentrators and minors working in fiction, drama, or creative nonfiction. Students will execute a semester-long writing project. This may be a series of short stories, a novella, novel chapters, a script, a screenplay, or some other project to be approved by the instructor. *Prerequisite:* English 378 or 380. *Two to four credit hours.* SPARK

EN479s Advanced Studies in Poetry An advanced "group independent" workshop, providing a capstone experience to creative writing concentrators and minors working in poetry. Fulfills English P requirement. *Prerequisite:* English 379. *Two to four credit hours.* BLEVINS

EN479J Advanced Studies in Poetry An advanced "group independent" workshop, providing a capstone experience to creative writing concentrators and minors working in poetry. Fulfills English P requirement. *Prerequisite:* English 379. *Two credit hours.* BLEVINS

EN483f, 484s Honors Thesis An independent, substantial project approved by the English Department or the Creative Writing Program. The student will work in close consultation with a faculty member. Students are responsible for selecting their faculty tutor and submitting their proposal by May of their junior year. *Prerequisite:* A 3.25 grade point average in the major and approval from a faculty tutor. *Two to four credit hours.* FACULTY

EN491f, 492s Independent Study Individual projects exploring topics for which the student has demonstrated the interest and competence necessary for independent work. *Prerequisite:* Permission of a project advisor and the chair of the department. *One to four credit hours.* FACULTY

EN493As Seminar: Literature and Film Adaptation From *Beowulf* to *Fight Club*, literary texts become films in ways that expand our understanding of the relationship between literature and adaptation. This seminar will explore adaptation studies, moving beyond fidelity studies, through an array of films and literary texts, including some chosen by seminar participants. Fulfills English C and E requirements. *Four credit hours.* L. OSBORNE

[EN493B] Seminar: Beyond Borders: Narratives of Crossing and Return We will explore the perils and possibilities of border crossings, the dreams of those who traverse and thereby stretch the limits, and the rewards and repercussions of their journeys as represented in American literature and film. Theoretical readings from border studies, environmental studies, race and ethnic studies, and gender and queer studies will animate and inform our close analyses of literary works including Maxine Hong Kingston's *China Men*, Nella Larsen's *Passing*, Leslie Marmon Silko's *Ceremony*, and Karen Tei Yamashita's *Tropic of Orange*, and films including *Sankofa* (Haile Gerima), *Lone Star* (John Sayles), and *The Aggressives* (Daniel Peddle). *Four credit hours.* L.

EN493Cf Seminar: James Joyce's Ulysses and Early Writings An examination of Joyce's idea of otherness as both an English that limited Irish writing and a foreignness that inhabits language and gives a nation different voices. We will study *Portrait of the Artist as a Young Man* to see how Joyce developed his idea of linguistic identity and difference; then we will go on to study the chapters of *Ulysses*, each with a different narrator, learning how to read the Bloom, Stephen Dedalus, and the allusions that allowed Joyce to remake the realist novel in a comic, self-conscious vein. Fulfills English C requirement. *Four credit hours.* L. SUCHOFF

EN493Ds Seminar: Chaucer's *Canterbury Tales* Learn Middle English as we read and analyze a selection of the stories drawn on Chaucer's great literary road trip, *The Canterbury Tales*. Attention will be given to issues of Chaucer's sources, narrative personae, and generic variety, as well as to key themes in recent Chaucer criticism. Through secondary sources, we will develop a context for our readings that includes consideration of the political, social, and literary contexts of late medieval England. No previous experience with Middle English is required. Fulfills English E and P requirements. *Prerequisite:* W1 course. *Four credit hours.* L. COOK

[EN493G] Seminar: Poetry and Cognition What insights can poetry offer to the study of human cognition, and how might discoveries and ideas from linguistics, cognitive psychology, neuroscience, and philosophy of mind illuminate our experience of poems and our understanding of poetry's central role in cultures through history? We will begin to answer these questions through interdisciplinary reading and research, discussion, and creative engagement, and we will experiment with poems from the Renaissance to the present. Fulfills English C and P requirements. *Four credit hours.* L.

[EN493H] Seminar: Migratory Poetics How are poetic forms and tropes transformed as their creators migrate from one country, place, or language to another? How do writers use poetic forms to confront new places, engage with new languages, and make their ways across cultures? How do lyrics or narratives allow writers to shape the experience of cultural estrangement? We will engage several case studies, from late 18th- and early 19th-century India (William Jones, H. L. V. Derozio, and others), to the Canadian backwoods (Susanna Moody, Anne Knight, and Margaret Atwood), to native American/First Nations poets encountering a dominant Anglo culture (Pauline Johnson and others), to transatlantic expatriates (Pound, H.D., and Eliot). Fulfills English C, D, and P requirements. *Four credit hours.* L.

EN493If Seminar: Imperialism and Literature A critical exploration of the British imperial imagination, the seminar examines the imaginative discourses produced in Britain about its colonies from the 17th century to the modern era. It analyzes ways in which literature was shaped by, and in turn, directed the social, political, and cultural forces that marked imperialism. More specifically, it identifies narratives about "frontiers" (physical, psychological, and moral) across which British identity was defined and consolidated. Using Edward Said's theory of orientalism, the seminar traces the multiple, and sometimes contradictory, worlds evoked in literature through which ideas about alterity or otherness enter the domain of culture. Fulfills English C, D, and E requirements. *Four credit hours.* L. ROY

ENVIRONMENTAL SCIENCE

In the Department of Environmental Studies

Directors, Professors Philip Nyhus (*Environmental Studies*) and D. Whitney King (*Chemistry*)

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

Environmental Science

The interdisciplinary environmental science major provides an introduction to national and global environmental issues and the opportunity to focus on conservation biology, marine science, applied ecology, environment and human health, environmental chemistry, or environmental geology. A foundation course in environmental studies is complemented by core courses in environmental economics, biology, ecology, chemistry or physics, geology, and mathematics. Environmental science majors also complete two courses that fulfill the humans-and-the-environment requirement. The senior capstone seminar provides a hands-on approach to environmental science research. Students complete a capstone course or independent study related to their focus area.

Chemistry/Environmental Science

Students electing this major complete all the courses required for the chemistry major. In addition, two courses are required in biology or geology, and two more in economics. Chemistry 217 (Environmental Chemistry)—which discusses the application of chemical principles to such topics as fates and toxicity of heavy metals and organic pollutants in soils and natural water systems, corrosion, complexation, and analytical techniques—is required, as is an independent study in the senior year.

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

Programs, internships, and other off-campus educational opportunities, including affiliated programs offered by the Bigelow Laboratory for Ocean Sciences, the Ecosystem Center of the Marine Biological Laboratory in Woods Hole, Mass., SEA Semester, and the School for Field Studies.

ENVIRONMENTAL STUDIES

Director, *Associate Professor Philip Nyhus*

Associate Director, *Professor Whitney King*

Program Faculty and Staff: *Associate Professor Philip Nyhus; Assistant Professors Justin Becknell, Denise Bruesewitz, Gail Carlson, Loren McClenachan, and Travis Reynolds; Laboratory Instructor II Abby Pearson; Program Coordinator Lia Morris; Research Scientists Manuel Gimond and Benjamin Neal; Mellon Postdoctoral Fellow in Environmental Humanities Christopher Walker*

Affiliated Faculty and Staff: *Professors Catherine Bevier (Biology), Michael Burke (English, Creative Writing), Jim Fleming (STS), and W. Herbert Wilson (Biology); Associate Professors Karena McKinney (Chemistry) and Keith Peterson (Philosophy); Assistant Professors Greg Drozd (Chemistry), Bess Koffman (Geology), and Chris Moore (Biology); Visiting Assistant Professor Bruce Rueger (Geology); Teaching Associate Sarah Gibbs Staffiere (Biology)*

The Environmental Studies Program offers interdisciplinary majors in environmental policy, environmental science, and environmental studies-interdisciplinary computation as well as a minor that can be elected by majors in any discipline

The Environmental Studies Program at Colby was founded in 1971 and has received national recognition for developing an innovative, project-based curriculum and for challenging students to engage hands-on with environmental issues at Colby, in Maine, and around the world. Our students and faculty are active locally, nationally, and internationally in studying and helping to solve diverse environmental challenges. The program encourages and supports student environmental initiatives and activism. Colby was one of the first colleges in the nation to achieve carbon neutrality and uses 100-percent renewable source electricity. Colby also seeks LEED silver certification of all new construction and major renovations and uses sustainably harvested wood biomass instead of oil as its primary fuel for heat and hot water, reducing fossil fuel use by approximately 90 percent. The U.S. Environmental Protection Agency, the state of Maine, and other organizations have recognized Colby for its commitment to environmental academics and sustainability. Recent examples of student-led environmental initiatives include establishing an organic garden, organizing activities to reduce carbon emissions on campus, developing a climate change action plan in the local community, raising awareness about the dangers of using hazardous chemicals in personal care products and children's toys at the state and federal levels, and reducing bottled water use on campus.

A strategic partnership between Colby and the Bigelow Laboratory for Ocean Sciences has expanded educational and research opportunities in marine sciences for students. The partnership includes an expansion of the program's marine sciences curriculum, including a semester of study in residence at Bigelow, Jan Plan courses taught by Bigelow research scientists, an increase in student research opportunities, and curricular innovations that combine scientific research with economic and social policy analysis.

The Environmental Studies Program curriculum emphasizes inquiry-based learning and original research opportunities. Each major is flexible and enables students to pursue their individual academic goals and interests. Each major provides a broad-based course of study and prepares graduates to understand and to address the many complex environmental challenges facing society. The interdisciplinary nature of our curriculum is enhanced by close ties to many departments and programs in the natural sciences, social sciences, and humanities. Our science and policy curricula benefit from our Maine location, including access to diverse natural areas and unique access to government, nonprofit, and business institutions. Our graduates are prepared to take leadership positions in businesses, nonprofits, consulting firms, educational institutions, and government agencies. Many of our graduates complete postgraduate work in environmental sciences/studies, ecology, marine science, public health, 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. A student cannot elect both the chemistry: environmental science concentration and the environmental science major with an environmental chemistry focus.

Requirements for the Major in Environmental Policy

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 environmental science. Diverse electives allow students to explore topics such as introductory geographic information systems (GIS), conservation biology, global food policy, marine and freshwater conservation, public health, and the environmental humanities.

Environmental policy majors are encouraged to take Environmental Studies 118 (spring) in their first year at Colby. Students pursuing this major should elect Environmental Studies 233 and 271 (if possible) in the fall and 234 in the spring of their sophomore year. Students must complete at least one course at the 300 level or above from category III below. No more than one course at the 100 level may be used to fulfill category III. No requirement for the major may be taken satisfactory/unsatisfactory. AP credit can fulfill core course requirements based on exam performance and coverage. Exemption from Environmental Studies 118 is granted with an AP test score of 4 or 5, allowing advanced placement into other courses. Courses not listed below, such as those offered by some off-campus study programs, may count

toward the major pending prior approval by the program director. Up to two courses may be counted toward the major from approved off-campus study programs.

Environmental policy majors are encouraged to work with their advisor to develop a curricular pathway that includes both depth and breadth of study. Recommended thematic groupings selected from electives in category III and category IV below include: conservation and resources, energy and climate, environmental humanities, food and agriculture, public health, and water resources (marine and freshwater). See the Environmental Studies Program website for details on suggested courses for these groupings. Students are welcome to develop additional thematic pathways (e.g., environmental justice, green building, urban and regional planning).

I. Required Environmental Studies Core Courses

Biology

- 163 Cellular Basis of Life
- 164 Evolution and Diversity

Environmental Studies

- 118 Environment and Society
- 271 Introduction to Ecology

Economics

- 133 Principles of Microeconomics
- 231 Environmental and Natural Resource Economics

II. All of the Following Courses

Environmental Studies

- 233 Environmental Policy
- 234 International Environmental Policy

Statistics

- 212 Introduction to Statistical Methods

III. Humans and the Environment (three courses, at least two from environmental studies)

Anthropology

- 256 Land, Food, Culture, and Power

Environmental Studies

- 151 Landscape and Meaning
- 212 Introduction to GIS and Remote Sensing (if not used to satisfy IV below) *or*
- 214 Introduction to GIS and Spatial Analysis (if not used to satisfy IV below)
- 242 Marine Conservation and Policy
- 244 Marine Communities (if not used to satisfy IV below)
- 265 Global Public Health
- 276 Global Change Ecology (if not used to satisfy IV below)
- 319 Conservation Biology (if not used to satisfy IV below)
- 343 Environmental Change
- 344 Marine Fisheries Management
- 346 Global Food Policy
- 358 Ecological Field Study (if not used to satisfy IV below)
- 364 Climate Change, Justice, and Health
- 366 Environment and Human Health (if not used to satisfy IV below)

History

- 248 Nuclear Visions, Environmental Realities
- 364 Environmental and Health History in Africa
- 394 Ecological History

Philosophy

- 216 Philosophy of Nature
- 243 Environmental Ethics
- 328 Radical Ecologies

Science, Technology, and Society

- 215 Weather, Climate, and Society

IV. Three of the Following Courses (at least one from environmental studies)

Biology

- 197A Biochemistry of Food
- 225 Immunology
- 237 Woody Plants
- 246 Parasitology
- 259 Plants of the Tropics
- 275 Human Physiology
- 277 Vertebrate Natural History
- 334 Ornithology
- 354 Marine Ecology
- 382 Ecological Modeling

Chemistry

- 141 and 142 General Chemistry I and II *or*
- 147 Comprehensive General Chemistry (cannot be counted with Chemistry 141 and 142)
- 217 Environmental Chemistry
- 331 Chemical Methods of Analysis

Economics

- 278 Joules to Dollars

Environmental Studies

- 212 Introduction to GIS and Remote Sensing *or*
- 214 Introduction to GIS and Spatial Analysis
- 218 Exploratory Data Analysis in R
- 244 Marine Communities
- 276 Global Change Ecology
- 319 Conservation Biology
- 338 Forest Ecosystems
- 343 Environmental Change
- 356 Aquatic Ecology
- 358 Ecological Field Study
- 366 Environment and Human Health

Geology

- 141 Earth and Environment *or*
- 142 Deep Time Planet Earth

Physics

- 141 Foundations of Mechanics *or*
- 143 Honors Physics
- 145 Foundations of Electromagnetism and Optics

V. One of the Following Capstone Courses

Environmental Studies

- 493 Environmental Policy Practicum *or*
- 494 Problems in Environmental Science (with permission of director)

VI. Senior Colloquia

Environmental Studies

- 401, 402 Senior Colloquium (one credit for the year)

Environmental Studies 401 and 402 provide one credit for the senior year and typically are taken in addition to a normal four-course semester.

Students are strongly encouraged to participate in relevant on- and off-campus opportunities, including research projects, public policy and/or humanities experiences, field studies, or internships in the discipline to complement their academic work. Environmental studies majors may apply for Environmental Studies Program financial assistance to participate in relevant research or internship opportunities.

Requirements for the Major in Environmental Science

The interdisciplinary environmental science major includes foundation courses and 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 aquatic sciences (freshwater and marine), conservation biology, ecosystem ecology, energy and climate, and public health. Students may also petition the Environmental Studies Program director to propose well-structured alternative focus areas. The senior capstone seminars provide a hands-on approach to environmental science research in freshwater or marine ecosystems.

Environmental science majors are encouraged to enroll in Biology 163 (fall) and 164 (spring) and Environmental Studies 118 (spring) in their first year, and Environmental Science 271 (fall) in their sophomore year. Students interested in the environmental science major with a marine science focus should consider the Bigelow Laboratory Changing Oceans semester program in their junior 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 may also provide advanced placement in biology, chemistry, physics, calculus, and microeconomics. Environmental science majors should consult with their advisor 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.

I. Required Environmental Studies Core Courses

Biology

- 163 Cellular Basis of Life
- 164 Evolution and Diversity

Environmental Studies

- 118 Environment and Society
- 271 Introduction to Ecology

Economics

- 133 Principles of Microeconomics
- 231 Environmental and Natural Resource Economics

II. Required Science and Mathematics Courses

Chemistry

- 141 and 142 General Chemistry I and II *or*
- 147 Comprehensive General Chemistry

OR

Physics

- 141 Foundations of Mechanics or 143 Honors Physics *and*
- 145 Foundations in Electromagnetism and Optics

Geology

- 141 Earth and Environment *or*
- 142 Deep Time Planet Earth

OR

Environmental Studies

- 212 Introduction to GIS and Remote Sensing *or*
- 214 Introduction to GIS and Spatial Analysis

Mathematics and Statistics

- Mathematics 121 Single-Variable Calculus *and*
- Statistics 212 Elementary Statistics

Students electing the energy and climate focus area are encouraged to also take Mathematics 122 Series and Multi-Variable Calculus.

III. Humans and the Environment (two courses, not taken from the same discipline unless that discipline is environmental studies)

Anthropology

- 256 Land, Food, Culture, and Power

Environmental Studies

- 151 Landscape and Meaning

- 212 Introduction to GIS and Remote Sensing Studies (if not used to satisfy II above) or
- 214 Introduction to GIS and Spatial Analysis (if not used to satisfy II above)
- 233 Environmental Policy
- 234 International Environmental Policy
- 242 Marine Conservation and Policy
- 265 Global Public Health
- 276 Global Change Ecology
- 319 Conservation Biology
- 343 Environmental Change
- 344 Marine Fisheries Management
- 346 Global Food Policy
- 358 Ecological Field Study
- 364 Climate Change, Justice, and Health
- 366 Environment and Human Health

History

- 248 Nuclear Visions, Environmental Realities
- 346 Global Health History
- 394 Ecological History

Philosophy

- 216 Philosophy of Nature
- 243 Environmental Ethics
- 328 Radical Ecologies

Science, Technology, and Society

- 215 Weather, Climate, and Society

IV. Focus Area (four courses, depending on the focus area chosen, and an additional culminating experience chosen in consultation with advisor)

The Environmental Studies Program will consider well-structured proposals for additional focus areas. Advanced Placement credits can provide advanced placement in focus areas but cannot reduce the number of required focus-area courses below four.

A. Aquatic Sciences (Freshwater and Marine) (four courses)

Environmental Studies

- 244 Marine Communities
- 356 Aquatic Ecology

Two Courses from the following:

Biology

- 254 Marine Invertebrate Zoology
- 354 Marine Ecology

Chemistry

- 217 Environmental Chemistry
- 331 Chemical Methods of Analysis

Environmental Studies

- 212 Introduction to GIS and Remote Sensing or 214 Introduction to GIS and Spatial Analysis or 218 Exploratory Data Analysis in R
- 242 Marine Conservation and Policy
- 276 Global Change Ecology
- 344 Marine Fisheries Management
- 358 Ecological Field Study

The Bigelow Laboratory Changing Oceans semester program will fulfill three courses in the Aquatic Sciences focus area.

Culminating Experience:

Environmental Studies

494 Problems in Environmental Science

B. Climate and Energy (four courses)

Environmental Studies

- 276 Global Change Ecology

Chemistry

- 217 Environmental Chemistry

OR

Economics

- 278 Joules to Dollars

Two Courses from the following:

Biology

- 382 Ecological Modeling

Chemistry

- 241 Organic Chemistry I
- 242 Organic Chemistry II
- 217 Environmental Chemistry (if not used above)
- 278 Joules to Dollars (if not used above)
- 331 Chemical Methods of Analysis
- 341 Physical Chemistry: Thermodynamics and Kinetics
- 342 Physical Chemistry: Quantum and Statistical Mechanics

Environmental Studies

- 218 Exploratory Data Analysis in R
- 364 Climate Change, Justice and Health

Geology

- 363 Paleoclimatology

Physics

- 312 Physics of Fluids

The Bigelow Laboratory Changing Oceans semester program will fulfill up to two courses in the Climate and Energy focus area.

Culminating Experience:

Environmental Studies

- 494 Problems in Environmental Science

C. Conservation Biology (four courses)

Environmental Studies

- 319 Conservation Biology
- 338 Forest Ecosystems

Two Courses from the following:

Biology

- 237 Woody Plants
- 259 Plants of the Tropics
- 277 Vertebrate Natural History
- 334 Ornithology
- 354 Marine Ecology
- 382 Ecological Modeling

Environmental Studies

- 212 Introduction to GIS and Remote Sensing *or*
- 214 Introduction to GIS and Spatial Analysis (if not used to satisfy II above)
- 218 Exploratory Data Analysis in R
- 242 Marine Conservation and Policy
- 244 Marine Communities
- 356 Aquatic Ecology

- 358 Ecological Field Study

Culminating Experience:

Environmental Studies

- 494 Problems in Environmental Science

D. Ecosystem Ecology (four courses)

Environmental Studies

- 276 Global Change Ecology
- 338 Forest Ecosystems

Two Courses from the following:

Biology

- 382 Ecological Modeling

Chemistry

- 217 Environmental Chemistry
- 331 Chemical Methods of Analysis

Economics

- 278 Joules to Dollars

Environmental Studies

- 218 Exploratory Data Analysis in R
- 242 Marine Conservation and Policy
- 244 Marine Communities
- 356 Aquatic Ecology

Geology

- 225 Mineralogy
- 363 Paleoceanography

Culminating Experience:

Environmental Studies

- 494 Problems in Environmental Science

E. Public Health (four courses)

Environmental Studies

- 265 Global Public Health
- 366 Environment and Human Health

Two Courses from the following:

Biochemistry

- 362 Medical Biochemistry *or*
- 367 Biochemistry of the Cell I

Biology

- 225 Immunology
- 246 Parasitology
- 275 Mammalian Physiology
- 278 Biomedical Genomics and Bioinformatics
- 348 Pathogenic Bacteriology

Chemistry

- 241 Organic Chemistry I

Environmental Studies

- 212 Introduction to GIS and Remote Sensing *or* 214 Introduction to GIS and Spatial Analysis (if not used to satisfy II above) *or* 218 Exploratory Data Analysis in R
- 364 Climate Change, Justice and Health

Statistics

- 306 Topics in Epidemiology

Culminating Experience:

Environmental Studies

- 493 Environmental Policy Practicum *or*
- 494 Problems in Environmental Science

V. Senior Colloquium

Environmental Studies

- 401, 402 Senior Colloquium (one credit for the year)

Environmental Studies 401 and 402 provide one credit for the senior year and typically are taken in addition to a normal four-course semester.

Students are encouraged to consider field courses offered by Colby or other approved programs. Students are strongly encouraged to participate in research projects, relevant field studies, or internships in the discipline to complement their academic work. Environmental studies majors may apply for Environmental Studies Program financial assistance to participate in relevant research or internship opportunities.

Requirements for the Major in Environmental Studies-Interdisciplinary Computation

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 or 152 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.

I. Environmental Studies Core Courses

Biology

- 163 Cellular Basis of Life
- 164 Evolution and Diversity

Environmental Studies

- 118 Environment and Society
- 271 Introduction to Ecology

II. Required Environmental Studies Courses

Environmental Studies

- 212 Introduction to GIS and Remote Sensing *or*
- 214 Introduction to GIS and Spatial Analysis
- 218 Exploratory Data Analysis in *R*

III. Three Courses Selected from the following:

Environmental Studies

- 233 Environmental Policy
- 234 International Environmental Policy
- 242 Marine Conservation and Policy
- 244 Marine Communities
- 265 Global Public Health
- 276 Global Change Ecology
- 319 Conservation Biology
- 338 Forest Ecosystems
- 343 Environmental Change
- 344 Marine Fisheries Management
- 346 Global Food Policy
- 364 Climate Change, Justice and Health
- 366 Environment and Human Health

IV. Required Computer Science Courses:

Computer Science

- 151 Computational Thinking: Visual Media *or*
- 152 Computational Thinking: Science
- 231 Data Structures and Algorithms
- 251 Data Analysis and Visualization
- One additional course numbered 200 or above

One Course from the following:

- 341 Systems Biology I
- 363 Robotics
- 365 Computer Vision
- or other approved course

V. Capstone Courses

Environmental Studies

- 493 Environmental Policy Practicum *or*
- 494 Problems in Environmental Science

VI. Senior Colloquia

Environmental Studies

- 401, 402 Senior Colloquium

Environmental Studies 401 and 402 provide one credit for the senior year and typically are taken in addition to a normal four-course semester. Environmental studies majors may apply for Environmental Studies Program financial assistance to participate in relevant research or internship opportunities.

Requirements for 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. Students who are studying abroad in the spring should try to make initial contact with a potential sponsor in the spring via email, but may complete their proposal in the fall at the beginning of the academic year. If the faculty sponsor approves a proposed project, students will register for ES491 (Independent Study) in the fall of their senior year. During the fall, students must write a thesis proposal, have it approved by the environmental studies faculty, and make progress on their research. Students may continue working on their project by registering for Environmental Studies 291 (Independent Study) during Jan Plan. Students approved by the environmental studies program will continue their research during the spring semester in Environmental Studies 484 (Honors Project). Upon successful completion of honors, Environmental Studies 491 and 291 will be converted to honors credit. A maximum of eight credits for honors research is allowed for the entire year.

Also, students enrolled in Environmental Studies 493 or 494 may petition the program to expand their independent study for these courses into an honors project to be conducted in January and the spring semester.

Successful completion of the honors program will include an approved thesis, an oral presentation at the Colby Liberal Arts Symposium, a successful thesis defense, and the completion of the required course work for the major. The student fulfilling these requirements will graduate with "Honors in Environmental Studies." In cases where requirements for honors have not been fulfilled at the end of the spring semester, Environmental Studies 484 (Honors Research) will revert to a graded Environmental Studies 492 (Independent Study).

Requirements for the Minor in Environmental Studies

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. AP credit in a subject allows advanced placement, but it does not reduce the number of courses required for the minor. 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 include

- 118 Environment and Society

and

1. Either Economics 133 and 231; or Anthropology 112 and one of 256 or 253 or Global Studies 255; or Environmental Studies 233 and 234; or Environmental Studies 265 and either 364 or 366; or Philosophy 243 and either 216 or 328;
2. Either Biology 163 or 164; or Geology 141 and one additional geology course; or Chemistry 141 and 142, or 147 and one additional chemistry course; or two courses from Bigelow Ocean Science Semester
3. Two additional courses, including one numbered 300 or above, selected from the following group(s):

Group 1: At least one course selected from the environmental studies core courses:

Environmental Studies

- 151 Landscape and Meaning
- 212 Introduction to GIS and Remote Sensing *or*
- 214 Introduction to GIS and Spatial Analysis
- 218 Exploratory Data Analysis in R
- 233 Environmental Policy
- 234 International Environmental Policy
- 242 Marine Conservation and Policy
- 244 Marine Communities
- 265 Global Public Health
- 276 Global Change Ecology
- 319 Conservation Biology
- 338 Forest Ecosystems
- 343 Environmental Change
- 344 Marine Fisheries Management
- 346 Global Food Policy
- 356 Aquatic Ecology
- 358 Ecological Field Study
- 364 Climate Change, Justice and Health
- 366 Environment and Human Health

Group 2: If only one course is chosen from the environmental studies core group (Group 1), then one additional course from:

Anthropology

- 256 Land, Food, Culture, and Power
- 253 Goods, Gifts, and Globalizing Consumers

Biology

- 237 Woody Plants
- 259 Plants of the Tropics
- 277 Vertebrate Natural History
- 354 Marine Ecology
- 382 Ecological Modeling

Chemistry

- 217 Environmental Chemistry
- 331 Chemical Methods of Analysis

Economics

- 231 Environmental and Resource Economics
- 278 Joules to Dollars

Geology

- 254 Principles of Geomorphology

History

- 248 Nuclear Visions, Environmental Realities
- 346 Global Health History
- 394 Ecological History

Philosophy

- 216 Philosophy of Nature
- 243 Environmental Ethics
- 328 Radical Ecologies

Science, Technology, and Society

- 215 Weather, Climate, and Society

Minors also are encouraged to have a hands-on environmental activity either of an experiential nature (internship) or an academic nature (research project). In many if not most cases, at least one of these activities may be required by one of the courses selected and satisfied automatically. No requirement for the minor may be taken satisfactory/unsatisfactory.

Course Offerings

ES118s Environment and Society An interdisciplinary study of human relationships with and impacts on the environment. Examination of important local, national, and global environmental issues by exploring causes and methods for investigating these pressing problems, as well as possible solutions, from scientific and public-policy perspectives. Students explore important literature and ideas in the field to complement the lectures; conduct an original, semester-long, group research project; and complete several writing assignments. *Four credit hours.* BRUESEWITZ, NEAL, NYHUS, WALKER

[ES120] Community Responses to Environmental Hazards An introduction to community-level environmental problems related to hazardous waste and the impacts on and responses of affected communities. Explores the concept of environmental justice and how the risk of hazardous exposures is related to race, ethnicity, class, and gender. We discuss U.S. policy debates on hazardous waste regulation and environmental injustice claims, and we consider the evidence for the inequitable distribution of environmental quality and adverse health impacts, the mechanisms for environmental and public health decision making, and community access to informational resources and empowerment. *Four credit hours.* **W1.**

[ES120B] From Darwin to Dillard: Nature Writing through Time Focusing on broad themes such as observing and exploring, encountering animals, working the land, and dwelling in place, we thoughtfully and critically engage a century of excellent nature writing by authors worldwide. Students learn about and practice nature writing using the personal journal, the essay, word pictures and figurative language, story telling, poetry, and activism. Through reading, writing, art, music, video, and time outdoors, students encounter nature using all their senses, and gain an appreciation of the content and process of nature writing. *Four credit hours.* **W1.**

ES143j Sustainable and Socially Responsible Business Provides a broad overview of sustainable and socially responsible business principles and the ways in which companies incorporate them. Also introduces sustainable and socially responsible investment strategies and reviews their potential impact and effectiveness. Through a series of readings, lectures, guest speakers, and real-world case studies, students are exposed to the issues and opportunities facing green businesses. Includes small-group and individual presentations. *Three credit hours.* PENNEY

[ES151] Landscapes and Meaning: An Exploration of Environmental Writing An exploration of the works of selected 20th-century environmental writers and how their life experiences contribute to a sense of connection with and action on behalf of the Earth. Through readings, film, writing assignments, group discussion, and journaling, students will develop critical thinking and communication skills while reflecting on their own personal relationship with nature. *Three credit hours.* **L.**

ES212s Introduction to GIS and Remote Sensing A comprehensive theoretical and practical introduction to the fundamental principles of geographic information systems and remote sensing digital image processing. Topics include data sources and models, map scales and projections, spatial analysis, elementary satellite image interpretation and manipulation, and global positioning systems. Current issues and applications of GIS, with emphasis on environmental topics. Students develop and carry out independent projects using GIS. *Prerequisite:* Sophomore or higher standing. Not open to students who have completed Environmental Studies 214 or 214J. *Four credit hours.* NYHUS

ES214f Introduction to GIS and Spatial Analysis An introduction to geographic information systems' (GIS) data management and visualization capabilities as well as the theory and application of spatial analysis techniques. Topics covered include spatial data representation in a GIS, effective map making, coordinate systems and projections, exploratory spatial data analysis (ESDA), and spatial statistical analysis. *Prerequisite:* Sophomore or higher standing. Not open to students who have completed Environmental Studies 212 or 214J. *Four credit hours.* GIMOND

ES214Jj Introduction to GIS and Spatial Analysis An introduction to geographic information systems' (GIS) data management and visualization capabilities as well as the theory and application of spatial analysis techniques. Topics covered include spatial data representation in a GIS, effective map making, coordinate systems and projections, exploratory spatial data analysis (ESDA), and spatial statistical analysis. *Prerequisite:* Sophomore or higher standing. Not open to students who have completed Environmental Studies 212 or 214. *Three credit hours.* GIMOND

[ES215] Weather, Climate, and Society Listed as Science, Technology, and Society 215. *Four credit hours.* **N.**

ES216s Philosophy of Nature Listed as Philosophy 216. *Four credit hours.* PETERSON

ES217s Environmental Chemistry Listed as Chemistry 217. *Three credit hours.* MCKINNEY

ES218s Exploratory Data Analysis in R Exploratory data analysis employs methods such as robust data summaries and data visualization to isolate important patterns and features in the data to shed light on the phenomena being investigated. Students will learn the building blocks of effective graphic design for data exploration and for publication using the *R* programming environment. They will also learn how to manipulate and restructure complex data sets (including spatial data) for data analysis. Students will use *R* and *RStudio* to generate dynamic reports that will integrate both analysis and presentation with a strong emphasis on reproducible research. *Prerequisite:* Sophomore standing. *Four credit hours.* GIMOND

ES219j Architectural Design Workshop Listed as Art 218. *Three credit hours.* LOCK

[ES228] Nature and the Built Environment Listed as American Studies 228. *Four credit hours.* H.

ES231s Environmental and Natural Resource Economics Listed as Economics 231. *Four credit hours.* BOUVIER GUARNA

ES233f Environmental Policy A comprehensive and interdisciplinary introduction to the process and challenges of developing, implementing, and evaluating environmental policy. The roles of costs and benefits, uncertainty and risks, science and technology, and attitudes and ethics are explored. Historic and contemporary case studies are used to examine major institutions and actors, laws and regulations, incentives and enforcement approaches, and their role in addressing our nation's most pressing environmental problems. Students complete a semester-long research assignment. *Prerequisite:* Environmental Studies 118. *Four credit hours.* NYHUS

ES234s International Environmental Policy Examines how communities, nations, and international organizations govern the use of natural resources including water, land, forests, fisheries, and the global climate. Through case studies and international environmental treaty analyses we will develop an understanding of global environmental issues; explore complementarities and tradeoffs among local, national, and global approaches to environmental governance; highlight the environmental justice implications of various resource management regimes; and assess the effectiveness of policies to address major environmental problems. *Prerequisite:* Environmental Studies 118. *Four credit hours.* I. REYNOLDS

[ES240] Microbes in the Environment Listed as Biology 240. *Three credit hours.* N.

ES242s Marine Conservation and Policy Human activities and effects—including overfishing, water pollution, climate change, and benthic habitat destruction—have all had major impacts on ocean ecosystems. Through lectures and discussions we will investigate global, regional, and local threats to marine biodiversity and ecosystem function. Potential conservation solutions will be considered. Independent and group research projects will investigate the science and policy of marine conservation issues and will evaluate and synthesize information from scientific literature, popular media, and online discussions. *Prerequisite:* Environmental Studies 118. *Four credit hours.* MCCLENACHAN

[ES243] Environmental Ethics Listed as Philosophy 243. *Four credit hours.*

ES244s Marine Communities Introduces students to a diversity of marine community types around the world, including kelp forests, coral reefs, salt marshes, and pelagic communities. Through lectures, readings, and class activities, students will learn about the physical, biological, and chemical structuring forces in the ocean, key ecological interactions, and human impacts across ecosystems. Key learning goals include improved scientific literacy in marine science, as well as enhanced public speaking and writing skills. *Prerequisite:* Biology 271 or Environmental Studies 271. *Four credit hours.* N. MCCLENACHAN

[ES259] Plants of the Tropics Listed as Biology 259. *Three credit hours.*

ES265f Global Public Health An introduction to the principles and measures of global health, disease burdens, and environmental determinants of health, including poverty, climate change, pollution, population, violence, and lack of safe food, clean water, and fuels. We will also study international health institutions, key actors, and environmental regimes for the regulation of environmental health hazards. Through small-group presentations and discussion we will explore global case studies that highlight the complex relationship between human health and the environment. *Prerequisite:* Environmental Studies 118 or a course in the natural sciences. *Four credit hours.* CARLSON

ES271f Introduction to Ecology Listed as Biology 271. *Four credit hours.* N, Lb. BECKNELL, MOORE

ES276f Global Change Ecology Provides an interdisciplinary introduction to the principles of climate, ecosystems, and biogeochemistry needed to understand human impacts on the natural environment. Students will study the impacts of climate warming, our changing atmosphere, land-use change, altered hydrologic and nutrient cycles, and other global changes. We will examine key elements of global ecosystem function and investigate how human activities have altered global ecosystems since the Industrial Revolution. We will critically assess scientific evidence for anthropogenic changes, and consider both impacts and solutions to the challenges of global changes. Relies heavily on reading of primary scientific literature and group participation and discussion. *Prerequisite:* Environmental Studies 118 and one college-level science course. *Four credit hours.* BRUESEWITZ

ES277f Vertebrate Natural History Listed as Biology 277. *Four credit hours.* BEVIER

ES279j Geology of Bermuda Listed as Geology 279. *Three credit hours.* RUEGER

ES282j Extreme Climate Change in the Gulf of Maine Listed as Biology 282. *Three credit hours.* COUNTWAY

ES283f Environmental Humanities: Stories of Crisis and Resilience Listed as English 283. *Four credit hours.* L. WALKER

ES297j Creative Environmental Storytelling Explores the roles of awe, mindfulness, and active imagination in environmental writing. Students will be encouraged to access their "inner hermit" and explore how, as biological beings, we can create effective storytelling to envision a future where all life thrives. Students will explore the writings of others and practice writing their own stories. Introduces the idea of the evolutionary body and how it can relate to effective engagement for positive environmental change. *Three credit hours.* WILLIAMS

ES319f Conservation Biology Concepts of conservation biology are examined in detail. Topics include patterns of diversity and rarity, sensitive habitats, extinction, captive propagation, preserve design, and reclamation of degraded or destroyed ecosystems. Interdisciplinary solutions to the challenges of protecting, maintaining, and restoring biological diversity are discussed. Offered in alternate years. *Prerequisite:* Environmental Studies 118 or 271 or Biology 263, and sophomore or higher standing. *Four credit hours.* NYHUS

ES328f Radical Ecologies Listed as Philosophy 328. *Four credit hours.* PETERSON

[ES331] Natural Resource Economics Listed as Economics 341. *Prerequisite:* Economics 223. *Four credit hours.*

ES332f Chemical Methods of Analysis Listed as Chemistry 331. *Four credit hours.* TEAM

ES337s Climate Fiction Listed as English 337. *Four credit hours.* L. WALKER

ES338s Forest Ecosystems Forest ecosystems regulate climate, store and filter water, provide food and fiber, and serve as recreational areas and sacred spaces. These ecosystems are undergoing dramatic changes with important ecological, economic, and social consequences. We will use cutting-edge methods in ecosystem science to explore how forest ecosystems are changing and how that influences the value we derive from forests. An interactive lecture and workshop-style lab will introduce a mix of practical skills and theoretical knowledge to serve as tools for understanding the causes and consequences of changing forest ecosystems. *Prerequisite:* Biology 237, 271 or Environmental Studies 271. *Four credit hours.* N, Lb. BECKNELL

[ES343] Environmental Change Investigation of the relationship between past environmental history and current ecosystem condition. Landscape change and ecological restoration across a range of Maine ecosystems including forests, wetlands, rivers, and marine environments, with an emphasis on ecological theory. The impacts of past and present human activities including forestry, fishing, and industrial and residential development. Students will read scientific literature, practice ecological field and laboratory methods, enhance data analysis and writing skills, and complete a research project designed to evaluate environmental change and recovery potential in a local landscape, riverscape, or seascape. Lecture and laboratory. *Prerequisite:* Environmental Studies 271 and sophomore or higher standing. *Four credit hours.* W2.

ES344f Marine Fisheries Management Managing marine fisheries represents one of the most significant challenges in the conservation of global resources. We explore political, cultural, and ecological factors essential for successful management. Through lectures, discussions, and readings, students become familiar with global fisheries issues, including high seas management, initiatives to protect the food security and biodiversity of tropical island nations, and management of marine and anadromous fish in the United States. *Prerequisite:* Biology 263 or Environmental Studies 118 or 271, and sophomore or higher standing. *Four credit hours.* MCCLENACHAN

ES346s Global Food Policy Examines the emergence and development of global food systems and food policies starting with the earliest agricultural societies and continuing to the present day. We explore the economic, nutritional, and environmental justice implications of agricultural systems and critically analyze the intended and actual outcomes of food policies for nations and agricultural communities. Case studies, films, and independent research further highlight the role of food and food policy in degrading the environment, exacerbating ethnic tensions and social inequities, and even spurring conflict. *Prerequisite:* Environmental Studies 118 and sophomore or higher standing. *Four credit hours.* **I.** REYNOLDS

[ES354] Marine Ecology Listed as Biology 354. *Three or four credit hours.*

ES356s Aquatic Ecology Concern over the impact of human activities on aquatic communities and ecosystems has brought aquatic ecology to the forefront of public attention. Through lecture, discussion, and writing assignments, students will explore the major ecological principles that influence the physical, chemical, and biological organization of aquatic ecosystems. *Prerequisite:* Environmental Studies 271, a W1 course, and sophomore or higher standing. *Three credit hours.* **W2.** BRUESEWITZ

[ES358] Ecological Field Study in Moorea Biological diversity, ecology, and conservation of marine ecosystems in Moorea, French Polynesia. Involves qualitative and quantitative field studies of the biological diversity and ecology of coral reef ecosystems; field-based investigation of the environmental challenges facing these ecosystems; discussions with conservation practitioners about innovative conservation solutions and the efficacy of local marine protected areas; exposure to the culture and history of Polynesian Islanders, including pre-European ecosystem management practices and traditional ecological knowledge of marine biodiversity and ecosystem function. Lectures, films, and discussions of assigned readings during the first week followed by a 20-day field trip. Cost: TBD. Financial aid available for qualified students. *Prerequisite:* Biology 131 or 164 or Environmental Studies 118, and permission of the instructor. *Three credit hours.*

ES363f Paleocyanography Listed as Geology GE363. *Four credit hours.* **KOFFMAN**

ES364f Climate Change, Justice, and Health Examines the impacts of changing climate dynamics on human livelihoods, rights, health, and well-being. Through interdisciplinary readings, class discussions, research projects, and innovative communications, students will engage deeply with data from the natural and social sciences about human impacts, adaptations, and vulnerabilities, as well as explore climate justice activism. Key learning goals include improved information literacy and written and oral communication skills and increased understanding of the ways climate change is impacting the world in which we live. *Prerequisite:* Environmental Studies 118. *Four credit hours.* **CARLSON**

ES366s The Environment and Human Health How human health is affected by physical, chemical, biological, and social environments; how we use science to measure effects of these determinants at the level of cell, tissue, individual, and population; how we assess these determinants to make regulatory decisions. Topics include introductions to toxicology, epidemiology, and risk assessment; health effects of pollution, synthetic chemicals, consumer products, climate change, and the built environment; the etiology of health outcomes including cancer, obesity, endocrine disruption, and respiratory diseases. Students use primary scientific literature for independent research and, when appropriate, engage in environmental health policy debates in Congress and/or the Maine legislature. *Prerequisite:* Environmental Studies 118 or 126, and sophomore or higher standing. *Four credit hours.* **N.** CARLSON

[ES378] Geologic Environments in the Marine Realm Listed as Geology 378. *Three credit hours.* **N.**

ES382s Ecological Modeling Listed as Biology 382. *Four credit hours.* **MOORE**

ES397j Elephants and Environment in Sri Lanka An interdisciplinary field course introducing Sri Lanka through the theme of elephants. Students will gain experience with wildlife behavior and ecology, conservation policy, and the interaction of religion, culture, and environment. They will meet scientists and practitioners, undertake research, and complete a field journal. Students will meet at Colby for preparatory activities followed by three weeks in Sri Lanka. Includes visits to national parks, communities, and areas of cultural, economic, and environmental importance. Cost is \$3,700. Financial aid is available for qualified students. *Prerequisite:* Sophomore standing or above. *Three credit hours.* **NYHUS**

ES398s Waterways and Watershed Moments in North American History Listed as History 398B. *Four credit hours.* **REARDON**

ES401f, ES402s Environmental Studies Colloquium Attendance at selected program colloquia during the fall and spring semesters; written reflections to be submitted. Required of all senior environmental studies majors. Typically taken in addition to a normal four-course semester. *One credit hour for the year.* *Prerequisite:* Senior standing in environmental studies. *Noncredit.* **NYHUS**

ES484s Honors in Environmental Studies Majors approved for admission into the Environmental Studies Honors Program may elect this for the January Program or the spring semester. Requires research conducted under the guidance of a faculty member and focused on an approved topic leading to the writing of a thesis. A maximum of eight credits (including Environmental Studies 491 in the fall semester) may be earned in honors work. Upon successful completion of the thesis, an oral presentation, and all requirements for the major, the student will graduate with "Honors in Environmental Studies." *Prerequisite:* Senior standing and a 3.50 grade point average in the major at the end of the junior year or permission of the program. *One to four credit hours.* FACULTY

ES491f, 492s Independent Study Independent study devoted to a topic chosen by the student with the approval of the program committee. *Prerequisite:* Junior or senior standing as an environmental studies major or minor. *One to four credit hours.* FACULTY

ES493f Environmental Policy Practicum An in-depth analysis of current issues and policies affecting the environment. Students work individually and collaboratively on a project with a common theme and are assigned unique roles as researchers, editors, and technical coordinators. Reading and discussion of primary literature is augmented with invited speakers, field trips, and student presentations. *Prerequisite:* Environmental Studies 233 (for domestic emphasis) or 234 (for international emphasis), and senior standing as an environmental studies policy major. *Four credit hours.* MCCLENACHAN, REYNOLDS

ES494f Problems in Environmental Science Causes of and solutions to selected environmental problems are investigated through lectures, laboratory and field work, discussions, and guest presentations. Focuses on completion of a group research project with methods used by private consulting firms and governmental agencies to investigate freshwater (section A) or marine (section B) environmental problems. Research results are presented in a public forum at the end of the semester. The civic engagement component provides useful information to the community and the state and gives students experience interacting with interested stakeholders. Skill development includes research, communication (both oral and written), and collaborative work skills. *Prerequisite:* Environmental Studies 271 and senior standing as an environmental science major. *Five credit hours.* BRUESEWITZ

FRENCH

In the Department of French and Italian

Chair, Professor Adrianna Paliyenko (French) and Associate Chair, Mouhamédoul Niang (French)
Professors Arthur Greenspan, Bénédicte Mauguière, and Adrianna Paliyenko; Associate Professors Audrey Brunetaux, Valérie Dionne, and Mouhamédoul Niang; Assistant Professors Sylvain Montalbano; Language Assistant Juliette Bouanini

Unless otherwise specified, all courses are conducted in French.

Achievement Test: Students seeking entrance credit in French and wishing to pursue French at Colby must have taken either the College Board SAT Subject Test in French or the French Department's online placement test.

The major in French studies promotes the acquisition of superior language skills while offering an opportunity to explore the richness of French and Francophone literatures and cultures. Emphasis is placed on developing the critical and analytical skills that enhance the appreciation of various forms of cultural production and on broadening and deepening students' understanding of values foreign to their own.

Requirements for the Major in French Studies

Students must successfully complete a minimum of 10 courses in French, beginning with either 128 or 131 (not both) and including French 231, 493, and two courses selected from 223, 232, 233, 236, 237, 238, 243, and 252. All 200-level courses must be taken prior to senior year. Students who begin their French studies in the 125-126-127 sequence are required to take a minimum of nine courses. Majors fulfill the senior seminar (493) requirement by electing the seminar section of a 300-level course, either in the fall or spring of their senior year, with supplementary work authorized by the instructor.

The 10 (or nine) courses completed on campus or abroad must include

- one course focusing on early modern France, pre-1800 (such as French 232, 378, 392)
- one course focusing on the Francophone world (such as French 236, 237, 238, 351, 361, 370, 375)
- As of the Class of 2020, one course focusing on the acquisition of critical tools and methods and/or the application of theory (such as French 237, 252, 323, 351, 354, 355, 371, 373)

One course conducted in English in a department such as art, government, or 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. 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

French studies majors with a 3.5 average or higher in the major may apply to do a senior honors thesis. Grades in all French courses taken in the major, either on campus or abroad (whether a Colby or a non-Colby program), will be included in determining the average.

Formal application must be received by April 10 (in the spring of the junior year) or Sept. 10 (in the fall of the senior year).

Students who successfully complete the honors thesis, including the oral defense, will graduate with "Honors in French."

Course Offerings

FR125f 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 France and 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.* MAUGUIERE

FR126fs French II Strengthens and expands the 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. Because language practice is closely tied to cultural understanding, we use authentic texts and contexts that foster linguistic competence while highlighting the diversified cultural contribution of the French and Francophone world. *Four credit hours.* MONTALBANO, NIANG, PALIYENKO

FR127fs French III The last course in 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 develop critical thinking through reading and language learning. *Four credit hours.* BRUNETAU, MONTALBANO

[FR127J] French III (Paris) An intensive version of the last course in the required language sequence, held in Paris, France. Students not only learn French (developing their speaking, comprehension, reading, and writing abilities), they use French to learn, doing analytical work related to France's past (using Louis Malle's screenplay and film *Au Revoir les enfants* as a point of departure) and France's present (through class excursions). Students also learn to adapt to a foreign culture while immersed in a French-speaking environment. Estimated cost: \$3,300. *Prerequisite:* French 126 or equivalent. *Three credit hours.*

FR128fs French IV: Reading in Cultural Contexts Builds reading skills and broadens cultural background through a wide variety of readings in French. Emphasis is on the texts and contexts of culture, whether in France, Quebec, or other Francophone areas such as Africa and the Caribbean. Continuing work in improving oral and written skills. *Prerequisite:* French 127. *Four credit hours.* L. MAUGUIERE, NIANG

FR131s Conversation and Composition Designed specifically for students wishing to develop oral skills and to acquire an extensive modern vocabulary, with additional practice in writing short compositions. Preparation for further study of French. It will also improve students' 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 in active thinking. *Prerequisite:* French 127 or a score of 60 on the College Board French SAT Subject Test or its equivalent on the placement test. *Four credit hours.* NIANG

[FR223] French Theater Workshop Designed for students wishing to develop their French language skills in a less traditional environment. Through close study of French plays, students acquire in-depth knowledge of contemporary French theater. As their final project, they have the unique opportunity to select, direct, and perform a French play. This workshop engages students in collaborative and experiential learning. Emphasis on analysis, drama performance, French oral practice, and creativity. No prior acting experience required. May be repeated once for additional credit. *Prerequisite:* A 200-level French course. *Four credit hours.*

FR231fs Advanced Grammar and Composition Provides a comprehensive overview of French grammar through presentations of the overall structure and frequent practice in writing. Required of majors and open to others wishing to improve their written expression in French. *Prerequisite:* French 128, 131, or 233D. *Four credit hours.* BRUNETAU, PALIYENKO

FR232f French Cultural History I From the end of the Renaissance to the beginnings of revolution: an introduction to the major figures, movements, and works of 17th- and 18th-century France. Continued development of the ability to read, speak, and write in French, while

also enhancing analytical skills. *Prerequisite:* French 128, 131, or 233D. *Four credit hours.* H. GREENSPAN

[FR233] French Cultural History II Provides an overview of French political and cultural history from the late 19th century to today's France. Explores various intellectual, artistic, social, and political movements through a variety of authentic material: newspaper articles, literary texts, paintings, photography, music, film, and pop culture. Engages students in active thinking through debates and discussions, developing both their critical and analytical skills. *Prerequisite:* French 128, 131. *Four credit hours.*

FR234fs Intensive Spoken French Exclusively for French majors or students preparing for study in a French-speaking country. Weekly practice in oral French conducted by the French language assistant under the direction of a faculty member. May be repeated once for credit. Nongraded. *Prerequisite:* Acceptance in a study-abroad program in a French-speaking country. *One credit hour.* BOUANANI

FR236f Introduction to the Francophone World: The Americas A comprehensive introduction to the French colonial and postcolonial cultural impact across the Americas. Students will examine issues of race, cultural and linguistic identity, cultural survival, and the concept of emerging literature in a minority context. The cultural connection between Louisiana, Haiti, French Guiana, as well as contemporary Francophone migrant literature will be examined. *Prerequisite:* French 128, 131, 231, or 233D. *Four credit hours.* I. MAUGUIERE

[FR237] Francophone African Cinema An introduction to major sub-Saharan Francophone filmmakers and their engagement with certain aspects of African history and cultural practices. Students will discuss and write about the films and the issues they deal with. Supplemental readings will be provided to contextualize the films. *Prerequisite:* French 128, 131, or 233D. *Four credit hours.* I.

[FR238] Introduction to the Francophone World: Africa What does the term "Francophone" mean? Is it free from polemics? What is its history? Introduction to Africa from the 19th to the 21st century surveys many of the multifaceted cultural identities and histories of the former French-speaking colonies on the continent. Topics include colonization, politics, gender, language, the fight for independence, modernity and tradition, and the major literary movements in Francophone Africa. Course materials will include film, music, art, folktales, poetry, maps, newspaper articles, literary works, excerpts from scholarly texts, and films. *Prerequisite:* French 128, 131, or 233D. *Four credit hours.* I.

FR239j Paris: Literary and Historical Topographies Offered in Paris, an exploration of the relationship between literary, historical, and contemporary Paris. How are Parisian spaces imagined in texts, in visual sources, and in our own mappings of today's cityscapes? Our corpus will include novels as well as historical and contemporary artifacts such as postcards and posters. Includes both traditional class sessions and student-led walking tours, which are organized around both physical space and our corpus. Provides a Francophone learning environment to French majors and other advanced French students to encourage thinking interdisciplinarily, particularly concerning the relationships between literature and history, word, and image. Cost to be determined. *Prerequisite:* French 128, 131, or 233D. *Three credit hours.* L. DAVIES

[FR240] Surrealism Listed as Art 238. *Four credit hours.*

FR243s French Pronunciation through Phonetics How do you know how to pronounce a word in French, without someone pronouncing it for you first? How can you truly decide if some letters should be pronounced or not? One of the main objectives of the French studies major is mastery of near-native pronunciation and the ability to continue to learn to speak French autonomously, as you come in contact with French speakers. Through an exploration of French and Francophone music, this course will give you the theoretical foundations to understand the logic behind the French pronunciation system, practice in the form of pronunciation labs, and a hands-on speaking project. *Prerequisite:* French 128, 131, or 233D. *Four credit hours.* MONTALBANO

[FR246] Business French French is one of the most important languages for trade and business in the world. How does one find and prepare for a job in a French-speaking country? This project-based, hands-on course will prepare students to enter the French-speaking job market by helping them acquire the vocabulary specific to the business world. Students will learn how to prepare a linguistically and culturally appropriate professional CV and cover letter in French, build an on-going professional portfolio, take a job interview, and navigate the daily administrative paperwork of professional life. *Prerequisite:* French 231. *Four credit hours.*

FR252s Provocative Texts: A Critical Toolbox How does one approach print and/or visual culture critically? Students engage with a range of "texts," such as poetry, works of art, theater, short stories, novels, and/or film, to acquire the tools and methods of critical interpretation and analysis. Significant writing accompanies close reading of what a particular "text" does and thus how it "speaks" or conveys meaning. Students apply genre-specific vocabulary and take interdisciplinary and analytical approaches to response papers, interpretive essays, and/or multifaceted digital/video projects. *Prerequisite:* French 128, 131, or 233D. *Four credit hours.* L, I. PALIYENKO

[FR323] Holocaust in French Cinema An investigation of how French cinema has maintained a complex relationship to the Holocaust

from 1945 to the present, while providing insight into Vichy France and its role in the roundups and deportations of Jews during World War II. We will examine how French film aesthetics mediate the memory of the Holocaust. Emphasis will be placed on critical analysis of films (including film form, language, and theory). An innovative humanities lab project with the Holocaust and Human Rights Center of Maine, which will engage students in experiential learning outside Colby. Meetings with Holocaust survivors will complement the course.

Prerequisite: French 231 and at least one other 200-level course. *Four credit hours.*

[FR345] Advanced French Translation This hands-on, project-based, and reflective course is intended to provide advanced students of French with translation method and practice for a variety of English to French (*thèmes*) and French to English (*versions*) texts; to sensitize them to the various styles, intricacies, and nuances particular to both languages; and to develop an awareness of the issues arising in passing from one language to the other accurately and idiomatically, as well as strategies for overcoming these issues, including an exploration of computer-mediated translation techniques. *Prerequisite:* French 231 and at least one other 200-level course, preferably two. *Four credit hours.*

FR351s Minority Issues and Social Change in the Americas Examines issues of cultural representation, migration, diaspora, and social change primarily in Quebec, Maine, and Louisiana. Postcolonial, transatlantic, and border theories will be used to better understand the French experience in the Americas. Goals include developing critical reading, presentation, and writing skills. Students will analyze print and visual texts, including films and oral stories, and they will contribute to a digital humanities project as part of an on-going, interdisciplinary effort to remap America and American studies. *Prerequisite:* French 231 and at least one other 200-level course, preferably two. *Four credit hours.* L, I. MAUGUIERE

[FR354] Parisian Encounters: Great Loves, Grand Passions The sexual and racial selection of genius exposes the weight of prejudice against creative women in French cultural history. In studying the impact of "great" couples during the long 19th century (1789-1914), we shall map and interrogate their legacies across a broad sweep of (colonial) history, the arts, letters, and sciences. Learning goals emphasize interdisciplinary practice of critical analysis, close study of images and works of art in the Colby Museum, and the development of advanced oral and written expression in French. *Prerequisite:* French 231 and at least one other 200-level course, preferably two. *Four credit hours.* H, I.

[FR355] The Other French Empire, Then and Now The French trailed behind the British, not abolishing slave trade until 1815 and slavery in 1848. Yet, beginning in 1850, French colonial expansion was dramatic. By 1914, France possessed the second-largest colonial empire in the world. How do different generations of thinkers and artists represent this past, which is ever present? Students gain knowledge of French colonization and skills in cross-cultural analysis. They engage in critical thinking across disciplines not only via the course material but also as they conduct archival research on a topic of their choice to produce an original website or other creative project. *Prerequisite:* Senior or junior standing as a French studies major. *Four credit hours.* L, I.

FR358s Passionate Discontent: The 19th-Century Epidemic Civil unrest and war along with rapid change that accompanied the industrial revolution spread malaise throughout the French population, giving rise to the study of the human mind and its discontents. Figures of mental suffering reveal how passionate discontent, traditionally associated with the genius of male Romantics, became a "female" malady and then a sign of racial degeneration. Through the study of representative texts, drawn from medicine, art, and literature, students engage in comparative cultural analysis of the development of psychology. Interdisciplinary approach also taken to independent research conducted in the archives. Development of analytical writing and oral presentation skills emphasized. *Prerequisite:* French 231 and at least one other 200-level course, preferably two. *Four credit hours.* L. PALIYENKO

[FR361] Creolization, Culture, and Society in the Indian Ocean Islands Explores issues of race, gender, identity, diversity, cultural contact, and conflict in Indian Ocean island cultures and literatures written in French through selected writings from Mauritius, Madagascar, Reunion, the Seychelles, and the Comoros. We will examine the complex social, cultural, and historical context of the region with an interdisciplinary perspective. Topics include slavery, "*marronage*", cultural hybridity, "*métissage*," "*coolitude*," and the development of colonial and postcolonial identities and subjectivities. Students will develop their presentation and writing skills through the production of critical essays and research projects. *Prerequisite:* French 231 and at least one other 200-level course, preferably two. *Four credit hours.* I.

[FR370] Corps, Espace, et Genre: Postcolonial Space in Francophone Africa The transition from the colonial to the postcolonial in Francophone Africa changed the way in which 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.

[FR371] L'écriture de soi Explores concepts of memory and self-fashioning in autobiographical writing, and questions the (im)possibilities of writing the self. Through theoretical readings, students will acquire a better understanding of the processes by which

memoirs, autobiographies, and oral/written testimonies are produced. Particular attention will be paid to narratives that deal with traumatic personal and historical events. Discussions and debates, informed by theoretical readings and supplementary material, will develop critical and analytical skills. *Prerequisite:* French 231 and at least one other 200-level course, preferably two. *Four credit hours.* L.

FR373f 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

[FR375] Narratives of Identities in Francophone African Literature The quest for and celebration of identity are key thematic and aesthetic components in contemporary Francophone African literature and cinema. We will engage with works of fiction and film that provide a narrative of identity within the framework of African cultures such as sub-Saharan Africa or the Maghreb. Focus will be on communal and individual identities within the framework of ethnicity and/or tribalism. Students will learn how and why these writers and filmmakers narrate identity, and will engage with African identities through structured writing, oral presentations, captivating readings of texts, and film screening. *Prerequisite:* A 200-level course in French. *Four credit hours.*

[FR377] Staging the Revolution: The Theater of Revolt French and Francophone theater have a lengthy fascination with revolution—against injustice, despotism, sexism, slavery, and religious and social constraints. We will read, analyze, and discuss plays by Molière, Anouilh, de Gouges, Camus, and Glissant, among others. These dramas, written before, during, and after the French Revolution, will allow us to explore the motivation for rebellion and revolution. As the point of departure for a broader analysis of the revolutionary impulse, we will discuss *The Rebel* by Camus. *Prerequisite:* A 200-level French course. *Four credit hours.* L, I.

[FR378] French Revolution: Liberty, Equality, Fraternity, or Death The French Revolution ushered in the modern world through the concepts of freedom, equality, and fraternity. We will hone critical skills by analyzing the development of those concepts during the Enlightenment, focusing especially on the questions of natural (human) rights and tolerance in Voltaire, Rousseau, Montesquieu, Beaumarchais, and Condorcet. We will hone communication skills while examining the consequences of those concepts, interrogating the justification for revolutionary terror, discussing whether the French Revolution was a success or a failure, and considering controversial figures like Marie-Antoinette, Robespierre, and Marat. *Prerequisite:* French 231 and at least one other 200-level course, preferably two. *Four credit hours.* H.

[FR381] Picasso's Suite Vollard and Its Contexts Listed as Art 471. *Four credit hours.*

[FR392] French Intellectuals and the Struggle for Social Change Racism, fanaticism, and feminism: these topics have periodically thrown France into disarray. Again and again French intellectuals like Voltaire, Hugo, Zola, de Beauvoir, and Sartre rose to the challenge confronting their times and charted an idealistic course to a better society grounded in reason, principles, and sound intellectual arguments. We will discuss how these debates have transformed French society, intellectual life, and political thought; examine the emergence and origins of the public intellectual; and analyze controversial ideas expressed through satire, philosophical texts, and intellectual debates. *Prerequisite:* French 231 and at least one other 200-level course, preferably two. *Four credit hours.* L.

FR397f Post-World War II France Post-World War II France was shaken by two major events—the Algerian War (1954-1962) and the student uprising of May-June 1968—and profoundly touched by a remarkable group of poet-musicians seemingly unaffected by the conflicts between peoples and generations. Through film and song, offers a look at these 15 years that still haunt France, for better and for worse. *Prerequisite:* French 231 and at least one other 200-level course, preferably two. *Four credit hours.* GREENSPAN

FR483f, 484s Senior Honors Thesis The senior honors thesis counts as one of the 10 courses required for the major. The thesis, written in French, is to be a substantial study of a carefully defined topic, supported by critical sources. *Prerequisite:* A 3.5 or higher major average at the end of the junior year and permission of the department. *Three credit hours.* FACULTY

FR491f, 492s Independent Study Individual projects in areas where the student has demonstrated the interest and competence necessary for independent work. *Prerequisite:* Permission of the instructor. *Two to four credit hours.* FACULTY

FR493Af Seminar: Post-World War II France Post-World War II France was shaken by two major events—the Algerian War (1954-1962) and the student uprising of May-June 1968—and profoundly touched by a remarkable group of poet-musicians seemingly unaffected by the conflicts between peoples and generations. Through film and song, offers a look at these 15 years that still haunt France, for better and for worse. *Prerequisite:* Senior standing as a French studies major. *Four credit hours.* GREENSPAN

FR493Bf Seminar: Writing of Place: Migration, Nationalism, and Memory The quest for and celebration of identity are key thematic and aesthetic components in contemporary Francophone-African literature and cinema. We will engage with works of fiction and film that provide a narrative of identity within the framework of African cultures such as sub-Saharan Africa or the Maghreb. Focus will be on communal and individual identities within the framework of ethnicity and/or tribalism. Students will learn how and why these writers and filmmakers narrate identity and will engage with African identities through structured writing, oral presentations, captivating readings of texts, and film screening. *Prerequisite:* Senior standing as a French studies major. *Four credit hours.* NIANG

FR493Cs Seminar: Minority Issues and Social Change in the Americas Examines issues of cultural representation, migration, diaspora, and social change primarily in Quebec, Maine, and Louisiana. Postcolonial, transatlantic, and border theories will be used to better understand the French experience in the Americas. Goals include developing critical reading, presentation, and writing skills. Students will analyze print and visual texts, including films and oral stories, and they will contribute to a digital humanities project as part of an on-going, interdisciplinary effort to remap America and American studies. *Prerequisite:* Senior standing as a French studies major. *Four credit hours.* MAUGUIERE

FR493Ds Seminar: Passionate Discontent: The 19th Century Epidemic Civil unrest and war along with rapid change that accompanied the industrial revolution spread malaise throughout the French population, giving rise to the study of the human mind and its discontents. Figures of mental suffering reveal how passionate discontent, traditionally associated with the genius of male Romantics, became a "female" malady and then a sign of racial degeneration. Through the study of representative texts, drawn from medicine, art, and literature, students engage in comparative cultural analysis of the development of psychology. Interdisciplinary approach also taken to independent research conducted in the archives. Development of analytical writing and oral presentation skills emphasized. *Prerequisite:* Senior standing as a French studies major. *Four credit hours.* PALIYENKO

GEOLOGY

Chair, Associate Professor Walter "Bill" Sullivan

Professors Robert Gastaldo and Robert Nelson; Associate Professor Walter "Bill" Sullivan; Assistant Professors Tasha Dunn and Bess Koffman; Visiting Assistant Professor Bruce Rueger

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

The Department of Geology possesses extensive rock, mineral, and fossil collections as a basis from which to investigate Earth, a micro X-ray-fluorescence (micro-XRF) spectrometer for mapping rock and mineral elemental compositions, a powder X-ray diffractometer (XRD) for determining mineral identities, research-grade stereo and petrographic microscopes, and Logitech-equipped rock thin-section preparation equipment. The department houses the College's scanning electron microscope (SEM) equipped with an energy-dispersive X-ray-fluorescence spectrometer for micron-scale elemental analyses. Additional research equipment available for student use, shared with other departments in the Division of Natural Sciences, includes a C,H,N,O,S elemental analyzer, an inductively coupled plasma emission spectrometer for determining elemental compositions, and the *Colby Compass*, a research boat equipped with an array of instrumentation for real-time environmental analyses.

Colby's setting provides an intriguing and exciting area for field study, enabling students to integrate field and laboratory experiences. Students are encouraged to work on independent and honors projects with faculty. Research 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 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 Geology 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 for post-graduation employment and/or graduate study.

Requirements for the Major in Geology

This curriculum is designed for students seeking a preprofessional degree program. The requirements are Geology 141 and 142; four core courses that include 225, 231, and 256; four geology elective courses (numbered 200-level or higher that may include a course in mathematics, physics, chemistry, biology, or GIS); three credits of Geology 391; Geology 494 or a geology honors project; Chemistry 141; one two-semester sequence of chemistry, physics, or biology; Mathematics 122 or Statistics 212. Additional course work in chemistry, physics, and mathematics beyond the minimum requirements is strongly encouraged to broaden students' skill sets and maximize options

after graduation. 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 the Major in Geoscience

Geology 141 and 142; four core courses that include 225, 231, and 256; two geology elective courses (numbered 200 level or higher that may include one course in mathematics, physics, chemistry, biology, or GIS); three credits of Geology 391; Geology 494; Mathematics 122 or Statistics 212; Chemistry 141; and one additional laboratory science course in chemistry, biology, or physics.

Requirements for Honors in Geology

This program involves a substantial research component in the student's senior year, with no fewer than six hours of credit elected in research activities. Participation in the honors program requires a 3.5 GPA in the major by the end of the junior year before a faculty sponsor can consider the project. The honors program involves presentation of a research proposal to a faculty committee early in the fall semester, submission of a midterm progress report, drafting of introductory sections before January, and submission of a full draft manuscript for committee review by spring break. Satisfactory progress will result in credit for Geology 483 and 484. Successful completion of an honors research project, and the major, will enable the student to graduate with "Honors in Geology." Students who wish to pursue an even more intensive research agenda should consider the Senior Scholars Program, an all-campus honors program in which half the student's academic credits in the senior year are devoted exclusively to a major research project.

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 are tailored to the needs of individual students; course selection should be done only after consultation with the minor advisor. Requirements are Geology 141 and 142 and three geology courses selected from courses numbered 225 and above.

Course Offerings

[GE111] Geology of National Parks U.S. national parks and monuments will provide the focus for an introduction to basic geologic processes, including plate tectonics, geologic time, weathering and erosion, volcanism, earthquakes, caverns, shorelines, and the rock cycle. After an introduction to the regional geology of the United States, the focus will shift to the parks and monuments within these regions. Students will become aware of aspects of physical and historical geology, regional geography, environmental issues, the aesthetics of nature, and the interactive processes that have shaped the country. A field trip to Acadia National Park is included. Lecture only. *Three credit hours.* **N.**

GE141fs Earth and Environment The geosciences encompass the study of the Earth, its formation, its history, the processes that continue to shape it today, and our interaction with it. Students learn (1) how Earth processes operate, how they shape the environment we live in, and how they can affect people; (2) where Earth resources come from, the impacts of using these resources, and how we can reduce these impacts; and (3) the methods we use to understand these processes and impacts. Additionally, the course improves students' critical-thinking and data-analysis skills. *Four credit hours.* **N, Lb.** DUNN, RUEGER

GE142s Deep Time Planet Earth Focuses on the conceptual foundations for understanding Earth systems—lithosphere, atmosphere, hydrosphere, cryosphere, and biosphere—over the past 4.6 billion years. An appreciation will be gained for deep time, sedimentary systems, fossils, and evolutionary theory as manifested on a planet that has witnessed dramatic changes over Earth's history. Case studies include primary literature to gain insight into the interrelated nature of Earth systems and how these have shaped our current state. Includes both theoretical and practical experiences in the classroom, laboratory, and field, culminating in a required weekend field trip designed to apply components of all experiences. Credit cannot be earned for both this course and Geology 146. *Prerequisite:* Geology 141. *Four credit hours.* **N, Lb.** GASTALDO

[GE151] Introduction to Volcanoes and Volcanology Volcanoes have been critical in the formation of the Earth, our atmosphere, and oceans and remain integral factors in the lives of billions around the globe. Students learn (1) how Earth processes operate, how volcanic processes shaped local, regional, and global environments, and how they affected human history and will affect humankind in the future; (2) methods scientists use to understand these processes and impacts; and (3) that despite potential destruction of human infrastructure, volcanic eruptions produce benefits too. Students who have already received credit for GE141 cannot subsequently receive credit for GE151; students taking GE151 in January, however, are not barred from subsequently taking GE141 for credit. *Three credit hours.* **N.**

GE225f Mineralogy Introduces students to the methods geologists use to identify minerals and the geologic environments in which they form. Students will gain experience using the petrographic microscope, powder X-ray diffractometer, and scanning electron microscope to identify major rock-forming minerals. Students will develop interpersonal, critical-thinking, and communication skills that enable them to discuss the chemical and physical processes controlling mineral formation. Concepts learned serve as the foundation for subsequent upper-level geology courses. *Prerequisite:* Geology 141, 142, or 146, and Chemistry 131, 141, or 147 (may be taken concurrently). *Four credit*

hours. DUNN

GE231s 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, data-collection, and recording skills. *Prerequisite:* Geology 141, 142, or 146. *Four credit hours.* **N.** SULLIVAN

[GE242] Hydrogeology Examines the fundamental principles of hydrogeology and introduces geophysical techniques (surface and borehole) used to investigate flow through the subsurface. Designed to provide the tools necessary to understand and characterize groundwater systems. Topics include the hydraulic properties of rocks, aquifer storage and subsidence, flow potential, analysis of pumping tests conducted in water wells, and interpretation of geophysical field data. Includes lecture, homework from textbook, oral presentation, and analysis of a variety of geophysical logs. Previously listed as Geology 297 (Jan Plan 2014 and 2015). *Prerequisite:* Geology 141 or 146, and Mathematics 121, 122, or 161. *Three credit hours.*

[GE254] Principles of Geomorphology Geomorphology is the study of the Earth and all its surficial expression and the continuing evolution of the planet as climate-dictated surface processes seek to remold the underlying solid Earth. Students learn the processes at work in the breakdown of rocks into soils and how mountains, valleys, and all the other myriad landforms of the Earth originated. They will become familiar with the processes that result in mass-wasting events such as landslides, how streams constantly change the environment, and how wind is active in desert environments and elsewhere; they will come to appreciate the significance of glaciers in the geologic history of Maine and North America, and how coastal processes affect the lives of hundreds of millions of people worldwide. Through understanding of the processes at play in these systems, interpretations of the origin of extraterrestrial landforms also becomes possible as well. *Prerequisite:* Geology 141, 142, or 146. *Four credit hours.* **N.**

GE256f Sedimentation and Stratigraphy A module-based course in which students learn how to apply sedimentary rocks to interpreting Earth's stratigraphic record and develop a fundamental understanding of sediments and resulting rock types found in Earth's sedimentary successions. Modules include (1) the analysis of drill cores from coastal deposits in the Carboniferous of Alabama, (2) field and laboratory analysis of Silurian-Devonian carbonate sequences in New York State, and (3) an exercise in which the principles of sequence stratigraphy will be modeled. Students will learn to evaluate the sedimentary rock record over space and time using currently accepted approaches and models. Previously listed as Geology 356. *Prerequisite:* Geology 141, 142, or 146. *Four credit hours.* **W2.** GASTALDO

GE262s Earth's Climate: Past, Present, and Future Takes a systems approach to studying Earth's climate by linking the primary systems operating at Earth's surface, i.e., lithosphere, atmosphere, biosphere, hydrosphere, cryosphere. Explores the mechanisms that shape environmental evolution across a range of time scales, including the role of humans, and uses past (paleo) records of change to place modern climate change in geological context. Students will engage with material through problem sets, data analysis, interactive lectures, primary literature synthesis, and writing. Laboratory projects will provide hands-on opportunities to develop local records of past environmental change. *Prerequisite:* Geology 141. *Four credit hours.* **N.** KOFFMAN

GE279j Geology of Bermuda Students will learn how the island of Bermuda, subjected to a variety of geologic processes, has evolved over the past two million years. They will be exposed to the scientific method and how geologists study the Earth, its materials, and its processes. During field and laboratory observations, students will investigate how organisms, including humans, and sedimentary processes have shaped Bermuda; how sediment is formed, moved, consolidated, and lithified; and the interrelationships between geology and biology. They will gain an appreciation of the complexities of living on an island and the anthropogenic impacts on a fragile ecosystem. Cost in 2018: \$2,700. *Prerequisite:* Geology 131, 141, 142, or 146. *Three credit hours.* **N, Lb.** RUEGER

[GE331] Plate Tectonics Primary-literature-synthesis course that guides students through the topic of plate tectonics from the development of the theory to some modern-day theories on crustal growth and plate-boundary processes. Students will be able to (1) piece together a broad-scale interpretation of the evolution of a plate boundary using data and interpretations gleaned from the primary scientific literature and (2) use basic thermochronologic, geophysical, geological, and geospatial data sets to interpret plate boundaries. Improving students' verbal and written communication skills while providing an experience in accessing, reading, and assimilating scientific literature. *Prerequisite:* Geology 231. *Four credit hours.*

[GE332] Igneous and Metamorphic Petrology Teaches students to identify igneous and metamorphic rocks and to understand the physical and chemical processes responsible for their formation. Students learn how to use and evaluate a variety of data sets, and they develop skills using a petrographic microscope and the scanning electron microscope (SEM). They also develop interpersonal, critical-thinking, and communication skills that enable them to discuss petrologic processes in the broader geologic context of tectonic setting. *Prerequisite:* Geology 225. *Four credit hours.*

GE335f Geologic Field Methods Students will learn how to conduct and manage multi-day geologic mapping projects; use field observations and data to interpret the geologic history of different environments in Maine; produce detailed geologic reports based on surface geology; and hone their written, graphical, and interpersonal communication skills. Includes two required weekend-long field trips in September and October. *Prerequisite:* Geology 231. *Four credit hours.* **W2.** SULLIVAN

[GE351] The Record of Life on Earth Using original research as an educational platform, students learn how to acquire and assess scientific data, to reference and synthesize primary literature, and to justify their arguments and conclusions in both written and oral forms. Provides a greater understanding of the processes responsible for a fossil record, its classification, the use of these data in evolutionary theory, the dynamics of individuals and populations or organisms over space and time, and the application of paleontological data to understanding ecological response to climate change, perturbation, and extinction mechanisms. Lecture only. Previously listed as Geology 251. *Prerequisite:* Geology 141, 142, 146, or one year of biology. *Three credit hours.* **N.**

[GE354] Glacial and Quaternary Geology An understanding of the causes of glaciation, mechanics of glacier formation, flow and transport, the resulting sedimentary facies and landforms (both erosional and depositional), and the history of glaciation on a North American and global scale. In the latter half of the course, students delve into the professional literature to come to understand the broad outline of what is known of the glacial history of Maine; multiple field trips are taken to key localities where students can experience and study sites and features covered in readings and classroom discussions. *Prerequisite:* Geology 254. *Four credit hours.*

GE363f Paleooceanography This primary literature synthesis course examines past global change through the lens of the marine sedimentary record. Students explore the major physical and geochemical proxies used in paleoceanographic research and focus on understanding the major scientific questions addressed, methods and instrumentation used, and advantages and limitations of each proxy tool. Students also develop critical thinking skills through the interpretation of primary datasets and literature, and improve their written and oral presentation skills through communicating scientific findings. *Prerequisite:* Chemistry 131 or 141 or 147; and Geology 141; and one of Chemistry 217, Environmental Studies 276, or Geology 225, 231, 254, or 256. *Four credit hours.* KOFFMAN

[GE378] Geologic Environments in the Marine Realm An understanding of marine depositional environments in a variety of settings from shallow shelf to abyssal plain and from near shore to open ocean. Also, an analysis of sediment production by weathering and erosion, marine invertebrates, and seawater to interpret depositional environment. Includes an understanding of the formation of ocean basins and marine topographic features and of the oceanic and atmospheric circulation patterns on the transport of sediment in the marine realm. Anthropogenic impact on the ocean environment will also be considered. *Prerequisite:* Biology 163, Environmental Studies 118, Geology 141, 142, or 146. *Three credit hours.* **N.**

[GE381] Planetary Geology Explores the geological evolution of the planets, satellites, and materials that make up our solar system. Using Earth as an analog, students will study geological processes, such as volcanism, tectonism, and impact cratering, on other planetary bodies. They will learn how to utilize a variety of remote-sensing data sets to interpret the geologic history of planetary bodies. Students will also develop problem solving, critical thinking, and communication skills. *Prerequisite:* Geology 225. *Four credit hours.*

GE391fs Geology Seminar Paper discussions and presentations from invited guest lecturers on topics of current interest in all areas of the geosciences. Majors must complete three seminars during their course of study. Nongraded. *One credit hour.* GASTALDO, SULLIVAN

GE483fj 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

GE483J Senior Honors Project *Noncredit.* GASTALDO

GE491f, 492s Independent Study Independent research experience supervised by a faculty member. Research projects earning three or more credit hours over one or more semesters require a final written report and a formal presentation in a professional setting. *Prerequisite:* Permission of the instructor. *One to four credit hours.* FACULTY

[GE493] Problems in Geosciences: Applied Research This directed-research course will engage students in evaluation of a significant geologic problem. Topics and prerequisites will vary depending on which instructor is offering the course. *Prerequisite:* Permission of the instructor. *Four credit hours.*

GE494s Topics in Extraterrestrial Geology A capstone experience in which students explore a cutting-edge scientific topic in great depth. Students will hone skills introduced throughout the geology and geoscience majors including assimilating, analyzing, and interpreting the scientific literature and communicating in writing, orally, and graphically. Students will also gain experience communicating specialized scientific topics to a general audience. During spring 2018, student projects will focus on some aspect of solar system and/or planetary evolution. *Prerequisite:* Senior standing. *Four credit hours.* **W3.** DUNN

GERMAN

In the Department of German and Russian

Chair, Professor Raffael Scheck (History)

Associate Professor Arne Koch; Assistant Professor Alicia Ellis; Visiting Assistant Professor Rory Bradley; Language Assistant Johanna Pimpi

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, Tübingen, Salzburg, 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 chosen from courses with a substantial German component in departments such as Art, Government, History, Music, and Philosophy. Once declared, all majors must take at least one course in the German program each semester they are on campus until graduation.

Requirements for the German Minor

The minor in German requires six courses in the German program beginning with German 126, including a 200- and a 300-level course. Students who enter the program at the intermediate or advanced level should consult with their advisor in German regarding course selection.

The following statements also apply:

- The point scale for retention of the major and the minor is based on all required and approved courses numbered above German 127 for the major and German 126 for the minor.
- No major requirement may be taken satisfactory/unsatisfactory.
- Transfer of credits for courses from other institutions, including study abroad, will be evaluated by the advisor in German on an individual basis.
- Teacher certification: Students desiring certification for teaching German should consult the faculty in German and in the Education Program.

Courses Approved for the Major in German Studies

Anthropology

- 252 Language in Culture and Society

Art

- 253 Art of the Renaissance in Northern Europe
- 278 European Art, 1789-1900

Cinema Studies

- 142 Introduction to Cinema Studies

East Asian Studies

- 221 Second Language Pedagogy

Education

- 376 Teaching Culturally and Linguistically Diverse Students

English

- 200 Foundations of Literary Studies
- 271 Critical Theory

Government

- 259 Introduction to European Politics
- 266 German Politics
- 344 Post-Communist Transformations
- 457 Seminar: Germany and Europe

History

- 112 Revolutions of Modern Europe
- 322 Europe and the Second World War
- 421 Research Seminar: Debating the Nazi Past

Music

- 121 *Entartete (Degenerate) Musik*
- 241 Music History I: Middle Ages to the Early Baroque Period
- 242 Music History II: High Baroque to the Dawn of Romanticism
- 341 Music History III: Music of the 19th and 20th Centuries

Philosophy

- 386 Philosophers in Focus: Immanuel Kant

Religious Studies

- 182 Jews, Judaism, and the Modern World

Sociology

- 215 Classical Sociological Theory

Theater and Dance

- 264C Applied Performance/Production: *Lebensraum*

Course Offerings

GM125f Elementary German I Introductory course for students with little or no previous knowledge of German. Development of all four skills: listening, speaking, reading, and writing. Communicative and interactive acquisition of grammar and vocabulary via study of contemporary life in the German-speaking countries. Audiovisual materials and integrated multimedia accompany textbook instruction.

Four credit hours. BRADLEY

GM126s Elementary German II Continuation of Elementary German I to further develop the skills of listening, speaking, reading, and writing. Communicative and interactive acquisition of grammar and vocabulary via study of contemporary life in the German-speaking countries. Audiovisual materials accompany textbook instruction and integrated multimedia. *Prerequisite:* German 125 or appropriate score on the German placement exam. *Four credit hours.* BRADLEY

GM127f Intermediate German I: Structures in Cultural Contexts Grammar review at the intermediate level with continued practice of speaking and listening skills, readings and interactive communication based on topics from German culture and literature, emphasis on practical uses of the language. First introduction to extended readings and writings in German via cultural contexts. *Prerequisite:* German 126 or appropriate score on the German placement exam. *Four credit hours.* ELLIS

GM128s Intermediate German II: Readings in Cultural Contexts Continuation of Intermediate German I. Practice and review of written and oral communication skills emphasizing formation of correct, idiomatic structures. Strives to build reading skills and to introduce a variety of cultural ideas and contexts through selection of literary and cultural readings/viewings in German. Preparation for transition to in-depth study in a variety of areas of German studies. *Prerequisite:* German 127 or appropriate score on the German placement exam. *Four*

credit hours. ELLIS

GM129f Conversation Group Review and practice for students at the intermediate level. A selection of written, visual, and audio German language and culture sources will provide the basis for discussion and conversation. Conducted in German. Does not count toward the language requirement or the German major and minor. May be repeated for credit. Nongraded. *Prerequisite:* German 126. *One credit hour.* PIMPI

GM130s Conversation Group Review and practice for students at the intermediate level. A selection of written, visual, and audio German language and culture sources will provide the basis for discussion and conversation. Conducted in German. Does not count toward the language requirement or the German major and minor. May be repeated for credit. *Prerequisite:* German 127 or, with permission, concurrent enrollment in German 126. Nongraded. *One credit hour.* PIMPI

[GM151] Dungeons and Dragons: The Middle Ages in German Literature (in English) A selection of readings from the Middle Ages to the present. Particular focus on representations of medieval popular topics such as knightly adventures, magic, and voyaging, as well as changing cultural notions of class, gender, and love. Poetry and prose readings, alongside selections of popular operatic and filmic adaptations. Conducted in English. *Three credit hours.* L.

[GM231] Introduction to German Studies This first course beyond the language sequence continues the emphasis on composition and conversation, as well as on oral presentations of research. Introduction to German studies through examination of social and historical developments from the age of Luther to Germany's unification in 1990 as reflected in literature, art, politics, and philosophy. Emphasis on analysis of aesthetic and intellectual accomplishments representative of major periods in German, Austrian, and Swiss history. May be repeated once for additional credit. *Prerequisite:* German 128. *Four credit hours.*

GM234f German Culture through Film An introduction and exploration of German culture through analysis of German-language cinema from its inception in the 1890s through the post-unified cinema of the present. Focus of popular and avant-garde films and notions of mass culture, education, propaganda, entertainment, and identity formation. Conducted in German. *Prerequisite:* German 128. *Four credit hours.* BRADLEY

GM236s ConTexts in German Culture Introduction to critical analysis of select genres from German, Austrian, and Swiss cultures. Topics vary but through deepening of close reading skills of written, performed, and visual texts, this course examines socio-historical moments in their relationship to key notions and genres, including women writers, identity and crisis, comedy, fairy tales, and the canon. Focus continues on composition and conversation with development of critical, written, and interpretive analysis, and student presentations. *Prerequisite:* German 128 or equivalent. *Four credit hours.* BRADLEY

[GM237] The German Fairy Tale in Popular Culture (in English) Fairy tales permeate our culture on every level. 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. This humanities lab requires students to work with fourth grade students at Mount Merici Academy. Counts toward the German major or minor. Open to first-year students. Conducted in English. *Four credit hours.* L.

GM252j Mission Impossible: Multicultural German Literature and Film (inEnglish) 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. *Three credit hours.* L, I. A. KOCH

GM263s Weird Fictions (in English) This reading- and writing-intensive seminar considers the construction of the genre of science fiction (broadly defined). We will read short prose and novels from the 19th century to the present by authors such as ETA Hoffmann, Patrick Süskind, and Franz Kafka, and we will view films of Fritz Lang, F.W. Murnau, and others. In addition we will read texts that function as hybrid and complementary permutations of science fiction such as magical realism, speculative fiction, and utopian/dystopian fictions. Conducted in English. *Four credit hours.* L. ELLIS

[GM298] Environmental Humanities in German Studies (in English) This seminar will focus on conceptions of the natural world and on the relationship of human beings to the Earth in German literature and philosophy from the Enlightenment to the present. Our readings will consist of literary works (prose and poetry) and philosophical writings by well-known authors such as Goethe, Rilke, and Kafka, as well as less commonly-read and contemporary authors connected to the German tradition. Units will include: German Romantic philosophies of nature, narratives of industrialization, other-than-human consciousnesses, and the reemergence of Romantic thought in contemporary eco-

philosophy. Conducted in English. *Four credit hours.* L.

GM329f Current Topics An informal weekly meeting for students at the advanced level for conversation practice. Source materials include newspaper and magazine articles, contemporary German film, television broadcasts, and podcasts, along with other media. Conducted in German. Does not count toward the language requirement or the German major or minor. May be repeated for credit. *Prerequisite:* German 128. Nongraded. *One credit hour.* PIMPI

GM330s Current Topics An informal weekly meeting for students at the advanced level for conversation practice. Source materials include newspaper and magazine articles, contemporary German film, television broadcasts and podcasts, along with other media. Conducted in German. Does not count toward the language requirement or the German major or minor. May be repeated for credit. *Prerequisite:* A 200-level German course. Nongraded. *One credit hour.* PIMPI

GM342f Contested Subjects in German Culture Introduction to critical analysis of contested subjects in German and German-speaking cultures. While topics vary, this course will refine close reading skills of written and visual texts, including poetry, works of art, drama, short stories, prose, and film that focus on culturally contested topics. Focus on critical, written and interpretive analysis, student presentations, and exposure to relevant cultural, theoretical, and historical sources. Conducted in German. *Prerequisite:* A 200-level German course. *Four credit hours.* BRADLEY

[GM368] Sex, Madness, and Transgression A selection of texts from the Age of Goethe through the present, each prominently featuring the representation of acts of transgression: social, mental, or sexual. One of our guiding questions will therefore be how and for what purpose literature deals with cultural, political, and sexual norms and deviations. Texts include Büchner's *Woyzeck*, Schnitzler's *Reigen*, Dürrenmatt's *Das Versprechen*, Böll's *Katharina Blum*, and Jelinek's *Die Klavierspielerin*, as well as a number of theoretical sources. Conducted in German. *Prerequisite:* A 200-level German course. *Four credit hours.* L.

GM491f, 492s Independent Study Individual projects in areas where the student has demonstrated the interest and competence necessary for independent work. *Prerequisite:* Permission of the instructor. *Two to four credit hours.* FACULTY

GM493s Seminar: Ideologies and Identities Critically assesses ways German art and culture engage with ideologies and questions of personal, cultural, and political concepts of identity. Among key ideas, the persistent "German question," along with notions of *Heimat*, regional and transnational belonging, gender, language politics, class, race. Discussions based on representative readings (poetry, prose, and drama), forms of artistic expression (music, visual art, and film), theory and secondary literature from the Enlightenment through the present-day Berlin Republic. Students write weekly response papers and short critical essays, participate in a writing workshop, complete a final research paper in German, and present research findings in a public symposium. *Prerequisite:* A 300-level German course and senior standing. *Four credit hours.* L. ELLIS

GLOBAL STUDIES, INTERNATIONAL STUDIES

Director, Associate Professor Maple Razsa

Associate Director, Associate Professor Andreas Waldkirch

Advisory Committee: Professors Ben Fallaw (*Latin American Studies*), Patrice Franko (*Economics and Global Studies*), Paul Josephson (*History*), Bénédicte Mauguire (*French*), Mary Beth Mills (*Anthropology*), Kenneth Rodman (*Government*), Raffael Scheck (*History*), and Jennifer Yoder (*Government and Global Studies*); Associate Professors Walter Hatch (*Government*), Maple Razsa (*Global Studies*), and Andreas Waldkirch (*Economics*); Assistant Professors Maria Bollo-Panadero (*Spanish*), Nadia El-Shaarawi (*Global Studies*), Daniel LaFave (*Economics*), Lindsay Mayka (*Government*), Mouhamédoul Niang (*French*), Laura Seay (*Government*), and Arnout van der Meer (*History*)

Requirements for the Major in Global Studies

Up to 14 courses, including the five courses that constitute the core curriculum; three courses focusing on cultures and places; three courses related to themes in global studies; and one senior seminar or appropriate independent study (Global Studies 491 or 492). Within the approved cultures/places and themes courses, students as of the Class of 2020 must complete one of the courses with a W2 designation. The senior seminar or senior project must be completed during the senior year as the capstone experience. Majors must complete a concentration within the major unless they have a double major or minor in anthropology, Chinese, East Asian studies, economics, environmental studies, French studies, German studies, government, history, Italian, Japanese, Latin American studies, Russian, or Spanish. Majors also must complete the equivalent of two courses beyond the introductory (usually through 131) level in a modern foreign language. Students are encouraged to develop language skills relevant to their regional specialization. At least one semester of foreign study is required, although under exceptional circumstances students with extensive overseas experience can petition

the director and the advisory committee to be exempted. A student must receive a grade of C- or better for a course to count toward the major. No courses listed for the major may be taken satisfactory/unsatisfactory.

Note: Students must have at least a 2.7 grade point average by the end of the sophomore year to be eligible for foreign study. Students who do not meet this minimum requirement will not be able to retain their global studies major.

Note to junior transfer students: The College requires that all students spend at least four semesters in residence at Colby. Therefore, to satisfy the semester-abroad requirement for the major, junior transfer students must either stay for a fifth semester or enroll in a summer study-abroad program for at least nine credits (unless the study-abroad requirement has been met in some other way).

Courses Composing the Core Curriculum

Anthropology 112, Economics 133 and 134, Government 131, and History 276.

Courses Approved to Fulfill the Cultures and Places Component

Note that (a) at least two courses must be drawn from the same regional grouping and one course from a different region and that (b) courses must be drawn from at least two disciplines.

Africa:

Anthropology

- 316 Religion and Social Change in Contemporary Africa
- 341 Culture, Mobility, Identity: Encounters in the African Diaspora

French

- 238 Introduction to the Francophone World: Africa
- 361 Creolization, Culture, and Society in the Indian Ocean Islands
- 373 Writing of Place: Migration, Nationalism, and Memory

Government

- 255 Introduction to African Politics
- 336 Politics of Development in Africa
- 338 Field Study in African Development

History

- 297 Children and Youth in African History

Asia:

Anthropology

- 339 Asian Pacific Modernities

Art

- 174 East Asian Art and Architecture, 1300 to the Present
- 276 Zen and the Arts in Asia

East Asian Studies

- 221 Second Language Pedagogy
- 231 The Chinese Novel: Vignettes of Life in Imperial China
- 240 Japanese Animation: Sensitivity to Differences
- 251 Gender Politics in Chinese Drama and Film
- 252 Hell on Earth? Chinese Writers on Modern Chinese Society
- 253 Three Kingdoms in Chinese Literature
- 261 Japanese Language and Culture
- 263 Buddhism across East Asia
- 265 Chinese Philosophy
- 268 Politics of Satire and Humor in Modern China
- 277 Culture of Cuteness: Japanese Women
- 278 Language and Gender
- 332 Masterpieces: Modern Japanese Novels
- 353 Globalization and the Rise of China
- 355 Aging and Public Policy in East Asia

Economics

- 279 Economic Rise and Future of China

Government

- 256 Introduction to East Asian Politics
- 355 Winners and Losers in Chinese Politics
- 356 Winners and Losers in Japanese Politics

History

- 250 History of Modern China: Everyday Life and Revolution
- 255 Histories of Southeast Asia: Slavery, Diasporas, and Revolutions
- 352 Asian Migrations
- 354 Skin-scapes: Beauty, Skin, and Cosmetics in East Asian History
- 377 Imperialism, Decolonization, and Modernity in Southeast Asia

Japanese

- 432 Contemporary Japanese Novel

Music

- 275 Cultured Tough Guys: Samurai Devotion, Music, Poetry, and Art

Religious Studies

- 111 Religions of India
- 117 A Passage to India: India and the Western Imagination
- 212 Religions of China, Japan, and Tibet
- 312 South Asians and Global Literature, Film, Art, Environmentalism
- 319 Bollywood and Beyond: South Asian Religions through Film

Europe and Russia:

French

- 232 French Cultural History I
- 233 French Cultural History II
- 236 Introduction to the Francophone World: The Americas
- 238 Introduction to the Francophone World: Africa
- 252 Provocative Texts: A Critical Toolbox
- 323 Holocaust in French Cinema
- 351 Minority Issues and Social Change in the Americas
- 354 Parisian Encounters: Great Loves, Grand Passions
- 358 Passionate Discontent: The 19th-Century Epidemic
- 371 *L'écriture de Soi*
- 375 Narratives of Identities in Francophone African Literature
- 392 French Intellectuals and the Struggle for Social Change
- 397 Post-World War II France
- 493 Seminar (when appropriate)

German

- 231 Introduction to German Studies
- 234 German Culture through Film
- 236 ConTexts in German Culture
- 263 Weird Fictions (in English)
- 342 Contested Subjects in German Culture
- 368 Sex, Madness, and Transgression
- 493 Seminar: Ideologies and Identities

Global Studies

- 451 Justice and Injustice in Global Europe

Government

- 259 Introduction to European Politics
- 266 German Politics
- 344 Post-Communist Transformations
- 354 The European Union
- 359 Political Ideologies and Revolutionary Movements in Europe

History

- 112 Revolutions of Modern Europe
- 120C Spotlight on History: The Holocaust and Genocide in Europe
- 224 Germany and Europe, 1871-1945
- 227 Russian History, 900-1905: Orthodoxy, Autocracy, and Nationality
- 228 The Russian Empire: Soviet History and 20th-Century Revolutions
- 321 The First World War
- 322 Europe and the Second World War
- 327 Daily Life under Stalin
- 328 Daily Life under Putin
- 421 Research Seminar: Debating the Nazi Past

Italian

- 141 Introduction to Italian Literary Studies: Poets, Lovers, and Revolutionaries
- 262 Tales from the Margins: Topics in Italian Cultural Studies
- 397 Zine! A Practical Introduction to Contemporary Poetry

Russian

- 231 Spectacle of Modernity: Russian Fiction before Cinema (in English)
- 232 Science Fiction in the Great Utopia (in English)
- 237 Revolutionary Desire and Deed (in English)
- 242 Ethnic Wars and Peace in (Post-)Soviet Cinema (in English)
- 325 Conversation and Composition: Identity in 20th-Century Literature
- 346 Russian Poetry
- 425 Russian Short Prose
- 428 The 20th-Century Russian Novel

Spanish

- 265 The Short Novel in Spanish America
- 266 Language of Spanish Cinema
- 269 Spanish Cultural Studies
- 273 Contemporary Spanish-America Short Story
- 298A Becoming Vulnerable in Early Modern Spain
- 338 The Diasporic Imagination: Cubans beyond Cuba
- 352 *Don Quijote*
- 354 Detectives and Spies: Popular Culture in Spanish-American Fiction
- 362 All about Almodóvar
- 364 Gender, Sex, and the Spanish Body
- 371 The Colonial Experience: European and Amerindian Responses

Latin America:

Anthropology

- 231 Caribbean Cultures
- 236 Illegal Drugs, Law, and the State
- 242 Anthropology of Latin America: City Life
- 365 Space, Place, and Belonging

Economics

- 214 Economic Policy and Performance in Contemporary Latin America

French

- 236 Introduction to the Francophone World: The Americas

Government

- 253 Introduction to Latin American Politics
- 264 Challenges to Democracy in Latin America
- 456 Civil Society and Social Change in Latin America

Latin American Studies

- 173 History of Latin America, 1491 to 1900
- 174 Introduction to Latin American Studies

- 272 Mexican History: Justice, Rights, and Revolution
- 275 Strongmen and Populism in Modern Spain and Latin America
- 277 History of the Maya from 200 B.C.
- 373 Religion and Unbelief in Modern Latin American History
- 378 U.S. in Latin America: Intervention, Imperialism, Integration
- 473 Historical Roots of Violence in Modern Latin America

Spanish

- 265 The Short Novel in Spanish America
- 267 Family/History/Nation: Latina/o Genealogies
- 298B Latinx and Chicana Feminism
- 338 The Diasporic Imagination: Cubans beyond Cuba
- 341 Cities, Bodies, and Nations in Caribbean Literature
- 397A Mexican-U.S. Border Studies

The Middle East:

Anthropology

- 246 Religion and Everyday Life in Muslim Societies

Government

- 251 Israelis and Palestinians: Conflict and Accommodation
- 252 Introduction to Politics of the Middle East
- 358 Comparative Arab Politics

History

- 184 History of the Modern Middle East
- 283 Golden Diaspora: Modern Jewish History
- 285 Foundations of Islam
- 381 Women and Gender in Islam
- 389 History of Iran

Religious Studies

- 182 Jews, Judaism, and the Modern World

Courses Approved to Fulfill the Theme Component

Courses must be drawn from at least two different disciplines.

Anthropology

- 236 Illegal Drugs, Law, and the State
- 242 Anthropology of Latin America: City Life
- 244 Anthropology of Religion
- 248 Anthropological Perspective on Science and Religion
- 252 Language in Culture and Society
- 253 Goods, Gifts, and Globalizing Consumers
- 256 Land, Food, Culture, and Power
- 258 Anthropology, History, Memory
- 297A From Ferguson to South Africa: Movements for Black Life
- 365 Space, Place, and Belonging
- 373 The Anthropology of Gender and Sexuality
- 374 Public Anthropology
- 397 Police, Klansmen, Colonizers, and Cultures of White Power
- 421 Anthropology of Creativity
- 464 Anthropology of Food

East Asian Studies

- 278 Language and Gender
- 355 Aging and Public Policy in East Asia

Economics

- 214 Economic Policy and Performance in Contemporary Latin America
- 231 Environmental and Natural Resource Economics
- 273 Economics of Globalization

- 335 Topics in Economic Development
- 348 Economic Growth
- 378 International Trade
- 471 Seminar: Global Production
- 475 Seminar: Economics of Global Health

Environmental Studies

- 234 International Environmental Policy
- 265 Global Public Health
- 276 Global Change Ecology
- 346 Global Food Policy
- 366 The Environment and Human Health

French

- 373 Writing of Place: Migration, Nationalism, and Memory

Global Studies

- 211 Human Rights and Social Justice in Global Perspective
- 224 Multimedia Storytelling in a Transnational World
- 245 Memory and Politics
- 251 Global Displacement: Understanding Refugees and Refugee Policy
- 255 Global Health: Critical Perspectives on Health, Care, and Policy
- 352 Global Activism: From Socialist Internationalism to Today
- 437 Media, Culture, and the Political Imagination
- 451 Justice and Injustice in Global Europe
- 455 Intervention: The Ethics and Politics of Humanitarianism
- 497 Insurgent Mobilities Lab I: Migrants, Activists, the Balkan Route
- 498 Insurgent Mobilities Lab II: Migrants, Activists, the Balkan Route

Government

- 221 Capitalism and Its Critics
- 231 U.S. Foreign Policy: The Cold War
- 238 Politics of War Crime Tribunals
- 251 Israelis and Palestinians: Conflict and Accommodation
- 256 Introduction to East Asian Politics
- 263 Global Crisis of Democracy and Democracy Assistance
- 264 Challenges to Democracy in Latin America
- 332 International Organization
- 336 Politics of Development in Africa
- 344 Post-Communist Transformations
- 354 The European Union
- 357 Political Economy of Regionalism
- 359 Political Ideologies and Revolutionary Movements in Europe
- 361 Advanced International Relations Theory
- 432 Seminar: U.S. Foreign Policy
- 451 Seminar: Political Violence
- 455 Seminar: Conflict and Crisis in Africa
- 457 Seminar: Germany and Europe

History

- 120C Spotlight on History: The Holocaust and Genocide in Europe
- 141 Genocide and Globalization: 20th-Century World History
- 245 Science, Race, and Gender
- 321 The First World War
- 322 Europe and the Second World War
- 346 Global Health History
- 352 Asian Migrations
- 381 Women and Gender in Islam
- 394 Ecological History
- 421 Research Seminar: Debating the Nazi Past
- 447 Research Seminar: The Cold War

Sociology

- 244 Urban Sociology in a Global Context

Women's, Gender, Sexuality Studies

- 225 Gender and Politicized Religion

Courses Approved to Fulfill the Seminar Requirement

East Asian Studies

- 493 Seminar: Advanced Research in East Asia

Economics

- 471 Seminar: Global Production
- 475 Seminar: Economics of Global Health

Environmental Studies

- 493 Environmental Policy Practicum (if topic is appropriate*)

Global Studies

- 437 Media, Culture, and the Political Imagination
- 455 Intervention: The Ethics and Politics of Humanitarianism
- 497 Insurgent Mobilities Lab I: Migrants, Activists, the Balkan Route
- 498 Insurgent Mobilities Lab II: Migrants, Activists, the Balkan Route

Government

- 432 Seminar: U.S. Foreign Policy
- 451 Seminar: Political Violence
- 455 Seminar: Conflict and Crisis in Africa
- 457 Seminar: Germany and Europe

History

- 421 Research Seminar: Debating the Nazi Past

Languages

- Senior-level seminar (if topic is appropriate*)

Note: Students can petition the director of the program to count a seminar-style 200- or 300-level course toward the seminar requirement. In such cases, students also will be expected to enroll in Global Studies 491 or 492 (for two credits) to complete an original research paper. Approval of this option is at the discretion of the instructor and the advisory committee. Students may also pursue an approved four-credit independent research project (Global Studies 491 or 492) to fulfill the senior requirement.

Note: Some courses are listed under two or three categories; with the exception of counting courses toward the concentration or a second major (if students have a relevant double major or minor [see above]), no single course can be used to satisfy more than one requirement. A minor must have four freestanding courses not required for the major. Students may petition to include other courses if the course has a substantial international component and is approved by the director and advisory committee.

Honors in Global Studies

An honors program is available in which the student can pursue a yearlong independent research project that also fulfills the seminar requirement; successful completion of this project may entitle the student to graduate with "Honors in Global Studies." To be eligible, a student must have a grade point average of 3.5 or better in the major at the time of graduation and should submit a statement of intent to the program director by May 1 of the junior year. Students will register for GS483 in the fall; the final deadline for submission of a completed honors thesis proposal is the first Friday in October. See the Global Studies Handbook (online) for further information about procedures, including midyear evaluation and deadline for completion of the thesis.

Requirements for Concentrations

Majors are required to complete a concentration unless they have a double major or minor in anthropology, Chinese, East Asian studies, economics, French studies, German studies, government, history, Italian, Japanese, Latin American studies, Russian, or Spanish. (Note that managerial economics may not substitute for a concentration.) Students may propose an independent concentration. Concentrations should be declared by the spring of the sophomore year. Students may elect more than one concentration.

Concentrations Focusing on Cultures and Places

A concentration focusing on cultures and places requires completion of the following:

- Four courses dealing with a specific region or cultural grouping such as Francophone Africa. Courses appropriate to each region are listed above under the cultures and places component. At least two of those courses should be taken at Colby. At least one of the four courses

must be drawn from the social sciences and at least one other from the humanities.

- A coordination of cultural specialization with study abroad.
- A coordination of the language requirement with foreign study where Colby offers an appropriate program.
- A seminar project or independent study in the senior year that addresses issues in the chosen area.

Thematic Concentrations

Four tracks have been established for thematic concentrations:

- International Relations/Foreign Policy
- International Economic Policy
- Development Studies
- Human Rights/Social Justice

Each track requires at least four courses designated as relevant to the respective field *plus* a seminar or an independent senior project relevant to the chosen specialization. Note that some of the courses appropriate for these concentrations are not designated as global studies courses. While they are relevant to their respective specialization, they do not count toward the requirements for the major or the grade point average in the major. These courses are designated by an asterisk (*).

International Relations/Foreign Policy

Students must take a relevant senior seminar (or senior paper) in addition to four of the courses listed below, in at least two different programs/departments. Introduction to American Government is strongly encouraged as an additional course.

Anthropology

- 236 Illegal Drugs, Law, and the State

Economics

- 214 Economic Policy and Performance in Contemporary Latin America
- 273 Economics of Globalization
- 335 Topics in Economic Development
- 378 International Trade

Global Studies

- 245 Memory and Politics

Government

- 231 U.S. Foreign Policy: The Cold War
- 238 Politics of War Crime Tribunals
- 256 Introduction to East Asian Politics
- 263 Global Crisis of Democracy and Democracy Assistance
- 264 Challenges to Democracy in Latin America
- 332 International Organization
- 344 Post-Communist Transformations
- 354 The European Union
- 357 Political Economy of Regionalism
- 359 Political Ideologies and Revolutionary Movements in Europe
- 361 Advanced International Relations Theory
- 432 Seminar: U.S. Foreign Policy

History

- 120C Spotlight on History: The Holocaust and Genocide in Europe
- 141 Genocide and Globalization: 20th-Century World History
- 322 Europe and the Second World War
- 447 Research Seminar: The Cold War

Latin American Studies

- 275 Strongmen and Populism in Modern Spain and Latin America
- 378 U.S. in Latin America: Intervention, Imperialism, Integration

International Economic Policy

Students must take a relevant senior seminar (or senior paper) and take four of the courses listed below; one must be outside of economics and two must be in economics.

Anthropology

- 253 Goods, Gifts, and Globalizing Consumers

- 256 Land, Food, Culture, and Power

Economics

- 214 Economic Policy and Performance in Contemporary Latin America
- 273 Economics of Globalization
- 279 Economic Rise and Future of China
- 335 Topics in Economic Development
- 348 Economic Growth
- 378 International Trade
- 471 Seminar: Global Production
- 475 Seminar: Economics of Global Health

Government

- 221 Capitalism and Its Critics
- 253 Introduction to Latin American Politics
- 332 International Organization
- 344 Post-Communist Transformations
- 354 The European Union
- 357 Political Economy of Regionalism
- 454 Politics of Development: State, Society, and Markets

Development Studies

Students must take a relevant senior seminar (or senior paper) and take four of the courses listed below, in at least two different departments/programs.

Anthropology

- 236 Illegal Drugs, Law, and State
- 253 Goods, Gifts, and Globalizing Consumers
- 256 Land, Food, Culture, and Power
- 421 Anthropology of Creativity
- 464 Anthropology of Food

Economics

- 214 Economic Policy and Performance in Contemporary Latin America
- 279 Economic Rise and Future of China
- 335 Topics in Economic Development
- 378 International Trade
- 471 Seminar: Global Production
- 475 Seminar: Economics of Global Health

Environmental Studies

- 265 Global Public Health
- 276 Global Change Ecology

Global Studies

- 251 Global Displacement: Understanding Refugees and Refugee Policy
- 255 Global Health: Critical Perspectives on Health, Care, and Policy
- 352 Global Activism: From Socialist Internationalism to Today

Government

- 221 Capitalism and Its Critics
- 252 Introduction to Politics of the Middle East
- 253 Introduction to Latin American Politics
- 255 Introduction to African Politics
- 263 Global Crisis of Democracy and Democracy Assistance
- 264 Challenges to Democracy in Latin America
- 332 International Organization
- 336 Politics of Development in Africa
- 451 Seminar: Political Violence
- 454 Seminar: Politics of Development: State, Society, and Markets

History

- 346 Global Health History
- 352 Asian Migrations
- 394 Ecological History

Sociology

- 274 Social Inequality and Power

Human Rights/Social Justice

Students must take a relevant senior seminar (or senior paper) and take four of the courses listed below, in at least two different programs/departments.

Anthropology

- 236 Illegal Drugs, Law, and the State
- 242 Anthropology of Latin America: City Life
- 256 Land, Food, Culture, and Power
- 341 Culture, Mobility, Identity: Encounters in the African Diaspora
- 373 Anthropology of Gender and Sexuality
- 374 Public Anthropology
- 421 Anthropology of Creativity
- 464 Anthropology of Food

Environmental Studies

- 265 Global Public Health
- 366 The Environment and Human Health

Global Studies

- 211 Human Rights and Social Justice in Global Perspective
- 251 Global Displacement: Understanding Refugees and Refugee Policy
- 255 Global Health: Critical Perspectives on Health, Care, and Policy
- 352 Global Activism: From Socialist Internationalism to Today
- 437 Media, Culture, and the Political Imagination
- 497 Insurgent Mobilities Lab I: Migrants, Activists, the Balkan Route
- 498 Insurgent Mobilities Lab II: Migrants, Activists, the Balkan Route

Government

- 238 Politics of War Crimes Tribunals
- 264 Challenges to Democracy in Latin America
- 272* Modern Political Theory
- 332 International Organization (if papers written on human rights)
- 355 Winners and Losers in Chinese Politics
- 356 Winners and Losers in Japanese Politics
- 451 Seminar: Political Violence
- 456 Seminar: Civil Society and Social Change in Latin America

History

- 141 Genocide and Globalization: 20th-Century World History

Latin American Studies

- 272 Mexican History: Justice, Rights, and Revolution
- 378 U.S. in Latin America: Intervention, Imperialism, Integration

Sociology

- 252 Race, Ethnicity, and Society
- 274* Social Inequality and Power

Women's, Gender, and Sexuality Studies

- 225 Gender and Politicized Religion
- 311* Feminist Theories and Methodologies

Course Offerings

GS111f Human Rights in Global Perspective Offered by the Oak Institute for Human Rights at Colby, an examination of digital storytelling to illuminate human rights issues in China. Co-instructed by Chinese filmmaker and 2017 Oak Fellow, Jinyan Zeng, and Professor Gail Carlson. We will explore many topics, including the roles of citizens and technology in China's party-state; feminist, intellectual and labor activism; and the use of film to foster greater awareness of human rights violations. Students will also consider critically their own responsibility to engage in human rights activism and will create their own digital stories. May be taken for credit a total of four times. Nongraded. *Prerequisite:* Sophomore or higher standing. *One credit hour.* CARLSON, ZENG

GS198s War and Human Rights: A Reading Group Bloody conflicts around the world — from Syria to South Sudan — come with human rights consequences and thorny questions that warrant closer examination. This group will tackle a different reading of up to 150 pages each week and discuss it with the help of a faculty facilitator. We hope to learn more about the human rights implications of war, and analyze some of the related questions about political causes and social or legal consequences. We also hope to create an informed community that will be prepared for the arrival in fall 2018 of our next Oak Fellow to work on the theme of War and Human Rights. *One credit hour.* EL-SHAARAWI, GHERWASH, GREEN, HATCH, REYNOLDS, RODMAN, SCHECK, TATE

[GS211] Human Rights and Social Justice in Global Perspective Human rights have become one of the primary frameworks for understanding justice and injustice globally. Drawing especially on anthropology, with its longstanding commitment to exploring the diversity of human experience, we first examine critically the contradictory consequences of this new human rights universalism. Moving beyond simplistic arguments of relativism and anti-relativism, we scrutinize human rights claims in the face of concrete contexts of cultural difference and inequality. Central to this course will be student participation in the selection of a front-line artist-activist as next year's Oak Human Rights Fellow on the theme "Film/Photography and Human Rights" *Prerequisite:* Anthropology 112. *Three credit hours.* **W2.**

GS214s Economic Policy and Performance in Contemporary Latin America Listed as Economics 214. *Four credit hours.* **I.** FRANKO

[GS224] Multimedia Storytelling in a Transnational World This humanities lab teaches audio and video recording methods, research practice, documentary filmmaking ethics, and multimedia and interactive storytelling conventions and platforms. Special emphasis is placed on learning to understand and collaborate across a variety of socioeconomic and cultural differences. Students will produce audio, video, and text contributions to an online interactive documentary that tells stories of the state's varied immigrant communities. Requires significant travel and student initiative. Part of the two-course cluster, Integrated Studies 224, "Global Maine." *Four credit hours.*

[GS245] Memory and Politics This writing-intensive course invites students to consider how governments and other actors frame the past, for what purposes, and with what effects. The focus is on post-1945 Europe, however students are welcome to examine non-European cases in their own work. Through a variety of writing exercises, students will engage with discipline- and culture-specific debates about whether and how a society should address its past, particularly after periods of violence and authoritarian or totalitarian rule. *Four credit hours.* **S, W2.**

GS251f Global Displacement: Understanding Refugees and Refugee Policy When people are forced to flee their homes because of persecution, what happens to them? What should happen? In our transnational world, cross-border conflict and displacement challenge our ideas about governance, identity, and justice. This course provides a framework to understand displacement in global perspective. We will trace the evolution of international refugee law and policy dealing with this growing population and consider the implications of displacement for individuals, communities, and states. Through case studies, we will also grapple with the social, cultural, political, and ethical challenges posed by refugee aid. Previously listed as Global Studies 297 (Fall 2016). *Prerequisite:* Anthropology 112. *Four credit hours.* **S, I.** EL-SHAARAWI

GS252s Language in Culture and Society Listed as Anthropology 252. *Four credit hours.* HALVORSON

GS253f Goods, Gifts, and Globalizing Consumers Listed as Anthropology 253. *Four credit hours.* **W2.** HALVORSON

GS255f Global Health: Critical Perspectives on Health, Care, and Policy This writing-intensive course introduces students to central global issues of disease and disability and the interventions that aim to address them. We will discuss the central actors, institutions, and practices that make up the global health landscape. Using an interdisciplinary perspective, we will analyze the value systems and modes of knowledge production that underlie global health research, policy, and practice. Students will engage critically and creatively with topics such as the global burden of disease; the social determinants of health; health, development and human rights; post-disaster health; and global health policy and practice. *Prerequisite:* Anthropology 112. *Four credit hours.* **S, W2.** EL-SHAARAWI

[GS273] Economics of Globalization Listed as Economics 273. *Prerequisite:* Economics 133 and 134. *Four credit hours.* **W2.**

GS316s Religion and Social Change in Contemporary Africa Listed as Anthropology 316. *Four credit hours.* HALVORSON

GS352f Global Activism: From Socialist Internationalism to Today Is revolutionary change possible today? Explores the promises and failures of radical movements from the First International in 1864 to the "global uprisings" of recent years. Considers the historical genealogy of today's transnational movements and their complex relationships to the modern nation-state. To what extent do labor, anarchist, anticolonial, indigenous struggles, as well as the World Social Forum, Arab Spring, and Black Lives Matter, offer ways to understand the world today and to imagine alternative political futures? Strong emphasis on discussion and collaborative debate. *Prerequisite:* Anthropology 112. *Four credit hours.* S. RAZSA

[GS437] Media, Culture, and the Political Imagination Due largely to a recent surge of work by political filmmakers, documentary film has recently reentered theaters and the popular consciousness after decades of relative neglect. Drawing on literature from cinema studies, visual anthropology, political theory, and social history, we trace the political documentary tradition from its origins in the 1920s. We interrogate evolving notions of political community at different historical junctures and their relationship to formal, aesthetic, as well as collaborative innovation within the documentary tradition from colonialism to grassroots globalization. Assignments include written, oral, and visual modes of analysis; strong emphasis on discussion and collaborative debate. *Prerequisite:* Anthropology 112 and senior standing. *Four credit hours.*

[GS451] Justice and Injustice in Global Europe Europe, as in centuries past, is formed by transnational flows of capital, migration, aid, and activism, as well as global and regional political and economic integration. We seek to understand contemporary Europe in light of these flows, with a particular focus on questions of inequality, exclusion, and violence. Includes close studies of Ireland, the former Yugoslavia, France, Greece, Italy, and the United Kingdom. Topics include gender relations, state formation, migrant rights, financial crisis, humanitarian assistance, and radical protest, with careful analysis of the arguments made, methods deployed, and evidence presented by scholars of various disciplinary backgrounds. *Prerequisite:* Anthropology 112 and senior standing. *Four credit hours.*

GS455s Intervention: The Ethics and Politics of Humanitarianism What does it mean to seek to relieve suffering on a global scale? How could such an impulse be political? Students will have the opportunity to critically analyze and understand humanitarian action in global perspective. We will investigate the principles and history of humanitarianism and consider their application on a global scale by a range of humanitarian actors, such as NGOs and states. We will investigate the politics and ethics of philanthropy, volunteerism, and humanitarian-military intervention and will discuss and debate the intersections and divergences between humanitarianism, human rights, and development. *Prerequisite:* Anthropology 112, an additional Anthropology course, and senior standing. *Four credit hours.* S. EL-SHAARAWI

GS483fj Honors in Global Studies A year-long research project for senior majors, resulting in a written thesis to be publicly presented and defended. *Prerequisite:* A 3.50 grade point average and permission of the advisory committee. *Four credit hours.* FACULTY

GS483Jj Honors in Global Studies *Noncredit.* EL-SHAARAWI, RAZSA, YODER

GS491f, 492s Independent Study An independent study project devoted to a topic chosen by the student with the approval of an advisor. *One to four credit hours.* FACULTY

GS497f Insurgent Mobilities Lab I: Migrants, Activists, the Balkan Route The dynamics of global migration—specifically, the tension between state and regional efforts to control migration and the efforts of migrants and activists to advocate for open borders and freedom of movement. Students join instructor's research team for an ongoing multi-sited project on the Balkan route that hundreds of thousands have traveled to seek a better life in Northern Europe. Students learn about the causes and consequences of the European migrant crisis and the ways that migrants and activists worked together to build the Balkan route despite restrictive European policies. Involves reading the latest research, analyzing primary data, and creating original research products. Fulfills anthropology's culture area requirement. Global lab. *Prerequisite:* Anthropology 112 or other relevant experience, and permission of instructor. *Four credit hours.* S, I. EL-SHAARAWI

GS498s Insurgent Mobilities Lab II: Migrants, Activists, the Balkan Route The dynamics of global migration—specifically, the tension between state and regional efforts to control migration and the efforts of migrants and activists to advocate for open borders and freedom of movement. Students join instructor's research team for an ongoing multi-sited project on the Balkan route that hundreds of thousands have traveled to seek a better life in Northern Europe. Students learn about the causes and consequences of the European migrant crisis and the ways that migrants and activists worked together to build the Balkan route despite restrictive European policies. Fulfills anthropology's culture area requirement. A continuation of Insurgent Mobilities Lab I, but students need not have taken I to enroll in II. Fulfills anthropology's culture area requirement. Global lab. *Prerequisite:* Anthropology 112 or other relevant experience, and permission of instructor. *Four credit hours.* I. RAZSA

GOVERNMENT

Chair, Professor Jennifer Yoder

Professors Anthony Corrado, Guilain Denoeux, L. Sandy Maisel, Kenneth Rodman, Daniel Shea, and Jennifer Yoder; Associate Professors Walter Hatch and Joseph Reisert; Assistant Professors Carrie LeVan, Lindsay Mayka, and Laura Seay; 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, (c) the principal theoretical frameworks for understanding the causes of international cooperation and conflict, and (d) the basic research methods used by political scientists.

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 or 115, 131, 171, and 281 (or an approved equivalent course in another discipline); at least one introductory comparative course (Government 252, 253, 255, 256, or 259); and a 400-level senior seminar. 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 the only 100-level 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 taken at Colby for Government 111. Normally the introductory comparative course should be taken before the end of sophomore year, especially for those students contemplating study abroad. Government 281 should be completed in either the sophomore or junior year. All of the required introductory 100-level courses and the 400-level course must be taken at Colby.

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

To satisfy the departmental writing requirement, students must complete a major analytical research project. The project can be a major paper assigned as part of a course or the product of a freestanding independent study. It must be submitted to and approved by a member of the Government Department faculty.

No government major may take any government course satisfactory/unsatisfactory; only courses in which a grade of C- or better is received may be counted as part of the major. No requirement for the government major may be waived without written permission of the department chair.

The Senior Thesis and Honors in Government

For those students who intend to pursue the study of government in more depth, the department offers a senior thesis program that emphasizes substantial independent research under the close guidance of one or two members of the faculty. Students 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 40 students, 200- and 300-level courses to 25 students, and 400-level courses to 12 students.

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

Course Offerings

GO111fs Introduction to American Government and Politics How does the American government work? An examination of the relationships among American values, politics, government institutions, and public policy. Focus on the methodologies of political science as tools for expanding understanding of political phenomena and behavior. Credit toward the major cannot be earned for both Government 111 and 115. *Four credit hours.* **S.** LEVAN, MAISEL, SHEA

[GO113] Overview of the U.S. Legal System A discussion-oriented study of constitutional, criminal, and civil law, through readings, legal research, outside speakers, attending court, and visiting a maximum-security prison. Some field trips last all day. A \$75 fee covers the cost of transportation to off-campus events. Does not count toward the government major. *Three credit hours.*

GO115s Great Issues in Contemporary American Government Controversial issues such as environmental policy or tax policy divide the American public and decision makers on a recurring basis. An introduction to the institutions of American government through the lens of these issues. Students will explore the linkages between citizens and government, the effectiveness of the electoral process as a means of resolving policy debates, and the checks and balances inherent in our system as each issue is examined. They will learn how to write about issues in a variety of formats, e.g., newspaper articles, speeches, and research papers, and how to make effective oral presentations. Credit toward the major cannot be earned for both Government 111 and 115. *Four credit hours.* **S, W1.** MAISEL

GO131fs Introduction to International Relations An introduction to the basic concepts and theories of international relations, focusing primarily on the core issues of war and peace as they have evolved in the international system, as well as the prospects for cooperation through international institutions to address issues such as human rights, nuclear proliferation, the world economy, and the global environment. *Four credit hours.* **S.** BABIK, HATCH, RODMAN

GO140Af Introduction to U.S. Law What are the fundamental concepts, principles, and procedures at the heart of the U.S. legal system? Topics include: the anthropological basis of law; courts and legislatures as sources of law; the structure and functioning of different courts; the adversarial principle; the common law method of legal reasoning; and an overview of criminal and civil law. Coursework will include mock trials and debates, and attendance at court. *Four credit hours.* **S.** LEE

GO140Bf Writing and Thinking about Law Philosophy typically examines law in the abstract, offering theories of what law is, where it comes from, and what its content should or must be. Literature is more concrete, dramatizing those moments of crisis when the law becomes real for them—when a will is read, or a divorce finalized; when someone has been wronged and seeks compensation, or after a crime has been committed; when reformers seek to establish "the rule of law" or when an abusive government uses law to crack down on its critics. In this writing-intensive course, we will study literary treatments of the law, including *Antigone*, *Crito*, *The Merchant of Venice*, *The Trial*, and others, in parallel with philosophical theories about law. *Four credit hours.* **L, W1.** REISERT

GO171fs Introduction to Political Theory What are the nature and purpose of the modern state or of any political community? What is freedom? What is justice? How do such ideals relate to the design and functioning of political institutions? Political theory is the subfield within political science that addresses these and related normative and methodologically foundational questions. Introduction to classic works of political theory by Aristotle, Hobbes, Locke, Rousseau, Marx, and Mill. Students will demonstrate their understanding of the primary texts and their ability to formulate original arguments in political theory by means of papers and exams; class sessions are conducted as a mixture of lecture and discussion. *Four credit hours.* **S, I.** CORRADO, REISERT

GO210f Interest-Group Politics Examines the role and behavior of organized interest groups in American politics. Provides students with opportunities to develop their substantive knowledge of group behavior and their writing skills through the completion of an independent research paper. *Four credit hours.* CORRADO

GO211f The American Presidency The organization, powers, and actions of the executive branch of the American government examined in historical and contemporary perspective. Students will use the tools and methodologies of political science to assess the modern presidency and its incumbents. *Prerequisite:* Government 111 or 115, and sophomore or higher standing. *Four credit hours.* SHEA

[GO212] U.S. Congress An examination of the people's branch of our national government, structured around the large questions of what it would mean for the Congress to represent the people and whether it succeeds in doing so. Topics include theories of representation, the constitutional framework establishing the powers of Congress and limits on those powers, the internal operations of the legislature (e.g., committee structure, leadership), interactions between the legislature and other governmental institutions, the electoral process, and suggestions for reform. *Prerequisite:* Government 111 or 115. *Four credit hours.* **S.**

GO214s Parties and the Electoral Process What does the 2016 election mean for American elections in the years ahead? 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. Has the process been changed by the 2016 experience? *Prerequisite:* Government 111 or 115, and sophomore or higher standing. *Four credit hours.* MAISEL

[GO216] Political Rhetoric An introduction to the theory and practice of political rhetoric through the study of historically significant political speeches and the composition and delivery of original addresses, including intensive practice in persuasive writing and public

speaking. Topics include the moral status of rhetoric and the identification and use of rhetorical figures and modes of persuasion. Works studied include the funeral oration of Pericles, speeches from Shakespeare such as Antony's subversive "Friends, Romans, countrymen," Lincoln's Gettysburg Address, and King's "I Have a Dream." For the culminating exercise, students will compose and deliver their own political speeches. *Three credit hours.*

[GO221] Capitalism and Its Critics Examines the interaction between politics and markets, both in theory and in practice, linking classic works in political economy with current policy debates. Emphasizes the ways in which markets are embedded in social and political institutions. Studies the formation of markets, current organization of capitalist systems, and their recent transformations in developed, transitioning, and developing economies, considering both historical and contemporary issues. Counts toward the comparative politics requirement. *Four credit hours.* **S.**

GO223f America and the World How have Americans comprehended the world beyond their borders and their role in it? Can we detect any recurring ideas and presuppositions? If so, what are their origins, recent U.S. foreign policy manifestations, and implications? This course looks for answers in a broad historical perspective spanning America's colonial beginnings and today. It identifies several traditional "master" tropes, traces their genealogy in American societal culture, and reveals their presence in U.S. statecraft at key junctures such as the two World Wars, the Cold War, the fall of communism in Europe, and the "War on Terror." Most importantly, it discusses their consequences and critically reflects on their suitability to guide future American foreign relations. *Four credit hours.* **H. BABIK**

GO226s Media and Politics An assessment of the role of the media in American politics. Examines the media as an institution and how it is both influenced by and reflects our system of government. What functions, for example, do contemporary news outlets afford the democratic process? Is there a connection between the way news is transmitted and the way citizens interact with government? Throughout much of American history the press has been considered a watchdog and the "fourth branch" of government. The challenge will be to explore the nexus of the theoretical role assigned to the mass media and its present character. *Four credit hours.* **S. SHEA**

GO228f Introduction to Race, Ethnicity, and Politics Examines broadly the ways in which racial and ethnic minorities influence and are influenced by American politics and public policy. The course is organized in three parts. Part I will explore the theoretical and historical contexts of race in American politics. Part II will focus on race and political behavior, paying close attention to public opinion, participation, and representation. Part III will examine particular policy-related case studies: minority education, housing, employment, and criminal justice. *Prerequisite:* Government 111. *Four credit hours.* **S, U. LEVAN**

[GO231] U.S. Foreign Policy: The Cold War An analysis of the major events facing the United States during the Cold War and the controversies surrounding them. Academic and policy debates over national security doctrines, the proper place of ideology in foreign policy, the role of economic factors, and domestic political institutions. Topics include the origin of the Cold War, nuclear weapons strategy, the Vietnam War, containment and detente, and the end of the Cold War. *Prerequisite:* Government 131. *Four credit hours.*

[GO234] Legal Writing and Legal Argument: Through and after Law School Provides students with the writing and oral presentation tools needed in law school. Taught by a Colby alumnus who is a practicing attorney. Introduces students to the skills needed for a law degree and the wide variety of post-law-school career options. Includes a variety of assignments and guest lecturers with experience in an array of legal fields. Designed to give those considering law school an introduction to legal writing and analysis, oral presentation, and advocacy in a variety of contexts facing law students and practicing attorneys. *Three credit hours.*

GO236s International Law and Politics of Human Rights An introduction to the international laws and institutions established after the Second World War to promote, protect, and enforce human rights, and the political forces which either empower or constrain their influence. Areas of application include civil and political rights; economic, social, and cultural rights; the right to asylum; accountability for war crimes and genocide; humanitarian intervention; corporate social responsibility; and the tensions between counter-terrorism and human rights. *Prerequisite:* Government 131. *Four credit hours.* **S. RODMAN**

GO238f Politics of War Crime Tribunals Examines the politics of establishing tribunals to hold individuals criminally accountable for genocide and other atrocity crimes, from the Nuremberg and Tokyo trials after World War II through the International Criminal Court. Central questions involve the nature of post-conflict justice, the degree to which international legal bodies are insulated from or influenced by politics, and the impact of prosecution on transitions from war and dictatorship to peace and democracy. Academic and legal analysis combined with simulated court proceedings. Areas of application include South Africa's Truth and Reconciliation Commission, the Milosevic trial, the Pinochet extradition hearing, and issues surrounding Guantanamo and Abu Ghraib. *Prerequisite:* Government 131 and sophomore or higher standing. *Four credit hours.* **S. RODMAN**

[GO245] Memory and Politics Listed as Global Studies 245. *Four credit hours.* **S, W2.**

GO251s Israelis and Palestinians: Conflict and Accommodation Examines the origins, evolution, and current state of the conflict

between Israelis and Palestinians. Explores the forces that have sustained the dispute, the main reasons behind failed attempts at peacemaking, and the factors that account for the current stalemate. Focuses on key historical junctures, including the British mandate over Palestine, the creation of Israel and dispossession of the Palestinians, the "Oslo Process" and its collapse, the failed 2000 Camp David Summit and second intifada, as well as the new situation created by the events of the past decade. Attention also is paid to media coverage of, and U.S. policy toward, the conflict. *Prerequisite:* Sophomore or higher standing. *Four credit hours.* **S.** DENOEU

GO252f Introduction to Politics of the Middle East Provides the analytical and historical background for making sense of politics in the Arab world today. Highlights the main drivers of politics in the region, with particular emphasis paid to the intersection of political and economic forces, domestic and regional or international factors, and Islam and politics. Explores the roots of authoritarianism in the region, the dynamics that sustain it, and key impediments to substantive (as opposed to cosmetic) democratization. Examines the combination of forces that produced both the Arab Spring of 2011 and the turmoil that followed it. Open to first-years. Fulfills the introductory comparative politics requirement. *Four credit hours.* DENOEU

[GO253] Introduction to Latin American Politics An overview of important political and economic phenomena in Latin America over the past century. How can Latin America escape its persistent problems with underdevelopment, poverty, and inequality, and what is the role of a democratic government in tackling these problems? Topics covered include state-directed development models, populism, democratic breakdown and democratization, free market economic models, and contemporary leftist alternatives. Open to first-years. Fulfills the introductory comparative politics requirement. *Four credit hours.*

GO255f Introduction to African Politics An overview of political processes and institutions in sub-Saharan Africa. The development of institutions and norms of political behavior across the continent will be traced from precolonial times to the present, with particular focus on the development of modern states, challenges to the legitimacy of governing authorities, and factors affecting state stability. Students will learn to identify, define, and apply theoretical concepts to the empirical study of African politics. Open to first-years. Fulfills the introductory comparative politics requirement. *Four credit hours.* **S, I.** SEAY

GO256s Introduction to East Asian Politics Both a primer on the domestic politics and foreign policies of states/territories in East Asia (China, Taiwan, Japan, the two Koreas), and an exploration of specific cases of interstate conflict in the region, including competing memories of World War II and confrontation over North Korea's nuclear weapons. Surveys comparative politics in the region; then applies that knowledge to international relations in East Asia. Students acquire basic knowledge about nations in this region, and about the volatile mix of fears and aspirations there. They also learn how to think more deeply about politics, communicate more effectively, and collaborate more successfully. Fulfills the introductory comparative politics requirement. *Prerequisite:* Sophomore or higher standing. *Four credit hours.* **S.** HATCH

GO259s Introduction to European Politics Examines the post-1945 development of European political cultures and systems with special attention to varieties of parliamentarism, electoral systems, party systems, interest group representation, and welfare states. Explores how European societies view the role of the state in the economy, why many of them ceded some policymaking to the European Union, and how Europeans strike the balance between the exclusion and inclusion of different groups, between representative and participatory democracy, and between national and European interests. Open to first-years. Fulfills the introductory comparative politics requirement. *Four credit hours.* YODER

GO263f Global Crisis of Democracy and Democracy Assistance Explores the manifestations and roots of the current crisis of democratic politics and their implications for democracy assistance. Examines ongoing populist, illiberal, anti-democratic, and nativist challenges to democracy worldwide, and considers competing arguments regarding the value and feasibility of democracy aid in this new context. Reflects on the needed rethinking of democracy assistance to fit both a different global landscape and what development professionals have learned from three decades of experience with supporting democracy abroad. Taught from a practitioner's perspective. *Four credit hours.* **S.** DENOEU

[GO264] Challenges to Democracy in Latin America What have been the challenges associated with the establishment and consolidation of democracy in Latin America? Examines political regimes and regime changes in Latin America since the early 20th century, with a particular emphasis on the quality of democracy present in the current period. Topics include the breakdown of democracy, democratization, human rights, state capacity, interest representation and citizenship, and the concentration of power in the executive. Previously listed as Government 364 (Spring 2015). *Four credit hours.* **S, I.**

GO266f German Politics Exploration of contemporary German politics through a variety of texts and media, with attention to the impact of the past on Germany's political culture, political institutions, and its domestic and foreign policies. Students will analyze the 2017 Bundestag election campaign, voting results, and government formation process. *Four credit hours.* **S.** YODER

GO271s Classical Political Theory An introduction to the political thought of classical antiquity, including the works of Thucydides, Xenophon, Plato, Aristotle, and Cicero. Topics include the nature of justice, the merits of direct democracy and other institutional forms, and

the attributes of the ideal leader. Students will demonstrate their understanding of the primary texts and their ability to formulate original arguments in political theory by means of papers and exams. Class sessions are conducted as a mixture of lecture and discussion.

Prerequisite: Government 171 or Philosophy 211. *Four credit hours.* REISERT

[GO272] Modern Political Theory An introduction to the political thought of modernity, from the Renaissance to the present, including the works of Machiavelli, Hobbes, Locke, Rousseau, Kant, Hegel, Nietzsche, and Rawls. Topics include the idea of the social contract, the relationship between power and morality, competing conceptions of freedom and equality, the philosophy of history, and the intellectual foundations of modern liberalism. Students will demonstrate their understanding of the primary texts and their ability to formulate original arguments in political theory by means of papers and exams; class sessions are conducted as a mixture of lecture and discussion.

Prerequisite: Government 171. *Four credit hours.*

[GO273] American Political Thought A survey of fundamental principles of American political thought as presented in the writings of such authors as Hamilton, Jefferson, Lincoln, and Roosevelt. General themes include the notion of republican government, concepts of liberty and equality, and the role of property in democratic society. Designed to provide students with an opportunity to develop critical-thinking and writing skills. *Four credit hours.*

[GO274] Intellectual Roots of Modern Conservatism Diverse intellectual sources of the contemporary conservative movement in America, Edmund Burke to present. What does it mean to be a conservative? How (if at all) do conservative conceptions of man and society differ from liberal or "radical" visions? What (if any) is the relationship between conservative ideas and religion? How do multiple strands of conservative thought relate to one another? Readings from Burke, Thomas Carlyle, Benjamin Disraeli, Herbert Spencer, Michael Oakeshott, Friedrich Hayek, Russell Kirk, others. Assignments include short analyses of readings, in-class presentations, two longer analytical papers, and an exam (or a long research paper). *Prerequisite:* Government 171. *Four credit hours.*

GO281fs Concepts and Methods of Political Science Research An introduction to a variety of approaches to the study of political phenomena, intended to prepare students to craft and complete more sophisticated research projects in political science. After discussion of the nature and aims of scientific inquiry and the general features of effective research design, focus is on two broad methodological perspectives: explanation and interpretation. Topics include hypothesis testing and statistical analysis, the problem of historical truth, symbolic representation, and discourse analysis. Students will complete a number of different types of assignments and will apply course ideas to develop their own original research design. *Prerequisite:* Sophomore or higher standing. *Four credit hours.* Q. BABIK, LEVAN, SEAY, SHEA

GO298s 9/11: Origins, Event, Aftermath Actions undertaken by al-Qaeda against targets on U.S. soil on Sept. 12, 2001, shocked the American public and the world at large. Why did 9/11 happen in the first place? What prompted al-Qaeda to target the United States? How was the event portrayed, explained, and interpreted? Is it possible to come up with alternative representations, explanations, and interpretations? If yes, what are they, and why were they obscured at the time? Our purpose is to reflect on these questions and controversies in order to cultivate a critical perspective on the origins, nature, and consequences of 9/11. *Four credit hours.* S. BABIK

[GO313] National Powers in American Constitutional Law An examination of constitutional debates that have defined the structure and powers of the modern national government. Topics include constitutional interpretation; the operation and desirability (or not) of judicial review; the scope of the states' police powers in relation to congressional power; the conflict between economic rights and the modern regulatory state; and powers of the president, especially in times of terrorism, emergency, and war. Readings include U.S. Supreme Court decisions and related documents as well as secondary works in political science and law. Assignments include case briefs, class participation, papers, simulations (e.g., moot courts), and exams. *Prerequisite:* Government 111 or 115. *Four credit hours.*

GO314f Civil Liberties in American Constitutional Law An examination of legal, moral, and philosophical controversies involving rights and liberties arising under the Bill of Rights and the 14th Amendment. Topics include the nature of rights and theories of constitutional interpretation; the right to the free exercise of religion and the establishment clause; freedom of expression; the "right of privacy" and protections for contraception, abortion, and homosexuality; and affirmative action and the status of women and minorities under the law. Readings include U.S. Supreme Court cases and related works of moral and political philosophy. *Prerequisite:* Government 111 or 115. *Four credit hours.* U. REISERT

GO315s Minority Representation Inequalities persist throughout everyday life and remain apparent within American political institutions. We will examine how these inequalities manifest in American political institutions and why they matter. Part I will explore the multifaceted nature of representation. Part II will explore the conditions that affect minority representation, specifically: population size, public opinion/support, interest group support, and group access to resources. Part III will focus on the future of representation, paying close attention to changing demographics. *Prerequisite:* Government 111. *Four credit hours.* S, U. LEVAN

[GO316] Presidential Electoral Politics The procedural and electoral environment of presidential elections and the strategies employed

in presidential campaigns by candidates, party organizations, and political committees. Topics include campaign communication strategies, media coverage of elections, and recent controversies associated with the voting process, with a focus on the current or most recent election. *Prerequisite:* Government 111 or 115. *Four credit hours.*

[GO320] The Rights Revolution and Its Discontents The past century has yielded a steady expansion in the definition and public protection of individual rights for women, racial minorities, and LGBTQ persons. In addition, new public policies have deeply altered the rights to free expression and protected religious practice. Some applaud these changes in the definition of rights, others lament them. This course explores the ways in which rights are defined and expanded, the criticisms such changes encounter, and the role of public policy in sorting out these conflicts. *Four credit hours.*

[GO332] 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 and sophomore or higher standing. *Four credit hours.*

GO336f Politics of Development in Africa Explores the politics and practice of economic development and humanitarian aid in sub-Saharan Africa. Using readings, lectures, class discussions, and an independent student research project, examines the major theories of development in comparative politics; compares international, top-down models to localized, bottom-up approaches toward development in Africa; raises possibilities of partnership-based models; and critiques the history of colonial and postcolonial development and humanitarian aid in Africa. *Prerequisite:* Government 131. *Four credit hours.* **I. SEAY**

GO338j Field Study in African Development Students will spend approximately three weeks of this global innovation course in Uganda comparing international, local, and diaspora-driven approaches to economic and social development. Through discussions with local, international, and development practitioners, observation of development projects, a rural home stay, and meetings with local and international policymakers, students will learn to identify, compare, and contrast varying theoretical and practical approaches to development in Africa, assess the effectiveness of international, diaspora-driven, and local approaches to development and its promotion in Uganda. Previously offered as Government 397 (Jan Plan 2015). Cost is \$3,250. *Three credit hours.* **SEAY**

GO344f Post-Communist Transformations Examines the rise and fall of communism in Russia and Eastern Europe, then explores patterns of post-communist political reforms and outcomes. Focuses on the Putin presidency, its impacts on Russian politics and society, and the consequences for stability in the region. *Prerequisite:* At least one government course. *Four credit hours.* **YODER**

[GO354] The European Union How should we understand the European Union? Is it a regional trade bloc, an international organization, or even a state—and, if so, what kind? Is it, as some have suggested, a superpower on par with the United States? If it is as significant as many attest, what are the implications for the primacy of nation-states and national sovereignty? A detailed and critical understanding of what the EU is and how it works. Through a variety of assignments, students analyze the design, construction, and operation of the new institutions of governance in Europe. *Prerequisite:* Government 131. *Four credit hours.*

[GO355] Winners and Losers in Chinese Politics An exploration of contemporary Chinese politics, especially the political and social fallout from post-Mao economic reforms. Students will learn how to write an analytical paper using social science methods. Counts toward the comparative politics requirement. *Four credit hours.* **S, W2, I.**

[GO356] Winners and Losers in Japanese Politics An exploration of Japanese politics, with a focus on the evolving struggle between traditional insiders (such as government bureaucrats and corporate executives) and traditional outsiders (such as labor unions and housewives). *Four credit hours.* **I.**

GO357s 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? Global lab. *Four credit hours.* **HATCH**

GO358s Comparative Arab Politics Builds on knowledge acquired in Government 252 to provide an in-depth understanding of 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 specific challenges they confront. *Prerequisite:* Government 252 *Four credit hours.* **DENOEU**

[GO359] Political Ideologies and Revolutionary Movements in Europe An exploration of major ideological currents and movements in modern Europe. Focuses on various forms of radicalism on the right and left of the political spectrum against the background of important political developments in Europe in the last century, such as the Bolshevik Revolution, the rise of fascism and Nazism, the emergence of domestic terrorism, the explosion of nationalisms and fundamentalisms, and the collapse of Soviet-style communism. *Prerequisite:*

Government 131, 171, or 259. *Four credit hours.*

[GO361] Advanced International Relations Theory Presents the achievements of Realism as the traditional perspective on international relations while simultaneously cultivating a critical awareness of its limits and biases. Pursues this dual objective by first surveying the thought of key 20th-century Realist scholars and subsequently turning to a number of alternative approaches that have come to challenge the Realist paradigm since the early 1980s under the rubric of critical international theory. Examples include the Frankfurt School, feminism, and postmodern deconstruction. *Prerequisite:* Government 131. *Four credit hours.* **S, W2, I.**

GO414f Seminar: Ethics in Politics A discussion of critical ethical issues faced by American and other national leaders. Case studies of 20th-century decisions, including those involved with violence (e.g., Truman's decision to drop the bomb on Hiroshima and Nagasaki), deception in government (e.g., Oliver North's decision to lie to Congress about Iran-Contra), disobedience of those in authority (e.g., Daniel Ellsberg's release of the Pentagon Papers), policies regarding life and death (e.g., abortion and euthanasia laws), and others. *Prerequisite:* Government 111 or 115 and senior standing as a government major. *Four credit hours.* **MAISEL**

GO421f Seminar: Prospects for Political Reform Examines proposals for improving the electoral process and democratic accountability in the United States. Topics to be explored include recent controversies associated with developments in election law, voting rights and methods of voting, and campaign finance. Participants will examine recent proposals for democratic political reform, as well as innovations adopted in the states and other countries, to address the central question of how best to improve the quality of American democracy. *Prerequisite:* Senior standing. *Four credit hours.* **CORRADO**

GO432s Seminar: U.S. Foreign Policy Examines debates surrounding U.S. foreign policy and multilateral institutions with a principal focus on national security issues in the post-Cold War world. Central questions focus on when the United States should define its security in terms of acting within or strengthening international laws and institutions or whether it should maintain its freedom to engage in unilateral actions in a dangerous world. Areas of application include the use of force, counterterrorism, nuclear nonproliferation, and arms control. *Prerequisite:* Government 131 and senior standing. *Four credit hours.* **RODMAN**

GO451f Seminar: Political Violence Explores a variety of theoretical perspectives on, and case studies of, political violence, with particular emphasis on terrorism (both secular and religious) and ethnic conflict. Examines drivers of radicalization and violent extremism, the factors that lead to the rise, decline, and/or demise of terrorist organizations, and the nexus between transnational organized crime and international terrorism. Introduces key concepts and analytical frameworks and provides students with an opportunity to apply them to a case study of their choice. Students present the preliminary results of their research projects to the class. *Prerequisite:* Senior standing as a government major. *Four credit hours.* **DENOEUX**

GO454f Seminar: Politics of Development: State, Society, and Markets An inquiry into why some developing nations have managed to achieve industrialization and rising standards of living while others have not, with special attention to the relationship between state and society as one of the key factors in the development process. Cases include South Korea, Nigeria, Brazil, and India. *Prerequisite:* Senior standing as a government or global studies major. *Four credit hours.* **I. HATCH**

GO455s Seminar: Conflict and Crisis in Africa Focuses on political violence in Africa from the precolonial period to the present day. Students will be able to identify, compare, and contrast major theories of conflict and conflict resolution as they apply in sub-Saharan Africa. Students will also be able to describe the history of political violence in Africa, including precolonial conflicts, conflict related to colonization, wars of liberation, and post-colonization civil and intrastate wars. *Prerequisite:* Government 251, 252, 253, 255, 256, or 259. *Four credit hours.* **I. SEAY**

[GO456] Seminar: Civil Society and Social Change in Latin America What are civil society organizations and what is their place in politics? This research seminar examines the evolution of civil society in contemporary Latin American democracies and their roles in effecting social and political change. Over the past 30 years, civil society organizations in Latin America have become vehicles for poor and otherwise marginalized communities to access the political system. Topics include the collective action problem, the role of civil society organizations in interest representation and service provision, relationships with political parties and international donors, and participatory governance. *Prerequisite:* 200-level government course or a Latin American studies course. *Four credit hours.* **S, I.**

[GO457] Seminar: Germany and Europe Investigates to what extent Germany has become the 'indispensable power' in Europe, focusing on key events in the postwar period, most recently the Eurozone crisis, the Ukraine crisis, and the migration crisis. Though focused on German foreign and security policy, necessarily examines the European integration process and the politics of the Transatlantic Alliance. *Prerequisite:* Government 131, 259, 266, 354, or 359. *Four credit hours.* **S.**

GO483fj 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**

GO491f, 492s Independent Study A study of government through individual projects. *Prerequisite:* Government major and permission of the instructor. *One to four credit hours.* FACULTY

GREEK

In the Department of Classics

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

Course Offerings

GK111f Introductory Greek Much of Western culture finds its basis in the ideas of the ancient Greeks. In this highly intensive course, students acquire Greek grammar, syntax, and vocabulary, the basics for learning the language in which Homer, Plato, and other foundational writers expressed their thoughts. By the end of the month, students will be prepared to enroll in Greek 112. Learning goals include the ability to translate sentences, developing critical and analytical faculties, and gaining knowledge of some of the structural principles that underlie European languages from English to Russian. *Three credit hours.* H. ROISMAN

GK112s Intermediate Greek Students continue to acquire the basic principles of ancient Greek through grammar, syntax, and vocabulary, and thus come closer to the ideas and thoughts of the ancient Greeks. Students will acquire the elementary knowledge of tools necessary to read original Greek text. Various passages in the original Greek bring students an appreciation of ancient Greek literature. Learning goals include developing reading comprehension skills, enhancement of critical and analytical faculties, attention to detail. Satisfies the second semester of language requirement. *Prerequisite:* Greek 111. *Four credit hours.* H. ROISMAN

GK131f Introduction to Greek Literature Introduction to the reading of original ancient Greek text. The choice of text varies from year to year and consists of either poetry or prose. Focus on applying the concepts of syntax and grammar learned in previous semesters. It includes textual and literary analysis of the selected work. Learning goals include decoding of ancient text, further development of reading ancient Greek and comprehension skills, enhancement of critical and analytical faculties, improvement of oral argumentational structuring skills. *Prerequisite:* Greek 112. *Four credit hours.* L. H. ROISMAN

[GK239] Revenge and Cowardice: Euripides's *Electra* In the Euripidean version of the myth of Electra, the playwright asks his audience what happens when one parent murders the other. How does one reconcile the imperative to avenge a father's murder with matricide? *Prerequisite:* Greek 131. *Four credit hours.* L.

GK251f 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. H. ROISMAN

[GK258] Politics of Revenge: Sophocles's *Electra* Electra's own inaction in the face of her mother's crime is examined in this drama. Each of Greece's great tragedians confronted this horrifying tale of conflicting duties and responsibilities. The differing emphases and perspectives of Euripides and Sophocles will receive particular scrutiny. *Prerequisite:* Greek 131. *Four credit hours.* L.

[GK351] Homer's *Odyssey* 19-20 Odysseus returns to his palace on Ithaca disguised as a wandering beggar, concealing his identity even from his wife Penelope. Why does he lie to her? Does Penelope suspect the truth? How are we to judge her fidelity as she prepares to marry one of the suitors? *Prerequisite:* Greek 131. *Four credit hours.* L.

[GK356] 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 and 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, and refinement of writing skills. *Prerequisite:* Greek 131. *Four credit hours.* L.

GK359s Homer's *Iliad* 3: Menelaos and Paris In preparation for the combat between Menelaos and Paris, Helen shows herself on the walls of Troy. Will the two heroes, rivals for her hand, fight to the death? If not, what will happen next? *Prerequisite:* Greek 131. *Four*

HISTORY

Chair, Associate Professor John Turner

Professors Paul Josephson, Elizabeth Leonard, Raffael Scheck, Larissa Taylor, James Webb, and Robert Weisbrot; Associate Professor John Turner; Assistant Professor Arnout van der Meer; Faculty Fellow Sarah Duff; Visiting Instructor Lauren A. Parker

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, the critical evaluation of evidence, and intensive writing. The department offers a wide variety of learning experiences, including lectures, individual tutorials, discussion groups, 300-level seminars, and senior research seminars. Students are expected to take courses in many areas of history in order to achieve a broad training in the discipline. A number of distinguished academic historians began their training at Colby; in addition, many majors find that history is excellent preparation for careers in secondary education, business, law, publishing, and other professions. In recent years, media research, preservation, and museums have offered new opportunities for persons trained in history.

Requirements for the Major in History

Eleven semester courses in history (of at least three credits each), to include History 276 (Patterns and Processes in World History); two 300-level courses; a senior research seminar at the 400 level; and at least one course in each of three areas: Category I (Africa, Asia, and world history), Category II (Europe, Russia, and the USSR), and Category III (Colonial and Native America/United States). At least two courses must be in premodern history, as designated by the department (a detailed list of the distribution of courses among the fields is available on the [department website](#)).

Of the 11 courses for the major, no more than three may be at the 100 level. The two 300-level courses must be taken at Colby. All majors must also take a designated senior seminar (400-level) taught by a departmental faculty member in which they write a major research paper. The two 300-level courses and the senior seminar may also count toward fulfilling an area requirement. Students who choose to do an honors thesis during their senior year are still required to complete the senior seminar requirement. Many of these students choose to do the senior seminar in their junior year.

Up to three semester courses in history may be taken from historians at other colleges and universities in the United States and abroad. Please consult with the department chair if you have questions about nondepartmental courses that are approved for the major.

The point scale for retention of the major applies to all courses in history. No requirement for the major may be taken satisfactory/unsatisfactory. No course will count for the history major if the grade is lower than C-. Seniors with a GPA of 3.75 or higher in history courses will graduate with "Distinction in the Major."

Honors in History

Admission to the yearlong honors program requires at least a 3.5 grade point average in the history major and approval by the department. Honors projects signify a serious engagement with independent scholarship; interested students should plan to devote a large portion of their academic time to the project during their senior year. Students should begin planning for the honors project by the end of the spring semester of their junior year and, at the discretion of the history professor who agrees to act as honors advisor and following approval of a detailed research proposal by the department faculty as a whole, may be admitted in the first semester of the senior year to the honors program. A total of up to eight credits may be given for the year, including January Program credit. The honors thesis must receive at least an A- grade for the student to graduate with "Honors in History." For specifics on the procedures and expectations for Honors in History, as well as guidelines for writing the research proposal, please refer to the [History Department's website](#).

Course Offerings

HI106f Greek History Listed as Ancient History 158. *Three or four credit hours.* H. J. ROISMAN

[HI111] The West from Antiquity to 1618 An interdisciplinary survey of European history from ancient Mesopotamia to the religious wars. Larger themes include the evolution of legal systems and the development of kingship; relations between church and state; the legacy of Rome and rise of cities; Crusades; discoveries in the New World; and the Renaissance, Reformation, and religious wars. Focus is on the interpretation and analysis of primary sources, class discussion, and development of writing skills. Throughout we will examine changing attitudes toward gender and sexuality; concepts of persecution, repression and tolerance; reactions to disease; and the results of economic disparity. *Four credit hours.* H.

HI112s Revolutions of Modern Europe Does modern European history advance toward a specific goal (such as democracy, freedom, rationalization, social equality, secularization, mass consumerism, bureaucratization)? Using the revolutions theme broadly, we examine causes and patterns of change in mentalities, warfare, politics, and the economy. Special themes include the French Revolution of 1789, the European revolutions of 1848, the Russian revolutions of 1917, the world wars as revolutionary events, and the revolutions of 1989. *Four credit hours.* H, I. SCHECK

[HI120] Made in China Long before Walmart stitched the "Made in China" label into your T-shirt and Apple slapped a similar sticker on your iPhone, China was known for its stuff—for producing, trading, and consuming luxury items and everyday goods. Introduces students to China's long history of material culture covering "things" from ancient Bronze Age vessels to Mattel toys and offering a historical perspective on such contemporary issues as China's growing economy, labor practices, Chinese consumerism, and U.S.-China trade relations. Students will develop basic skills in critical thinking, historical argument, research, and writing. *Four credit hours.* H, W1.

HI120Af Spotlight on History: The Lincoln Assassination On April 14, 1865, John Wilkes Booth shot Abraham Lincoln while the president was enjoying a play at Ford's Theater. The crime threw the nation—torn by civil war—into further chaos and, by bringing Andrew Johnson to the presidency, exerted a powerful effect on Reconstruction specifically and American history more broadly. Students will learn about the assassination and about the discipline of history: how historians do research using a variety of sources, analyze their findings, write in discipline-specific ways, and situate their scholarship within the pertinent literature. Students will also learn how to use the College libraries' abundant resources in the most effective way. *Four credit hours.* H, W1. LEONARD

[HI120B] Spotlight on History: America's First Ladies Since the founding of the United States, dozens of women have served as the nation's first lady. Long ignored as legitimate subjects of historical interest, these women have recently enjoyed fresh attention as historians have acknowledged their unique proximity to the men who served as president and their potential to influence the policies their husbands pursued in office. Students will learn about the first ladies and about the discipline of history: how historians do research using a variety of sources, analyze their findings, write in discipline-specific ways, and situate their scholarship within the pertinent literature. Students will also learn how to use the College libraries' abundant resources in the most effective way. *Four credit hours.* H, W1.

HI120Cf Spotlight on History: The Holocaust and Genocide in Europe What do the Armenian genocide, mass violence in the Stalinist Soviet Union, the Holocaust, and "ethnic cleansing" in Yugoslavia have in common? What differentiates them? Focus is on survivor testimony and historians' debates on the motives of the perpetrators, the experience of victims, and ways of coming to terms with the past. *Four credit hours.* H, W1, I. SCHECK

HI131f Survey of U.S. History, to 1865 A general overview of key issues and events in U.S. history from the age of settlement through the Civil War. *Four credit hours.* H, U. REARDON

HI132s Survey of U.S. History, 1865 to the Present The rise of national power and its implications for American democratic values. *Four credit hours.* H. WEISBROT

HI138f America from the Roaring 20s to the Great Depression Why did racial, religious, cultural, and regional tensions tear at American society in the years after World War I, a time of soaring production, consumption, and living standards? Why did the nation's vaunted prosperity give way in 1929 to the greatest economic collapse in American history? How did people cope with hard times over the next decade? How did their responses transform American values, culture, and politics? *Prerequisite:* Concurrent enrollment in English and Philosophy 138. Elect Integrated Studies 138. *Four credit hours.* H. WEISBROT

HI140f Sharia (Islamic) Law An introduction to how Islamic law functions and why it takes the shape that it does. We will explore the nature of religious, as opposed to secular, law. How is sharia formulated? Who has control over it? How is it applied and how have its applications changed over time? To answer those questions, we will consider different philosophies of law, explore a variety of approaches to the interpretation of law, and examine different institutional embodiments of law. We will see that the Islamic legal systems are pluralistic and see how they differ from the U.S. legal system. *Four credit hours.* H. TURNER

HI141j Genocide and Globalization: 20th-Century World History The terms genocide and globalization aptly describe the long 20th century in world history, which begins in the 19th century with the "opening" of China and Japan, German unification, and the onset of imperialism. By focusing on the roots and the context, the history of the 20th century as well as present tensions in the Middle East, Ukraine, South China Sea, etc. are easier to understand. The focus will shift from national (Germany, United States, China) to regional (Europe, Africa, Americas, Asia) to global perspectives. Introduces the major relevant ideologies and systems, such as nationalism, National-Socialism, fascism, communism, capitalism, social democracy, imperialism, decolonization, total war, genocide, and globalization. *Three credit hours.* H, I. VAN DER MEER

HI154s Roman History Listed as Ancient History 154. *Three or four credit hours.* H. J. ROISMAN

HI173f History of Latin America, 1491 to 1900 Listed as Latin American Studies 173. *Four credit hours.* H, I. FALLAW

[HI183] 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.

HI184s History of the Modern Middle East The history of the Middle East from the post-Suleymanic Ottoman Empire to the present. Examines the fall of the Ottoman and Safavid empires, the rise of Western dominance, the struggle for independence, attempts at reform, the Arab-Israeli conflict, oil, the Iranian revolution, the Gulf War, the rise of Islamist movements, and ongoing repercussions. Particular focus on the interplay between religion and politics and the nature of power and authority. Designed to give the historical background necessary for understanding current events in the Middle East in their proper context. *Four credit hours.* H, I. TURNER

[HI211] Lawgivers, Pharaohs, and Philosophers: Ancient Civilizations Study of ancient civilizations (from c. 3100 BCE to 350 BCE) beginning with the first urban developments and legal systems of Mesopotamia, extensive study of ancient Egypt from the First Dynasty of the Old Kingdom through the New Kingdom, Bronze and Archaic Age Greece, and the classical age. Emphasis will be on the concept of civilization, construction of laws and kingship, gender and ethnic diversity, and how the cultures of ancient civilizations influenced political, cultural, and economic developments in the Western past. *Four credit hours.* H.

[HI217] Tudor England, 1485-1603 Focuses on the social, religious, political, economic, and nationalistic changes after the fall of the Plantagenet dynasty in 1485. After reading numerous biographies and primary sources, it will culminate in a research paper studying the history of one year based on primary sources from the period. Numerous out-of-class films will supplement class discussion and lectures. Previously listed as History 316. *Four credit hours.* H.

[HI224] 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.

HI227f Russian History, 900-1905: Orthodoxy, Autocracy, and Nationality The cultural and social history of Russia. Topics include Kievan Rus', the rise of Moscow, the westernizing influence of Peter the Great, and the development of serfdom and autocracy. Focus on Russia's self-identity as Western or Eastern and on the challenges of building civil society. *Four credit hours.* H, I. JOSEPHSON

HI228s The Russian Empire: Soviet History and 20th-Century Revolutions The people of the Soviet Union lived through three revolutions (1905, 1917, 1991) and two world wars. Their leaders forced the pace of modernization and subjected their own citizens to class war, arrest, and execution. An exploration of the last days of Tsarism, of Leninism and Stalinism, and of the forces leading to the Gorbachev revolution and breakup of the Soviet empire. *Prerequisite:* Sophomore or higher standing. *Four credit hours.* H, I. JOSEPHSON

[HI230C] In Search of a Strong Man: Greece in the Fourth Century Listed as Classics 234. *Three credit hours.* H, I.

HI231f American Women's History to 1870 An examination of key themes in the varied lives of women in America from colonial times to the end of the Civil War, such as their relationship to the public sphere and politics; women's work in the contexts of household production, early industrialization, and slavery; women and citizenship in the new republic; and women, religion, and social reform. *Four credit hours.* H, U. LEONARD

HI232s American Women's History, 1870 to the Present An exploration of critical topics in the history of women in America from Reconstruction to the present, including the struggle for suffrage, black women in the aftermath of slavery, women and the labor movement, the impact on women of two world wars, birth control and reproductive freedom, women's liberation, the feminization of poverty, and the backlash against feminism. *Four credit hours.* H, U. LEONARD

[HI233] Native Americans to 1850 Through readings, discussions, and films, students will examine how native peoples actively sought to preserve their lands, cultures, and identities and will consider their social and cultural contributions to American life. Topics may include pre-contact Indian societies; contact and conflict with explorers, traders, missionaries, and settlers; warfare and society; the struggle against

early American expansion; Indian removal in the East; and the Trail of Tears. *Four credit hours.* **H, U.**

HI234s Native Americans since 1850 Through reading, discussion, and film, students will examine how native peoples actively sought to preserve their lands, cultures, and identities and will consider their social and cultural contributions to American life. Topics may include warfare and removal in the West, cultural repression, boarding schools, Indian soldiers and code talkers, urban migration, termination, Indian activism and revival in the 1960s and 70s, and the ongoing struggle for sovereignty, recognition, and prosperity. *Four credit hours.* **H, U.** REARDON

[HI239] 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.**

HI241f History of Colby College Through readings, lectures, discussion, presentations, and independent research, students will learn about the history of Colby since its founding in 1813. Students will participate in writing the College's history by doing independent research projects on Colby's past using the abundant resources in Special Collections and elsewhere. Who is your residence hall named after? Why are our sports teams called the Mules? How did town-gown relations change when the College moved to Mayflower Hill? Who was Janitor Sam? Who was Mary Low? Discover answers to these and a multitude of other questions you never thought to ask. *Four credit hours.* **H.** LEONARD

[HI242] Colonial North America Through a continental perspective, explores the rich economic, social, and cultural diversity of the American colonies. We will consider the experiences, interactions, and conflicts of American Indians, Europeans, and Africans within the Spanish, French, Dutch, and English colonial empires in what is now the United States and Canada, from 1491 to the 1760s. *Four credit hours.* **H, U.**

HI245f 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. *Prerequisite:* Sophomore or higher standing. *Four credit hours.* **N, U.** JOSEPHSON

[HI246] Luddite Rantings: A Historical Critique of Big Technology Adopting a technologically determinist argument, the instructor will subject to withering criticism the way in which Westerners, and in particular Americans, have embraced such technologies as automobiles, computers, reproductive devices, rockets, and reactors, with nary a thought about their ethical, moral, political, or environmental consequences. Students will be encouraged to argue. *Four credit hours.* **H, U.**

HI247f African-American History, from Slavery to Freedom Explores the experience of blacks in American society from colonial times through the present. Subjects focus on racism, slavery, the role of African Americans in shaping the nation's history, and the ongoing struggle for equality. In exploring these historical developments, the course aims to expose students to a range of primary and scholarly sources; to hone critical thinking and interpretive skills; to help students write clearly, concisely, and precisely; and to foster clear, logical, and informed exchanges of ideas. *Four credit hours.* **H, U.** WEISBROT

HI248s Nuclear Visions, Environmental Realities Examines the environmental history of nuclear power, peaceful and military. Using a variety of materials from a variety of disciplines and genres of human expression, students will consider the impact of military and civilian nuclear technologies on the environment, including human, machine (nuclear technology), and nature interactions. In a strongly interactive approach, using such primary sources as films, maps, archival documents, political cartoons, letters to the editor, beauty pageants ("Miss Atom!"), and photographs, they will engage questions of energy, nature, and landscape. **Environmental humanities course.** *Four credit hours.* **H, I.** JOSEPHSON

HI250f History of Modern China: Everyday Life and Revolution Introduces students to the history of modern China from the Qing Dynasty to the present day, focusing on the changing relationship between revolution and everyday life. Lectures and discussions will introduce a big picture survey of Chinese history, as well as opportunities for in-depth investigation into select case studies that illuminate the everyday lives of Chinese people on the ground. Students will master the chronology of modern Chinese history and develop skills in critical historical analysis. Credit cannot be earned for both this course and History 197, History of Modern China (Fall 2015). *Four credit hours.* **H, I.** PARKER

[HI251] History of Southeast Asia: Crossroads of the World An examination of the phases of Southeast Asian history beginning with the development of cities and states (prehistory to c. 800); the rise of the great Southeast Asian empires such as Angkor in Cambodia (ca. 800 to ca. 1400); the age of trade and the rise of great trading states (ca. 1400 to ca. 1800); and concluding with a discussion of Europe's emerging power in the region in the 19th century. Includes important historical themes such as gender relations, trade, indigenous notions of power and prestige, and religious diversity. *Four credit hours.* **H.**

[HI255] Histories of Southeast Asia: Slavery, Diasporas, and Revolutions Southeast Asia is one of the most dynamic economic and cultural regions in the world and central to Obama's pivot to Asia. Consisting of the modern states of Cambodia, Indonesia, Laos, Malaysia, Myanmar, Philippines, Singapore, Thailand, and Vietnam, the region has been a crossroads for people, cultures, flora, and fauna for millennia, making it one of the most diverse in the world. We trace its long history from the Hindu-Buddhist kingdoms that produced Angkor Wat and the Borobudur to the present by focusing on three cohesive themes: slavery, diasporas, and revolutions. *Four credit hours.* H, I.

HI272f History of Mexico: Rights, Resistance, and Justice Listed as Latin American Studies 272. *Four credit hours.* H, I.
FALLAW

[HI275] Strongmen and Populism in Modern Spain and Latin America Listed as Latin American Studies 275. *Three credit hours.* H, I.

HI276fs 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. DUFF, WEBB

[HI277] History of the Maya from 200 B.C. Listed as Latin American Studies 277. *Four credit hours.* H, I.

[HI283] Golden Diaspora: Modern American Jewish History An exodus from Jewish ghettos of Eastern Europe began just as Orthodox Judaism and communal traditions were buckling, and alternative paths to modernity and equality such as socialism, Zionism, secular learning, labor solidarity, and religious reform were surging. Through readings in primary and scholarly sources, the course will help students understand American history, Jewish history, and the history of immigration in relation to each other, and hone students' ability to read critically, articulate sustained arguments, and write clearly, concisely, and precisely. *Four credit hours.* H, U.

HI285f Foundations of Islam A comprehensive introduction to the Islamic religious tradition focusing on the formative early period (seventh-11th centuries CE) and to contemporary interpretations and adaptations. Explores the nature of religion, religious knowledge, practice, identity, law, gender, and the nature of the divine. Analyzes the foundational beliefs, diversity, and social constructions within Islam by examining the early texts (the Qur'an, hadith/sunna), their interpretations, and their application through time. No prior knowledge expected. *Four credit hours.* H, I. TURNER

HI297f Children and Youth in African History Children and youth have long been at the center of key debates in African society and politics: from urbanization and labor policy to shifting attitudes towards sexuality and race. We look at the ways in which historians have written about colonial and post-colonial Africa through the thoughts and actions of young people. But we also pay attention to the making of the categories of 'childhood' and 'youth.' How do race, class, and gender intersect to define who was — and who was not — a 'child?' How does the category of 'youth' change over time? *Four credit hours.* H, I. DUFF

HI297Aj Into the Archive: The Politics and Practice of Archival Research Brings students into a range of archives — paper and digital, past and present — to explore how to critically analyze primary source documents and interpret evidence. Students will examine the history and politics of archives and deconstruct the narratives and silences inherent in them. They will investigate the ways in which archives have historically been used for political regimes, social movements, memory work, education, and scholarship, with an emphasis on case studies from 20th-century Latin America. Students will gain new methodological and analytical skills relevant for research in many fields. *Three credit hours.* H. MACK

HI297Bj Maine in World War I In 1917, America entered World War I, an international conflict that helped to shape the United States as a global power. 35,000 Maine men served in the military, and tens of thousands of Mainers gave time and money to the war effort. We will explore the impact of World War I on Colby College, Waterville, and the State of Maine. With the goal of understanding the war through local experiences and events, primary research will be conducted using period newspapers, letters, diaries, military records, and photographs. Class lectures, films, field trips to museum exhibits, and readings about the history, literature, poetry, and art of the war will provide the broader context to the local scene. *Prerequisite:* Sophomore or higher standing. *Three credit hours.* H. SHETTLEWORTH

HI297Jj Freedom Now and Then: The Black Freedom Struggle and Its Legacies As the nation once again convulses with racial protest, students will explore how the 20th-century black freedom struggle challenged and reshaped American politics and culture. Focusing primarily on the decades between the March on Washington Movement in 1941 and the anti-busing riots of the mid-1970s, students will explore the legal basis of freedom embedded in the Constitution, the economic freedom advocated by black labor activists, the political freedom pursued during the "classic" civil rights era, and the cultural freedom expressed during the Black Power movement. Students will examine how the freedom struggle has transformed the nation, yet failed to uproot resilient patterns of inequality. *Three credit hours.*

H, U. ASCH

[HI306] Alexander the Great Listed as Classics 356. *Four credit hours.* H.

[HI313] Women in Medieval and Early Modern Europe The history of women and gender from the late antiquity to the early modern period, 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.

[HI314] Italian Renaissance An interdisciplinary seminar on the history and culture of the Renaissance in Italy, with special attention to Florence and Venice. Topics include culture (art, literature, music); civic life; gender, family, and sexuality; humanism; religion and popular culture; politics. *Four credit hours.* H.

[HI317] Universities, Cathedrals, Courtly Love: 12th-Century Renaissance An exploration of the 12th-century renaissance—the moment during which universities first develop; Gothic cathedrals and churches are built all over northern Europe; literature in the form of Arthurian legends, courtly love, and *fabliaux* reach all levels of society; and speculative philosophy and theology engage the minds of the leading thinkers. Concentrating on Paris between 1100 and 1250, exploring the culture of this period through interdisciplinary studies. *Four credit hours.* H.

[HI319] Sexuality and Disease in Premodern Europe An exploration of the attitudes toward the body from late antiquity to the end of the 19th century. We will focus on the attitudes of church, state, and ordinary people toward sexuality. How were men and women judged differently? How did medieval and early modern people conceive of their bodies in relation to others and to God? What were attitudes toward homosexuality, prostitution, and non-marital relations? How did law treat what they saw as sexual offenses? We will also study the growth of medical faculties at universities, diseases, gynecology, contraception/abortion, and childbirth. *Four credit hours.* H, I.

[HI321] 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. *Prerequisite:* A W1 course. *Four credit hours.* H, W2, I.

HI322s Europe and the Second World War Seeks a deeper understanding of the origins of the war, its military, civilian, and diplomatic aspects, and its effects. Focuses on Nazi-dominated Europe and the dynamics of repression, resistance, collaboration, and accommodation. Includes debates on crucial aspects of the war and a strong research component. Goal is to understand historical processes in their dramatic and unsettling openness—important, as the outcome of the war was initially hard to predict, leading many Europeans to make decisions based on false expectations. *Prerequisite:* Sophomore or higher standing. *Four credit hours.* H, W2, I.
SCHECK

[HI327] Daily Life under Stalin Many workers and peasants, and of course political elites, supported the Stalinist system, overlooking, discounting, or even justifying the great human costs of collectivization, industrialization, and the Great Terror as needed to create a great socialist fortress. An examination of the nature of regime loyalty under Stalin, making extensive use of primary sources. *Prerequisite:* Sophomore or higher standing. *Four credit hours.* H.

HI328f Daily Life Under Putin Most students know of Vladimir Putin through American mass media and consider him to be undemocratic. Yet they know little of his domestic and foreign policy, or the sources and rationale behind them. Based on close reading and discussion of primary and secondary sources, we shall examine the importance of the Soviet cultural and political heritage for Putin and Putinism, Putin's efforts to recreate a new Russian superpower, and the sources of public approval for his rule. We will examine continuity and change in economic programs, institutions, political culture, and Russian values and beliefs. *Four credit hours.* H.
JOSEPHSON

HI334f The Great Depression: America in the 1930s The Depression of the 1930s was the most devastating economic collapse of modern times. How did it happen? The 1920s had been the most prosperous time in American history, and many forecast ever-higher living standards. Instead the economy went into a tailspin that affected every group and region and posed a crisis of faith in capitalism. How did Americans cope 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 questions, the course will also help students to read critically and to write clearly, concisely, and precisely. Previously listed as HI398D (Spring 2016). *Four credit hours.* H, U. WEISBROT

HI337s The Age of the American Revolution The American revolutionary period (c. 1760-1820), blending political, social, intellectual,

and cultural history from 18th-century America as a society built on contradictions (liberty and slavery, property and equality, dependence and independence) through the rebellion against Britain to the democratic, slave-owning, egalitarian, libertarian, and hyper-commercial world of the early republic. *Four credit hours.* **H, U.** REARDON

[HI338] History in Reverse: Backwards through the Records from Now to Then Professional historians are often drawn to the field by their interest in or concern about current affairs, whose historical roots they seek to understand. Similarly, we will begin by focusing collectively on a contemporary issue, problem, or development (such as the presidential candidacy of Hillary Clinton or the collapse of the paper industry in central Maine), and then trace backwards through the relevant historical records for evidence of causation and contingency. Students will then choose a topic of interest and repeat the process, developing skills in effective research, clear and precise writing, critical source analysis, and oral presentation. *Four credit hours.* **H.**

HI342s Crisis and Reform: American Society and Politics in the 1960s The utopian hopes for government during the Kennedy and Johnson years, both in solving social problems and in containing communism around the world. Readings focus on the shaping of federal policies, their domestic and global impact, and the cultural and political legacy of this era. *Prerequisite:* Sophomore or higher standing. *Four credit hours.* **H.** WEISBROT

HI346f Global Health History An exploration of humankind's historical experience with disease. Topics include the nature of disease and health, the origins of disease, the distribution of disease over time and space, therapeutic and prevention strategies, epidemics of infectious disease, international health interventions, epidemiological transitions, and behavior and disease. Students learn to integrate natural science and social science perspectives, writing weekly intellectual journals and engaging in seminar discussion. Previously listed as History 446. *Four credit hours.* **H.** WEBB

[HI352] Asian Migrations Since the Cold War, academics and policymakers have understood Asia as a map clearly delineated by the borders of modern nation-states and further divided into three Asias: South, Southeast, and East. Introduces migrations as a category of historical analysis to un-map Cold War-era understandings of Asia and generate a new trans-regional awareness of the Asian world. Examines the migrations of people, language and culture, capital, and things across Asia from early modern history through the Cold War. Students will engage with cutting-edge research on Asian migrations and contribute to this growing field with an original research project. *Four credit hours.* **H, I.**

[HI354] Skin-scapes: Beauty, Skin, and Cosmetics in East Asian History Examines the history of beauty, skin, and cosmetics in East Asia. Students will consider the similarities, differences, and interconnectedness of beauty practices across time and place, examining how they reveal global and local structures of gender, race, and class. Also how entrepreneurs shaped beauty markets, how advertisements visually represented ideals of feminine and racialized beauty, and how people have felt about their physical beauty. Students will complete an original research project using primary sources. *Prerequisite:* A prior course in history, East Asian Studies, or women's, gender, and sexuality studies. *Four credit hours.* **H, I.**

[HI375] Religion and Unbelief in Modern Latin American History Listed as Latin American Studies 373. *Four credit hours.* **H, W2, I.**

[HI377] Imperialism, Decolonization, and Modernity in Southeast Asia Explores the fascinating multicultural history of Southeast Asia—crossroads of the world and one of the fastest growing economic and cultural regions in the world today—from the 18th century to the present. By studying the processes of exchange beginning in the period of colonialism and imperialism, students will trace the emergence of Southeast Asian states—foremost Cambodia, Indonesia, Laos, Myanmar (Burma), Philippines, Singapore, Thailand, and Vietnam—and their hybrid national cultures through decolonization into our contemporary era. *Four credit hours.* **H, I.**

HI381s Women and Gender in Islam A comprehensive introduction to the construction of gender in the Islamic Middle East. Puts the lives of contemporary Muslim women and men into a deeper historical perspective, examining the issues that influence definitions of gender in the Islamic world. Through monographs, essays, novels, stories, and film, examines the changing status and images of women and men in the Qur'an, hadith/sunna, theology, philosophy, and literature. Traces changes and developments in those constructions of identity beginning with the rise of Islam and continuing through contemporary understandings. *Four credit hours.* **H, I.** TURNER

[HI388] 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.**

[HI389] History of Iran Focus on the cultural, social, and political development of Iran from the rise of the Safavid dynasty to the election

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

HI394f 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.

Prerequisite: Sophomore or higher standing. *Four credit hours.* **H.** WEBB

HI397f U.S. Environmental History Examines the complex interplay between nature and culture throughout American history, illuminating humanity's evolving relationship with the natural world and the ways the environment has shaped human history. Following a survey of Native peoples and the changes brought about by European colonization, we will tackle themes associated with the Western frontier, industrial expansion, conservation, and the emergence of ecological thinking. Lastly, we will explore the historical roots of large-scale social and political movements including progressive era conservation, 20th-century environmentalism, and more recently, sustainability. *Four credit hours.* REARDON

HI398s Global Histories of Food Food and food ways have long been globalized. Since at least the 15th century, ingredients, recipes, ideas, and taboos relating to food, cooking, and eating have circulated around the world. We trace these circulations, and we ask how food helps us to understand the ways in which societies and cultures change over time. We will use food to illuminate four key moments and themes in global history: imperialism, migration, nationalism, and postcolonial violence. *Four credit hours.* **H, I.** DUFF

HI398Bs History of Chinese Feminism Investigates the interconnected histories of feminism, family, and revolution in modern China, exploring how gender and sexuality are deeply embedded in culture and power relations. We will examine the origins of Chinese feminism and its forms during the Chinese Revolution's attempt to construct not just a new nation, but a new citizen. Using case studies we will explore how a gendered subjectivity emerged as a contested site of modern identity, often in radically divergent forms from its western counterparts. Topics include women's "pollution," women's liberation campaigns, free love, feminist revolution vs. family revolution, women workers, writers, soldiers, and state feminism. *Four credit hours.* **H, I.** PARKER

HI398Cs Waterways and Watershed Moments in North American History Beneath the surface, rivers offer stories of human interaction with the natural world. We will consider human impacts on river systems over time as well as the way rivers are woven into the social, cultural, and economic fabric of North American History. Humans have altered the very shape of rivers in clearing valleys of trees and vegetation. Dam projects flood river valleys and drown existing channels underneath massive reservoirs. Organisms that thrive in, or have disappeared from, these aquatic environments also offer evidence of human activity. Students will engage with scholarly literature from the humanities, social sciences, and environmental sciences. *Four credit hours.* **H.** REARDON

[HI413] Research Seminar: Joan of Arc: History, Legend, and Film A critical examination of one of the most famous figures in history within the context of 15th-century French history and particularly the Hundred Years' War with England. Focus will be on the role of narrative and interpretation in the understanding of history from the time of Joan of Arc to our own. *Prerequisite:* History major; prior course in medieval history recommended. *Four credit hours.* **H.**

[HI414] 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:* Sophomore or higher standing; prior course in ancient, medieval, or early modern history recommended. *Four credit hours.* **H.**

HI421f Research Seminar: Debating the Nazi Past Explores the political and social dynamics of the Third Reich, the charisma and importance of Hitler, the choices of ordinary Germans, the genesis and execution of the Holocaust, and the problems of postwar Germans in dealing with the Nazi past. Focus on critical research, reading, and writing skills, and on understanding historical processes including patterns of exclusion and intolerance and charismatically underpinned violence. Includes major individual writing project. *Prerequisite:* Junior or senior standing. *Four credit hours.* **H, W3, I.** SCHECK

[HI432] Research Seminar: Native Americans in New England An exploration of the experiences of Native Americans in New England within the broader context of American and Native American history and culture. How have Native Americans confronted racism, ignorance, and indifference to preserve their cultures and identities? The literary, artistic, and social contributions of natives to New England and to American life are examined closely. *Prerequisite:* A W1 course. *Four credit hours.* **H, W3, U.**

HI435s 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, and the ways in which Americans remember and reenact the war. *Four credit hours.* **H, U.** LEONARD

[HI447] 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:* Sophomore or higher standing. *Four credit hours.* **H.**

[HI461] 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.**

[HI473] Historical Roots of Violence in Modern Latin America Listed as Latin American Studies 473. Does not fulfill the senior seminar requirement for the history major. *Four credit hours.* **H.**

HI483Jj History Honors Program *Noncredit.* JOSEPHSON, SCHECK, WEISBROT

HI491f, 492s Independent Study Individual projects in areas where the student has demonstrated the interest and competence necessary for independent work. *Prerequisite:* Permission of the instructor. *One to four credit hours.* FACULTY

HUMAN DEVELOPMENT

In the Program of Education

A minor in human development and a major in educational studies with a concentration in human development are described in the "Education" section of the catalogue.

INTEGRATED STUDIES

Coordinator, *Associate Professor Joseph Reisert*

The Integrated Studies Program introduces methods of interdisciplinary analysis and interpretation and encourages students to use these methods to explore important questions about varied aspects of human experience. The goal is to enable students to "connect the dots"—to see connections and relationships that other people miss in order to achieve a deep understanding of central elements of the human experience. Taken together, integrated studies courses provide a strong foundation in the liberal arts, on which students can build during their four years at Colby. The program is supported by grants from the Christian A. Johnson Endeavor Foundation of New York.

Each year the program organizes several offerings of two or three linked courses that focus on a single topic or brief historical period. Students must sign up for all courses in the integrated study. All of the component courses have been designed to complement one another; each brings a distinct, disciplinary focus to the complex phenomena that the integrated study, as a whole, aims to explore.

This intensive experience fosters the growth of an intellectual community among the students and faculty and cultivates multiple intellectual capacities, including both disciplinary and interdisciplinary critical thinking and problem solving, critical writing, and meaningful participation in small-group discussions. Most integrated studies also fulfill several all-College area distribution requirements, providing a broad, interdisciplinary liberal arts foundation for students' subsequent work at Colby.

The individual 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 first-year integrated studies is limited to 16 students.

Course Offerings

[IS126] The Green Cluster Students explore central questions in environmental philosophy, ethics, and politics, and learn the history, theory, and practice of environmental activism as they pursue their own activist projects. See Environmental Studies 126, and Philosophy 126 for course descriptions. Satisfies the First-year Writing (W1) and Social Science (S) distribution requirements. *Eight credit hours.*

[IS135] New York-Berlin: Modernism and its Discontents New York and Berlin remain iconic locations of aesthetic, political, and social transformation. This two-course cluster asks what these pivotal cities of the 20th and 21st centuries—cities that occupy visual imaginations, underwrite ideals of social utopia, and destroy dreams and lives—teach us about the powerful forces that shape our worlds. We engage a range of cultural "texts", from movies to literature to the built environment, and we situate them in larger historical, political, and economic contexts. An all-expenses-paid field trip to New York is central. See American Studies 135B and German 135 for course descriptions. Satisfies the First-Year Writing (W1), Arts (A), and Social Science (S) requirements. *Eight credit hours.*

IS138f New World Disorder: America between the Wars, 1919-1939 The United States emerged from World War I as the world's richest and most powerful nation, but Americans found this no guarantee of individual happiness, social peace, economic security, or political stability. This three-course integrated study examines the sources of Americans' soaring hopes and profound discontents; how literature expressed the yearnings and disappointments of intellectuals, African Americans, immigrants, and other groups; and how philosophers sought meaning in an age when nothing in life or logic seemed assured. See English 138, History 138, Philosophy 138 for course descriptions. **Satisfies the First-Year Writing (W1), Historical Studies (H), Literature (L), and Social Sciences (S) requirements.** *Twelve credit hours.* COHEN, STUBBS, WEISBROT

IS140f Understanding Law The "rule of law" has often been contrasted with the "rule of men;" the basic idea is that it is better to be governed by impartial principles, fairly applied, than to be subject to the arbitrary decisions of some individual ruler — whoever that may be. But what is law? Different societies have adopted a variety of different legal systems with distinctive institutions and divergent principles. Are Islamic law and U.S. law fundamentally incompatible, or do they share important commonalities? We will explore these two quite different systems of law while also looking at philosophical reflections and literary narratives. See Government 140A and 140B, and History 140 for course descriptions. **Satisfies the First-Year Writing (W1), Historical Studies (H), Literature (L), and Social Sciences (S) requirements.** *Twelve credit hours.* LEE, REISERT, TURNER

[IS224] Global Maine While Maine remains the whitest state in the union, demographic trends are rapidly changing many regions. Refugees, asylum seekers, medical and high-technology workers, undocumented farmworkers, and guest workers in the hospitality industry are transforming urban and rural areas alike. This two-course cluster introduces the diversity of immigrant experiences in Maine through ethnographic readings as well as collaborative documentary work with immigrant and immigrant-support organizations. It provides training in documentary techniques and the opportunity to create films with immigrant and immigrant-support community partners in Lewiston and Portland. See Anthropology 224 and Global Studies 224 for course descriptions. Satisfies Social Sciences (S) and U.S. Diversity (U) requirements. *Eight credit hours.*

INTERSHIPS

090 Internship A carefully directed work experience in a field related to Colby's academic program, most frequently at an off-campus job site and monitored by an on-site work supervisor. An internship must involve a minimum of 100 hours of completed work and must have a sponsor who is a member of the Colby teaching faculty. An online application is required, with final approval granted by the [DavisConnects](#) internship coordinator. A successful internship will receive transcript notation. At the discretion of the faculty sponsor and the internship coordinator, and with the completion of a project above and beyond typical intern duties, it may also earn one (optional) academic credit per internship, up to a maximum of three credits toward the 128 credits required for graduation. Internships completed in January may also count toward the Jan Plan requirement. Complete internship policies and application deadlines are [online](#).

ITALIAN

In the Department of French and Italian

Chair, Professor *Adrianna Paliyenko (French)*, and **Associate Chair** Associate Professor *Mouhamédoul Niang (French)*; Assistant Professors *Gianluca Rizzo and Serena Ferrando*; Language Assistant *Federica Parodi*

All courses are conducted in Italian unless otherwise noted.

Achievement Test: Students seeking entrance credit in Italian and wishing to pursue Italian at Colby must have taken either the College Board SAT Subject Test in Italian or a 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 five in the Italian Studies program, on campus, beginning with Italian 127 and including 128, 141, a 200-level course, and a 300-level course; plus one additional course in Italian literature or culture that may be taken outside the department and may be taught in English. All courses taken outside of the department must be approved by the Italian Studies program director or 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 Professor Rizzo or the department chair.

Course Offerings

IT125f Italian I Basic comprehensive course for students with little or no previous knowledge of Italian. Focus is on developing the reading, writing, speaking, and listening skills needed to gain fluency in Italian and on familiarizing students with basic aspects of Italian culture and geography. Learning in the classroom takes place entirely in Italian and is task based, involving group activities, interviews with fellow students, and role-playing exercises. *Four credit hours.* FERRANDO

[IT125J] 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. *Three credit hours.*

IT125Tj Italian I in Genoa 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. A full immersion environment allows students to continually practice what they learn, while enjoying the beauty of Italy. Estimated cost: \$3,500. *Three credit hours.* FERRANDO

IT126s Italian II Continued basic comprehensive course for students with elementary knowledge (Italian 125 or equivalent) of Italian. Focus is on continuing development of the reading, writing, speaking, and listening skills gained 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 or equivalent. *Four credit hours.* RIZZO

IT127f Italian III Continued practice in listening and speaking skills; grammar review, with greater emphasis on writing. Reading and conversation topics taken from contemporary Italian literature; course materials convey a sense and understanding of contemporary Italian society. *Prerequisite:* Italian 126 or equivalent. *Four credit hours.* RIZZO

IT128s Italian through Film and Visual Culture Through an in-depth study of film and visual media, students will improve their understanding of Italian language and culture as well as master increasingly complex grammatical structures. Study of different aspects of Italian society and history as depicted in film, television, and the visual arts. Oral and written work will allow students to improve linguistic skills and expand cultural knowledge creatively. *Prerequisite:* Italian 127 or equivalent. *Four credit hours.* FERRANDO

IT141f Introduction to Italian Literary Studies: Poets, Lovers, Revolutionaries In this discussion-intensive course, we will explore the most enduring topics of Italian culture: the nature of love, the role of the artist in society, and the experience of time and death. Students will learn about different artistic genres (lyric poetry, short story, novel, film, contemporary song) and hone analytic skills and writing (rhetorical figures, form-content, stylistics). Students will become familiar with key periods of Italian culture and famous authors (Dante, Boccaccio, Petrarch, Leopardi, Montale, Moravia, Maraini, Deledda, Calvino). In Italian. *Prerequisite:* Italian 128 or equivalent. *Four credit hours.*
L. FERRANDO

IT153j Modern and Contemporary Italian Fiction in Translation in Verona Held in Verona, Italy, a close study of five authors whose work spans the 20th century. Readings (translated to English) include Silvia Bonucci's *Voices from a Time*, Lia Levi's *The Jewish Husband*, Giuseppe Di Lampedusa's *The Leopard*, Antonio Tabucchi's *Pereira Declares: A Testimony*, and Andrea Camilleri's *The Terra Cotta Dog*. Includes field trips to Venice and Italian cultural centers around Verona. Written work required: three analytical essays. Estimated cost: \$3,300. *Prerequisite:* For more information, contact Patrick Brancaccio (pbranca@colby.edu). *Three credit hours.* L. BRANCACCIO

[IT233] Mannerism and Baroque Art in Southern Europe Listed as Art 233. *Three or four credit hours.*

IT235fs Italian Conversation An informal, weekly, small-group meeting for conversation practice, led by the Italian language assistant. Topics will vary, to include everyday life experience, contemporary culture and media, and literature. Conducted in Italian. May be repeated for credit. *Prerequisite:* Italian 127 (may be taken concurrently) or prior study-abroad experience in Italy. *One credit hour.* PARODI

[IT254] Art of the Renaissance in Italy Listed as Art 254. *Three or four credit hours.*

[IT255] Modern Classics, Italian Style An overview of some of the most relevant and interesting texts (visual, cinematic, literary, and musical) of the 20th century, while strengthening the linguistic skills acquired so far. We will begin with Futurismo, the first of the historical avant-gardes, an artistic movement that originated in Italy and set out to change everything: music, theater, literature, painting, sculpture, and food. Every week students will engage a different text, from pop music to cinema and literature, learning how to appreciate its history and to enjoy its beauty. *Prerequisite:* Italian 128. *Four credit hours.* L.

[IT262] Tales from the Margins: Topics in Italian Cultural Studies Since its unification, Italy's history has been characterized by tensions: north/south, center/margin, rich/poor, local/foreigner. Still today questions about identity, tradition, inclusivity, diversity and the "other" are hotly debated. We will address topics in cultural studies including economics, politics, gender, immigration, and mental health. Study of short stories, poems, and film will hone skills in textual and film analysis, provide tools for more complex understanding of literature, and develop critical thinking. Authors will include Verga, Pirandello, Svevo, Moravia, Levi, De Sica, Calvino, Maraini, and Merini. *Prerequisite:* Italian 131, 141 or equivalent. *Four credit hours.* L, I.

IT298s Noisemakers: Tracing the Origins of Modern Music in Italy (in English) We will explore the history of noise and its impact on 20th-century Italian music. In a multimedia environment that fosters an atmosphere of creative collaboration and encourages creative confidence, students will produce digital soundmaps of the city of Waterville and the Colby campus. Sources will include music, sound/noise clips, manifestos, poetry, short stories, essays, city plans, historical accounts, scholarly works, and online archives as well as other digital humanities projects. The lab will travel to Harvard for a conversation with the Harvard Group for New Music. **Origins humanities lab.** *Four credit hours.* L. FERRANDO

[IT356] Introduction to Dante's *Divine Comedy* (in English) An introduction to Dante, his times, and his cultural milieu through a critical reading of *The Divine Comedy* and other selected works. We will investigate Dante's relationship with authority, tradition, and faith, and explore his particular understanding of love as a path to knowledge and of literature as a way to salvation. Students will be challenged to find Dante's lasting influence on contemporary culture in the works of modern authors, both in the Italian-speaking and English-speaking worlds. All lectures and class materials will be in English. One additional weekly hour of discussion in Italian will be open to Italian minors and all who are interested. *Four credit hours.* L.

IT397f Zine! A Practical Introduction to Contemporary Poetry (in English) Offers students an opportunity to engage directly with some of the most exciting poetry written in the past few decades, create their own texts, and collect them in a zine (a minimalist paper journal) we will be editing. First, we will become familiar with the most common non-lyrical poetic techniques (chance-based, collage, automatic writing, etc.), as well as the artists that invented and practiced them over the past few decades. Then, we will compose brand new poems to be included in our very own zine. Guest lectures and field trips will enhance the class experience. **Origins humanities lab.** *Four credit hours.* L. RIZZO

IT491f, 492s Independent Study Individual projects in areas where the student has demonstrated the interest and competence necessary for independent work. *Prerequisite:* Permission of the instructor. *Two to four credit hours.* FACULTY

JANUARY COURSES

January Program (Jan Plan) options include courses for credit, independent study, internships, noncredit courses, and faculty-led courses abroad.

Selected courses offered in January may be used to fulfill the January Program requirement, which is described in the [Academic Requirements section](#). A complete list of offerings is available through the Curriculum Search link on the registrar's website in October, when students elect a course for the January term. Some Jan Plans, such as those that involve travel or other special arrangements, may have early information sessions and application deadlines or may require a deposit. Enrollment is limited to 30 or fewer students in nearly all courses. First-year students have priority in all noncredit and 100-level courses unless otherwise indicated.

A more complete description of the January Program with information about previous Jan Plan activities is maintained at colby.edu/janplan. An online list of Jan Plans there is updated each year during the fall semester.

Most courses to be offered in January are described under the sponsoring academic department or program in this catalogue along with the

regular semester offerings (a "j" following the course number indicates a January Program course). Some courses, however, are independent of any specific department and can be found by searching for "JP" courses in Curriculum Search on the registrar's website.

Examples of such Jan Plans offered in recent years include Mindfulness, Furniture Making, Blacksmithing, Sheep to Shawl, Stress and the Human-Environment Interaction, Meteorology, Premed Academy, and Introduction to Entrepreneurship.

Course Offerings

- AA223j **Critical Race Feminisms and Tap Dance** *Three credit hours.* **A, U.** THOMAS
- AA297Bj **Deconstructing *Daughters of the Dust*: African American Origins** *Three credit hours.* **S, U.** GILKES
- AA297Jj **Freedom Now and Then: The Black Freedom Struggle and Its Legacies** *Three credit hours.* **H, U.** ASCH
- AA338j **Field Study in African Development** *Three credit hours.* SEAY
- AM117j **Fundamentals of Screenwriting** *Two credit hours.* WILSON
- AM297Bj **Deconstructing *Daughters of the Dust*: African American Origins** *Three credit hours.* **S, U.** GILKES
- AN145j **Between Revolution and Tradition: Julius Caesar and Augustus** *Two credit hours.* J. ROISMAN
- AR117j **Introduction to Art Conservation and Preservation** *Three credit hours.* ROTH-WELLS
- AR131Jj **Introduction to Studio Art** *Three credit hours.* **A.** BOURNE
- AR217j **Figure Drawing and Anatomy** *Three credit hours.* K. ENGMAN
- AR218j **Architectural Design Workshop** *Three credit hours.* LOCK, PRATT
- AR230j **Art of the Monotype: Methods for Painterly Printmaking** *Three credit hours.* MITCHELL
- AR243j **Introduction to Greek and Roman Archaeology** *Three credit hours.* **H.** JARRIEL
- AR288j **Global Photographies** *Three credit hours.* **A, I.** NOLAN
- AR297Bj **Introduction to Bookbinding: Techniques and Intangibles** *Three credit hours.* EDDY
- AY119j **The Anthropology of Utopias** *Three credit hours.* **S.** HRISKOS
- AY297Bj **Representing the Other** *Three credit hours.* LE GALL, TATE
- AY297Jj **Of Beasts, Pets, and Wildlife: What Animals Mean to Humans** *Three credit hours.* MENAIR
- BI111j **Emergency Medical Technician Training** *Two credit hours.* BERKNER
- BI118j **Sustainable Agriculture and Food Systems** *Three credit hours.* **N.** MARSHALL
- BI265j **Introduction to Human Anatomy and Physiology** *Three credit hours.* **N.** KLEPACH
- BI282j **Extreme Climate Change in the Gulf of Maine** *Three credit hours.* COUNTWAY
- BI297j **Biology of Vaccines** *Three credit hours.* HOBART

BI371j **Applied Biomedical Genomics** *Three credit hours.* TILDEN

BI397j **Synthetic Biology** *Three credit hours.* FERNANDEZ-ROBLEDO

CI215j **The Image of Women and Men in American Film** *Three credit hours.* EISEN

CL143j **Introduction to Greek and Roman Archaeology** *Three credit hours.* H. JARRIEL

CL145j **Between Revolution and Tradition: Julius Caesar and Augustus** *Two credit hours.* J. ROISMAN

CL151j **Anatomy of Bioscientific Terminology** *Two credit hours.* H. ROISMAN

CS325j **Web Programming** *Three credit hours.* SKRIEN

EA332j **Masterpieces: Modern Japanese Novels** *Three credit hours.* L, I. PRINDLE

EC117j **Introduction to Financial Decision Making** *Three credit hours.* LARGAY

EC171j **Global Financial Markets** *Three credit hours.* ATKINSON

EC253j **Technology, Education, and Labor Markets** *Three credit hours.* LESTER

ED201Jj **Education and Social Justice** *Three credit hours.* S, U. AYERS

ED221j **Creating Media for Social Change** *Three credit hours.* PIERCE

ED351Jj **Practicum in Education** *Three credit hours.* PROTO

ED437j **Student Teaching Practicum** *Three credit hours.* TAPPAN

EN115Jj **English Composition: Critical Writing** *Three credit hours.* W1. OSBORNE

EN200Jj **Foundations of Literary Studies** *Three credit hours.* STUBBS

EN237j **Postcolonial Pastoral: Ecology, Travel, and Writing** *Three credit hours.* L, I. ROY

EN243j **Plants, Animals, and (Almost) Humans** *Three credit hours.* L. ARDAM

EN297Jj **Border Crossings** *Three credit hours.* L. QUINTANA WULF

EN479Jj **Advanced Studies in Poetry** *Two credit hours.* BLEVINS

ES143j **Sustainable and Socially Responsible Business** *Three credit hours.* PENNEY

ES214Jj **Introduction to GIS and Spatial Analysis** *Three credit hours.* GIMOND

ES219j **Architectural Design Workshop** *Three credit hours.* LOCK

ES279j **Geology of Bermuda** *Three credit hours.* RUEGER

ES282j **Extreme Climate Change in the Gulf of Maine** *Three credit hours.* COUNTWAY

- ES297j Creative Environmental Storytelling** *Three credit hours.* WILLIAMS
- ES397j Elephants and Environment in Sri Lanka** *Three credit hours.* NYHUS
- FR239j Paris: Literary and Historical Topographies** *Three credit hours.* L. DAVIES
- GE279j Geology of Bermuda** *Three credit hours.* N, Lb. RUEGER
- GM252j Mission Impossible: Multicultural German Literature and Film (inEnglish)** *Three credit hours.* L, I. A. KOCH
- GO338j Field Study in African Development** *Three credit hours.* SEAY
- HI141j Genocide and Globalization: 20th-Century World History** *Three credit hours.* H, I. VAN DER MEER
- HI297Aj Into the Archive: The Politics and Practice of Archival Research** *Three credit hours.* H. MACK
- HI297Bj Maine in World War I** *Three credit hours.* H. SHETTLEWORTH
- HI297Jj Freedom Now and Then: The Black Freedom Struggle and Its Legacies** *Three credit hours.* H, U. ASCH
- IT125Tj Italian I in Genoa** *Three credit hours.* FERRANDO
- IT153j Modern and Contemporary Italian Fiction in Translation in Verona** *Three credit hours.* L. BRANCACCIO

JP003j Premed Academy Students will be paired with MaineGeneral-affiliated physicians in the Waterville area for intensive job shadowing and clinical observation. They will also develop and complete a project of benefit to the practice of the supervising physician and spend time reflecting on their experiences through group discussions centered on relevant readings. Nongraded. *Prerequisite:* Biology 163 and 164, or Chemistry 141 and 142, or 145; sophomore or higher standing; and significant interest in medicine as demonstrated through previous volunteer work or job shadowing. Application required. Upload résumé, unofficial academic record including courses in progress, and cover letter describing your learning goals and the relevance of the course to your professional plans in CareerLink. *Noncredit.* BERKNER

JP006j Furniture Making An introduction to the basic techniques and design skills that will enable students to create fine furniture. Hand- and power-tool techniques taught in a well-equipped shop at the Colby-Hume Center. \$100 lab fee. Nongraded. *Prerequisite:* Permission of the instructor. Contact Daniel Camann at djcamann@colby.edu *Noncredit.* CAMANN

JP007j Blacksmithing An intensive introduction to the fundamental processes involved in forging and forming iron (steel), taught in a well-equipped shop at the Colby-Hume Center. Primary focus will be the development of the skills and understanding necessary to complete assigned exercises using fire, hammer, and anvil. Students will also work individually with the instructor to design and execute a final project. Materials fee: \$100. Nongraded. *Prerequisite:* Prospective students should submit a brief essay outlining their interest in the course to the instructor, Steve Murdock, at scmurdock@uninets.net. Final selection will be by personal interview. *Noncredit.* MURDOCK

JP021j Integrating Mindfulness into Work, Health, Play, Relationship Mindfulness is the study and practice of paying attention to what is happening right here, right now, before judgment, and responding to the situation from the place of balance and center rather than reacting from old patterns. We will study the history and neuroscience research of mindfulness with emphasis on techniques for everyday life. With lightheartedness we will study the mind/body connection. Our study and practice comes from the work of Nancy Hathaway, founder of the Center for Studying Mindfulness, and Jon Kabat-Zinn, founder and director of the Mindfulness Program at the University of Massachusetts Medical Center. Nongraded. *Noncredit.* HATHAWAY

JP024j Sheep to Shawl Visit a Maine sheep farm where you will skirt and wash a fleece and dye skeins of farm wool. Learn to spin and design yarn on a spindle and on a wheel. Thinking about your creative process, learn the characteristics of various fibers (wool breeds, silk, bamboo, cotton and sparkle) and design and create a fiber object using knitting, felting, crochet or other fiber technique. We will talk about the history of hand spinning in the context of the global textile industry. No previous experience is needed. Students will complete a portfolio and fiber object. Nongraded. *Noncredit.* FOWLER

JP153j 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. (Does not earn lab science credit.)

Three credit hours. N. EPSTEIN

JP197j Multidisciplinary Approaches to HIV/AIDS The HIV/AIDS issue is not over, nor is the obligation of college students to address it and learn of its impact in their daily lives. As professionals in medical and health settings work to understand the nature of the disease, professionals in many fields consider the problem from a variety of disciplinary perspectives. We will explore many of those approaches. Along the way, students will have the opportunity to apply their own interests so that other students can benefit from their perspective and expertise. *Three credit hours.* FRIED

JP197Bj Exile and Belonging in Literature We will read and discuss experiences of family, both blood and chosen; strength and survival in community; madness, war, and inner peace inside different histories. Using fiction, poetry, drama, hybrid, and diaries by Leslie Marmon Silko, Chris Abani, Rebecca Brown, June Jordan, Walt Whitman, and Shakespeare, we will unpack meanings across time. We will look at our own roots; experiences of race, sexuality, gender, and class; sources of strength in community; forms of social violence and isolation; our own spirituality or faith; and the process of making art as a spiritual practice. *Prerequisite:* Any W1 course. *Three credit hours.* L. GATES

JP197Cj The Wide World of Story The shortest distance between two people is a story. No matter what you do in life, being a good storyteller will serve you well. In addition to being an effective way to teach, stories help us influence customers, clients, and voters and win friends. This course will help you get better at this powerful life skill. We will explore personal narratives, comedy, folk/world tales, teaching stories, ballads, and oral history. We will improve our craft, experimenting with voice, song, timing, and movement. After helping each other develop our stories in class, participants will share in at least one other setting: for children, seniors, or in a public venue. *Three credit hours.* A. GILLMAN

JP197Dj Lawmaking, Oversight, Investigative Duties, and Powers of Congress Explains and analyzes the constitutional and other powers and limitations, duties and functions of the U.S. Congress, including legislation, appropriations, executive branch oversight, treaty ratification, executive branch and judicial nominations, constitutional amendments, vetoes and impeachment functions, as well as the work and role of the committees, staffs, lobbyists, and media. *Three credit hours.* S. INTRIAGO

JP197Ej Design Thinking for Future Entrepreneurs Designed for students interested in entrepreneurship and business in general. Provides a deep understanding of what it takes to build a great business, using the business model canvas as a framework. Featured guest speakers include startup founders and venture capitalists who will share stories about failure, bootstrapping, pivoting their own businesses, and vetting and investing in others. Students will work in teams to generate and select new business ideas. Using the business model canvas, students will be able to critically examine businesses and turn leading ideas into viable business models of their own design. Student teams will ultimately present their new business canvases to members of the entrepreneurship community. Nongraded. *Two credit hours.* FORMAN, MILLARD, NOBLE

JP254j Stress and the Human-Environment Interaction Explores the scientific evidence of psychological stress resulting from our interaction with the complex environment of modern Western society. Many aspects of our contemporary environment act as stressors and can lead to a wide spectrum of unhealthy stress-induced behaviors and conditions. These stressors can range from the normal (e.g., traffic noise, city lights) to the extreme (e.g., oil spills). We will examine the epidemiological and neuroendocrine evidence of environmentally induced psychological stress. Students will evaluate peer-reviewed research studies and conduct research projects to investigate their own unique areas of interest. Previously listed as JP297C (Jan Plan 2015 and 2016). *Three credit hours.* BUCCIGROSSI

JP297j Business Catalyst: A Simulated Management Experience Students serve as executives operating an emerging public company committed to building competitive advantage, growth, and corporate value. Using a sophisticated, market-leading simulation platform, student teams plan and execute a multi-year business strategy in a highly competitive and dynamic international market. Students gain insights into concepts such as market intelligence, strategic formulation, tactical execution, multi-national operations, product development, global market penetration, financial strategies, business decision-making, and being on a great business team. Invited guest executives will lead a discussion forum on a chosen business and management topic. Nongraded. *Three credit hours.* MCDERMOTT

JP297Bj Economic Development in Conflict Zones Presents U.S. and NATO experience with nation building in Iraq and Afghanistan in the context of its political, cultural, economic, and security dimensions. Students will gain an understanding of economic/international development concepts and their relevance in these and other conflict zones. Introduces the various actors involved in economic and international development, their organizational and planning approaches, and how the United States and NATO integrated these entities into their whole of government approach. *Three credit hours.* JACKSON

JP297Cj Philanthropy at Work An academically-grounded, community-based exploration of the role philanthropy plays in powering nonprofit organizations. Through real-life case studies, guest speakers, readings, and discussion, students will consider deeply how nonprofit organizations of various sizes in our community (and beyond) leverage philanthropy to fuel their mission. Working in small teams, students will apply the strategies and tools they learn to create a resource development plan for a non-profit organization. *Prerequisite:* Junior or senior standing. *Three credit hours.* HALLEE

JS121j Entartete (Degenerate) Musik *Three credit hours.* A, I. SILVER

LA297j Into the Archive: The Politics and Practice of Archival Research *Three credit hours.* H. MACK

MU091fjs Music Lessons: Noncredit or JP *Noncredit.* FACULTY

MU118j African Music *Three credit hours.* A. BENISSAN

MU121j Entartete (Degenerate) Musik *Three credit hours.* A, I. SILVER

MU153Jj Introduction to Music Theory *Three credit hours.* A. HELM

MU218j Seeing, Then Hearing: Graphic Design for the Music Industry *Three credit hours.* A. JEE

PH253j Electronic Measurement in the Sciences *Three credit hours.* TIERNAN

PH416js Physics and Astronomy Research *One or two credit hours.* FACULTY

PL297Jj Taking Philosophy Public *Three credit hours.* GORDON

PS234j Theories of Learning *Three credit hours.* YETERIAN

RE242j The Good Life *Three credit hours.* S. NELSON

RE277j Religious Responses to Harry Potter *Three credit hours.* PUKKILA

RU113j The Literature and Art of St. Petersburg *Three credit hours.* MONASTIREVA-ANSDELL

RU125Jj Elementary Russian I *Three credit hours.* PARKER

SO212Jj Introduction to GIS and Spatial Analysis *Three credit hours.* GIMOND

SO297Jj The Authoritarian Mind *Three credit hours.* S. MULLINS

SR492Jj *Noncredit.* BROWN

ST117j Information Use and Misuse: Big Data in America *Three credit hours.* KUGELMEYER

ST297Jj World History of Biology *Three credit hours.* H. JIANG

TD223j Critical Race Feminisms and Tap Dance *Three credit hours.* A, U. THOMAS

TD261Jj Topics in Performance: Activist Storytelling Workshop *Three credit hours.* A. WEINBLATT

TD264Cj Applied Performance/Production: Scenes from an Execution *Three credit hours.* ERVIN

TD264Jj Applied Performance/Production: Portland Ballet Three credit hours. YANOWSKY

WG223j Critical Race Feminisms and Tap Dance Three credit hours. A, U. THOMAS

JAPANESE

In the Department of East Asian Studies

Chair, Professor Kimberly Besio (Chinese)

Professor Tamae Prindle; Associate Professor Hideko Abe; Language Assistant Akari Shibata

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 Japanese 421, 431, 432, or a course on Japanese literature/culture at the 200 level or higher (Japanese literature/culture 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 chosen from 421, 431, 432, and independent studies 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

JA125f Elementary Japanese I Introduction to the spoken and written language to provide a solid grounding in all the language skills: speaking, listening, reading, and writing. Students will have a comfortable command of hiragana, katakana, and basic sentence patterns and will become familiar with about 60 kanji and their combinations. *Five credit hours.* PRINDLE

JA126s Elementary Japanese II A continuation of Japanese 125. Introduces students to the spoken and written language and provides a thorough grounding in all the language skills: speaking, listening, reading, and writing. *Prerequisite:* Japanese 125 or equivalent. *Five credit hours.* PRINDLE

JA127f Intermediate Japanese I Designed for students who have taken two semesters of Japanese, provides the intermediate level of competency in speaking, writing, reading, and listening. The four skills are simultaneously introduced and practiced in every class with emphasis on balancing accuracy, fluency, and complexity. Also helps students understand how linguistic practice is strongly connected to culture. *Prerequisite:* Japanese 126. *Four credit hours.* ABE

JA128s Intermediate Japanese II Designed for students who have taken three semesters of Japanese. Students continue to advance their linguistic skills in speaking, writing, reading, and listening. Enables students to function in various social contexts using culturally appropriate linguistic skills and knowledge, including honorifics and speech levels. *Prerequisite:* Japanese 127. *Four credit hours.* ABE

JA135fs Conversational Japanese I In a small group setting, students practice speaking. Nongraded. *Prerequisite:* Concurrent enrollment in Japanese 125 or 126. *One credit hour.* SHIBATA

JA235fs Conversational Japanese II In a small group setting, students practice speaking. Nongraded. *Prerequisite:* Concurrent enrollment in Japanese 127 or 128. *One credit hour.* SHIBATA

JA321f Third-Year Japanese Pre-advanced Japanese for students who have mastered the intermediate level of grammar including honorifics, causative, passive, and causative/passive forms with 300 kanji. Prepares students to read newspaper articles and short stories. Students are required to write an essay every other week and do a research presentation in Japanese on topics related to Japanese culture. *Prerequisite:* Japanese 128. *Four credit hours.* ABE

JA322s Third-Year Japanese Continues to prepare students for advanced reading, audiovisual comprehension, and writing practice. Designed primarily for students who have had substantial experience in a Japanese-speaking setting. *Prerequisite:* Japanese 321 or 341.

Four credit hours. ABE

JA335fs Conversational Japanese III In a small group setting, students practice speaking. Nongraded. *Prerequisite:* Concurrent enrollment in Japanese 321, 322, 421, or 422. *One credit hour.* SHIBATA

[JA341] Understanding Japanese Culture and History An advanced Japanese language course that contextualizes learning authentic materials focused on Japanese culture. Students will develop well-balanced proficiency in speaking, listening, reading, and writing that will promote effective cross-cultural communication and foster an in-depth understanding of historical Japanese culture. *Prerequisite:* Japanese 128. *Four credit hours.*

JA421f Fourth-Year Japanese Further reading, writing, listening, and speaking in Japanese, using current newspaper articles, short stories, and audiovisual materials. *Prerequisite:* Japanese 322. *Four credit hours.* PRINDLE

JA422s Fourth-Year Japanese A continuation of Japanese 421 for students who have taken seven semesters of Japanese. Language practice includes reading short stories and newspaper articles, giving oral presentations on topics related to Japanese culture, learning another 150 Chinese characters, mastering the use of various types of dictionaries and online supports, and learning the structure of kanji radicals. All class activities are conducted only in Japanese. *Prerequisite:* Japanese 421. *Four credit hours.* PRINDLE

[JA431] Business Japanese Prepares students to take part in the Japanese business milieu. Students with advanced proficiency in Japanese will expand their ability to read Japanese articles on economics, write business letters, comprehend and discuss televised news, speak the language that is appropriate for Japanese business settings, and interact with proper manners and customs. *Prerequisite:* Japanese 321. *Four credit hours.*

[JA432] Contemporary Japanese Novel Reading of at least one contemporary novel, paying careful attention to the vocabulary, grammar, geography, and sociocultural context. This will familiarize students with both formal and colloquial forms of Japanese, including the slang the young generation uses. An interactive class format will require students to report, participate in and lead discussions, and write short essays on selected issues on a regular basis. *Prerequisite:* Japanese 321. *Four credit hours.*

JA491f, 492s Independent Study Individual projects in areas where the student has demonstrated the interest and competence necessary for independent work. *Prerequisite:* Permission of the instructor. *Two to four credit hours.* FACULTY

JEWISH STUDIES

Director, Associate Professor David Freidenreich

Program Steering Committee: Professors Bénédicte Mauguière (French), Véronique Plesch (Art), Raffael Scheck (History), and Robert Weisbrot (History); Associate Professors David Freidenreich (Religious Studies) and John Turner (History); Assistant Professor Rachel Isaacs (Jewish Studies)

The Jewish Studies Program, in the Division of Interdisciplinary Studies, is an academic program whose core mission is to educate students in the breadth and complexities of Jewish history, religion, politics, and culture and to situate this learning in the larger context of their liberal arts education. Jewish studies courses engage students of all backgrounds in diverse aspects of Jewish civilization and address themes as divergent as identity formation, prejudice, and intercultural relations. Through the minor in Jewish studies, the program offers students an opportunity to take courses in several disciplines of the humanities and social sciences, including religious studies, history, government, French, and music.

As the only program of its kind in Maine, Jewish studies seeks not only to educate Colby students but also to provide public programming to members of the Maine community through its curricular and cocurricular activities. Though a major in Jewish studies is not offered, interested students are encouraged to consult the director about an independent major.

Requirements for the Minor in Jewish Studies

A minimum of six Jewish studies courses, including the two core courses (Religious Studies 181 and 182) and one course at the 300 or 400 level. Jewish Studies 125 does not count toward the minor. Minors may petition to receive credit toward the Jewish studies minor for up to three courses taken at other colleges and universities.

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 from Other Departments Approved for the Minor in Jewish Studies

French

- 323 Holocaust in French Cinema

Government

- 251 Israelis and Palestinians: Conflict and Accommodation
- 252 Introduction to Politics of the Middle East

History

- 283 Golden Diaspora: Modern American Jewish History
- 421 Research Seminar: Debating the Nazi Past

Music

- 121 *Entartete (Degenerate) Musik*

Religious Studies

- 120 Personal Writings about God
- 143 Introduction to the Hebrew Bible/Old Testament
- 152 Israeli Popular Music
- 181 Conceptions of Jews and Judaism
- 182 Jews, Judaism, and the Modern World
- 219 Violence and Religion through the Centuries
- 221 The Jews of Maine
- 322 Food and Religious Identity
- 384 Religious Responses to Ethical Dilemmas
- 387 Anti-Judaism and Islamophobia in Christian/Western Thought

Course Offerings

[JS120] Personal Writings about God Listed as Religious Studies 120. *Four credit hours.* **W1.**

JS121j *Entartete (Degenerate) Musik* Listed as Music 121. *Three credit hours.* **A, I.** SILVER

JS125f Hebrew I The first of three consecutive courses designed to develop fluency and accuracy in Modern Hebrew. Through an interactive approach to language learning, students gain communicative proficiency and a greater understanding of Israeli society. Videos, audio, and web materials introduce students to the nuanced and rich connections between Hebrew and Jewish culture in Israel and around the world. *Three credit hours.* ISAACS

JS126s Hebrew II The second of three consecutive courses designed to develop fluency and accuracy in Modern Hebrew. Students will deepen their knowledge of Hebrew grammar and further develop the facilities for written and oral communication in Hebrew. Delves more deeply into Israeli culture through media and literature. *Prerequisite:* Jewish Studies 125 or equivalent. *Three credit hours.* ISAACS

JS127f Hebrew III The third of three consecutive courses designed to develop fluency and accuracy in Modern Hebrew. Students will deepen their knowledge of Hebrew grammar and further develop the facilities for written and oral communication in Hebrew. Delves more deeply into Israeli culture through media and literature. *Prerequisite:* Jewish Studies 126 or equivalent. *Three credit hours.* ISAACS

JS143f Introduction to the Hebrew Bible/Old Testament Listed as Religious Studies 143. *Four credit hours.* **L.** JORGENSEN

[JS152] Israeli Popular Music Listed as Religious Studies 152. *Three credit hours.* **A.**

JS181f Conceptions of Jews and Judaism Listed as Religious Studies 181. *Four credit hours.* **H, I.** FREIDENREICH

JS182s Jews, Judaism, and the Modern World Listed as Religious Studies 182. *Four credit hours.* **H, I.** FREIDENREICH

[JS219] Violence and Religion through the Centuries Listed as Religious Studies 219. *Four credit hours.*

JS221s The Jews of Maine Listed as Religious Studies 221. *Four credit hours.* **H.** FREIDENREICH

[JS224] Jewish Theology An introduction to multiple Jewish answers to life's big questions. We will explore how to live the good life, the role of God in determining our fate, the meaning of suffering in our lives, and the relationship between politics and faith. We will interrogate ideas found in the Hebrew Bible, Jewish liturgy, rabbinic texts, and the works of modern thinkers such as Hermann Cohen, Mordecai Kaplan, Abraham Joshua Heschel, Martin Buber, Franz Rosenzweig, and Abraham Isaac Kook. *Four credit hours.*

JS251s Israelis and Palestinians: Conflict and Accommodation Listed as Government 251. *Four credit hours.* **S.** DENOEUX

JS252f Introduction to Politics of the Middle East Listed as Government 252. *Four credit hours.* DENOEUX

[JS283] Golden Diaspora: Modern American Jewish History Listed as History 283. *Four credit hours.* **H, U.**

[JS322] Food and Religious Identity Listed as Religious Studies 322. *Four credit hours.* **S.**

[JS323] Holocaust in French Cinema Listed as French 323. *Four credit hours.*

[JS384] Religious Responses to Ethical Dilemmas Listed as Religious Studies 384. *Four credit hours.*

JS387f Anti-Judaism and Islamophobia in Christian/Western Thought Listed as Religious Studies 387. *Four credit hours.* **I.** FREIDENREICH

JS421f Research Seminar: Debating the Nazi Past Listed as History 421. *Four credit hours.* **H, W3, I.** SCHECK

JS491f, 492s Independent Study *One to four credit hours.* FACULTY

LATIN

In the Department of Classics

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

Course Offerings

LT111f Introductory Latin Latin was the language of Virgil, Ovid, Cicero, and Tacitus, giants in the Western literary tradition, and, for centuries Latin remained the lingua franca of the educated. It also gave rise to the Romance languages and to a vast proportion of English vocabulary. Combines lucid explanations of grammar with cultural information and readings in simplified Latin of major classical texts. *Four credit hours.* BARRETT

LT112s Intermediate Latin The history, literature, and culture of the Western tradition can be traced through Rome, and many of the great ideas and texts of the ancient and premodern world were formulated in Latin. Builds on the foundations laid in Latin 111. Learning goals include continuing the assimilation of Latin grammar and syntax, equipping students with the tools to read Rome's greatest authors in their original tongue, and fostering greater familiarity with broader Roman culture. *Prerequisite:* Latin 111. *Four credit hours.* BARRETT

LT131f Introduction to Latin Literature Having mastered Latin grammar and syntax, students now take on the challenges and rewards of reading an unsimplified Latin text. They will learn to translate most Latin texts with the aid of a dictionary; to accomplish a literary, historical, and cultural analysis of any complex text; and to satisfy the rigorous requirements of a demanding work schedule. *Prerequisite:* Latin 112, or appropriate score on the College Board Latin SAT Subject Test, AP Latin exam, or placement test administered during new student orientation. *Four credit hours.* **L.** BARRETT

[LT232] Catullus and Tibullus: Love and Revolution Explores the role of Latin love poetry in the cultural revolution that accompanied the bloody death of the Republic and the rise of the Imperial princeps. Catullus, the originator of Latin love poetry grew up in the shadow of Spartacus' slave revolt and rebellions across the Roman world. Tibullus and Propertius established the genre of love elegy against the backdrop of a wave of failed uprisings and violent power struggles. The revolution that brought the emperor Augustus to power soon

metamorphosed into an autocratic empire incompatible with the ideals of love elegy, which Ovid abandoned when he was sent into exile. Students will develop digital humanities skills by creating web-based commentaries of assigned poems. *Prerequisite:* Latin 131, or appropriate score on the College Board Latin SAT Subject Test, AP Latin exam, or a higher level Latin course. *Four credit hours.* L.

LT251f Ovid: *Metamorphoses* Ovid's masterpiece tells nearly all of the stories from Greek and Roman myth through the lens of transformation, or metamorphosis. Nothing is stable, it turns out, not even what you thought myth was for. This brilliantly funny and provocative poem is always engaging—one of the reasons it came to be among the most influential works of antiquity. *Prerequisite:* Latin 131 or higher-level course. *Four credit hours.* L. BARRETT

[LT255] The *Aeneid*, Vergil's Epic of Migration Vergil sends Aeneas on a fantastic journey between imaginary homelands: a Troy that no longer stands, a Rome that does not yet exist. Even the Rome revealed to us through prophecy, necromancy, and divine decree does not seem recognizable. Who was Aeneas: exile or immigrant, refugee or colonizer? What can he tell us about Roman identity? Studying selections from the *Aeneid* and secondary literature will develop your abilities in language and in literary, historical, and cultural analysis. Together, students will create a website to present their original research and enhance their communication skills. *Prerequisite:* Latin 131, or appropriate score on the AP or SAT Subject Latin exam, or a higher-level Latin course. *Four credit hours.* L.

[LT271] Nature in Horace's *Epodes* Horace is one of Rome's greatest and most influential poets, but often textbooks focus on his blandest poems for fear of offending anyone. A selection from *The Epodes*, a book of often scurrilous abuse in poetic form focusing in particular on Roman presentations of nature (real and idealized), love, and witchcraft. *Prerequisite:* Latin 131, or appropriate score on the College Board Latin SAT Subject Test, AP Latin exam, or a 200-level or 300-level Latin course. *Four credit hours.* L.

[LT354] Seneca's *Medea* This Roman version of Medea's terrible revenge on the guilty and innocent alike warns us that injustice begets injustice and asks how divine power can permit evil to triumph. The play draws on contemporary dilemmas of imperial Rome but explores them in the safe context of a Greek tragedy. Learning goals include enhanced analytical skills, improved translation abilities, and improved written, oral, and visual communication skills. *Prerequisite:* Latin 131 or higher-level course. *Four credit hours.* L.

[LT355] Roman Satire: Juvenal The only literary genre claimed by the Romans as their own invention, satire targets everyone in its scathing and humorous attacks, as it paints a vivid picture of the urban landscape of ancient Rome. Selected readings from the works of Juvenal, with emphasis on his own attention to what satire is. Readings to include secondary, critical literature. As we consider what Roman satire is, we will also ask what the works of Juvenal can teach us about the history of Latin literature and the making of identities at Rome. *Prerequisite:* Latin 131. *Four credit hours.* L.

[LT359] Nature of Things: Lucretius's *De Rerum Natura* A contemporary of Cicero, Caesar, and Catullus, Lucretius explains the workings of the cosmos, the nature of love and death, and the rewards of thinking freely. A masterpiece of Latin poetry, *De Rerum Natura* is a scathing critique of ancient religion, a scientific tour de force, and a monument in the intellectual history of Europe. *Prerequisite:* Latin 131 or higher. *Four credit hours.* L.

LT362s Lovers, Exiles, and Shepherds: Virgil's *Eclogues* *The Eclogues* have exerted a tremendous influence on later poets across Europe and the Americas. Virgil's bucolic poetry draws on ancient learning, contemporary politics, and his own artistic sensibility. *Prerequisite:* Latin 131 or higher-level course. *Four credit hours.* L. BARRETT

LATIN AMERICAN STUDIES

Director, Professor Ben Fallaw

Appointment in Latin American Studies: *Professor Ben Fallaw*

Affiliated Faculty: *Professors Patrice Franko (Economics and Global Studies), Luis Millones (Spanish), and Jorge Olivares (Spanish); Associate Professors Betty Sasaki (Spanish) and Winifred Tate (Anthropology); Assistant Professors Rebeca Hey-Colón (Spanish), Lindsay Mayka (Government), and Bretton White (Spanish); Visiting Assistant Professor Michael Martinez-Raguso (Spanish); Post-Doctoral Fellow Marcos Perez (Sociology)*

The Latin American Studies Program enables students to deepen their understanding of this fascinating, complex region of the world through an interdisciplinary approach. Majors explore both historical and contemporary social, political, and economic issues, tensions, and inequalities that challenge the area, while attaining an awareness of and appreciation for the rich cultural diversity of Latin America. Study abroad, the biannual Walker Symposium, internships, independent research, and visits by scholars, artists, and activists enhance formal classroom learning. Latin American studies graduates emerge as active global citizens capable of analyzing and articulating central issues defining the region.

Requirements for the Major in Latin American Studies

A total of 11 courses, including Latin American Studies 173, 174, Spanish 135 and 231 (both to be taken before study abroad), two Latin American literature courses at the 200 level or above, three courses on Latin America at the 200 level or above in at least two disciplines in the social sciences, and either a fourth course in the social sciences of Latin America at the 200 level or above (no more than two in the same discipline total) or a Latino/a literature course at the 200 level or above, and one senior seminar or senior project.

Students must receive a grade of C or better for a course to count toward the major. No major requirements may be taken satisfactory/unsatisfactory. The point scale for retention of the major applies to all courses taken to fulfill the major.

Majors are required to spend at least one semester in Latin America matriculated in a program that offers university-level courses (not in a language acquisition program). In exceptional cases, the board will consider petitions to waive this requirement. 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. Programs not on the pre-approved list will be considered through our own petition process (apart from that of Off-Campus Study). Students may count up to four semester courses of foreign study credit toward the major if they study abroad for an entire year, but only up to two semester courses if they study abroad for just one semester. Students with transfer credits should be advised that four semester courses, combining study abroad and credits from other institutions, is the maximum total permitted to count toward the Latin American studies major. A minimum grade point average of 2.7 is required for permission to study abroad. Prerequisites for study abroad include the completion of Spanish 135 and Spanish 231 (may be taken concurrently) with a grade of C or better.

Note: Students wishing to fulfill the advanced grammar requirement in Portuguese must enroll, after securing the approval of the director of the Latin American Studies Program, in either a one-semester language program abroad (which will not replace the study-abroad requirement) or in an intensive summer language program that certifies advanced proficiency.

Honors in Latin American Studies

Students majoring in Latin American studies with a 3.7 major average or better and 3.3 overall GPA 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. The honors program involves a yearlong independent research project that replaces the senior seminar requirement. Students must successfully defend their proposal before fall break, their first chapter (or equivalent) before the end of the first semester, and their thesis before the end of the academic year. Successful completion of the work of the honors thesis and of the major will enable the student to graduate with "Honors in Latin American Studies."

Courses Approved for the Major in Latin American Studies

Anthropology

- 236 Illegal Drugs, Law, and the State
- 242 Anthropology of Latin America: City Life
- 247 Colombian Politics through Film
- 361 Militaries, Militarization, and War

Economics

- 214 Economic Policy and Performance in Contemporary Latin America

Government

- 253 Introduction to Latin American Politics
- 264 Challenges to Democracy in Latin America
- 456 Seminar: Civil Society and Social Change in Latin America

Latin American Studies

- 173 History of Latin America, 1491 to 1900
- 174 Introduction to Latin American Studies
- 272 Mexican History: Justice, Rights, and Revolution
- 275 Strongmen and Populism in Modern Spain and Latin America
- 277 History of the Maya from 200 B.C.
- 373 Religion and Unbelief in Modern Latin American History
- 378 U.S.'s "Back Yard"
- 473 Seminar: Historical Roots of Violence in Modern Latin America

Spanish

- 135 Introduction to Literary Analysis
- 231 Advanced Spanish
- 264 Uncovering Tradition: Introduction to U.S. Latino/a Literature
- 265 The Short Novel in Spanish America

- 267 Family/History/Nation: Latina/o Genealogies
- 273 Contemporary Spanish-American Short Story
- 276 U.S. Latina/Chicana Women Writers
- 278 Narratives, Artifacts, and Monuments of Pre-Columbian Civilizations
- 338 The Diasporic Imagination: Cubans beyond Cuba
- 341 Cities, Bodies, and Nations in Caribbean Literature
- 354 Detectives and Spies: Popular Culture in Spanish-American Fiction
- 371 The Colonial Experience: European and Amerindian Responses

Note: Additional courses, often taught by visiting faculty, may be available from time to time as temporary offerings and may be counted toward the major with permission of the Latin American Studies Program director. Up to two courses from a semester of study abroad and up to four courses from a year of study abroad may be counted toward the major with permission of the program director.

Course Offerings

LA173f History of Latin America, 1491 to 1900 To understand the historical roots of Latin America's enduring tensions and conflicts, students analyze and discuss sources (especially primary ones), and write short historical essays. Themes include the first American civilizations, the Conquest and construction of colonial hierarchies, independence, liberalism and conservatism, neocolonialism and nationalism. *Four credit hours.* H, I. FALLAW

LA174s Introduction to Latin American Studies Cross-disciplinary, historically grounded introduction to modern Latin America. We analyze and discuss politicians and ideologies, socioeconomic structures, environmental features, and cultural production (including art, music, and a novel). Major historical themes include the promise and problems of progress c.1850-1930, populism and nationalisms, the Cuban Revolution, Cold War dictatorships, and neoliberalism and neopopulism. *Four credit hours.* H, I. FALLAW

LA214s Economic Policy and Performance in Contemporary Latin America Listed as Economics 214. *Four credit hours.* I. FRANKO

[LA236] **Illegal Drugs, Law, and the State** Listed as Anthropology 236. *Four credit hours.*

LA242f Anthropology of Latin America: City Life Listed as Anthropology 242. *Four credit hours.* TATE

[LA243] **Globalization, Democracy, and Political Transformation in Bolivia** Listed as Anthropology 243. *Three credit hours.* S, I.

[LA247] **Colombian Politics through Film** Listed as Anthropology 247. *Three credit hours.*

[LA253] **Introduction to Latin American Politics** Listed as Government 253. *Four credit hours.*

[LA264] **Challenges to Democracy in Latin America** Listed as Government 264. *Four credit hours.* S, I.

LA265f The Short Novel in Spanish America Listed as Spanish 265. *Four credit hours.* L. OLIVARES

LA272f Mexican History: Justice, Rights, and Revolution From the Aztec era to the disappearance of 43 students in 2014, struggles over justice and rights have defined Mexican history. To better understand the conquest, independence, the liberal reform, and the revolution, we focus on how notions of justice and rights differ over time and across cultures (indigenous, colonial, liberal, revolutionary, and neoliberal). *Four credit hours.* H, I. FALLAW

[LA275] **Strongmen and Populism in Modern Spain and Latin America** Interdisciplinary history 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. *Three credit hours.* H, I.

[LA277] **History of the Maya from 200 B.C.** Multidisciplinary (archaeology, anthropology, literature, and history) study of the Mayan past from the first known Mayan writing to recent conflicts in Mexico and Guatemala. *Four credit hours.* H, I.

[LA278] **Narratives, Artifacts, and Monuments of Pre-Columbian Civilizations** Listed as Spanish 278. *Four credit hours.* L.

LA297j Into the Archive: The Politics and Practice of Archival Research Listed as History 297A. *Three credit hours.* H.

MACK

LA338s The Diasporic Imagination: Cubans beyond Cuba Listed as Spanish 338. *Four credit hours.* L. OLIVARES

LA361s Militaries, Militarization, and War Listed as Anthropology 361. *Four credit hours.* S. TATE

LA365f Space, Place, and Belonging Listed as Anthropology 365. *Four credit hours.* TATE

[LA371] The Colonial Experience: European and Amerindian Responses Listed as Spanish 371. *Four credit hours.* L.

[LA373] Religion and Unbelief in Modern Latin American History How did faith and resistance to faith shape and reflect the enduring tensions and inequalities that defined Latin America over the past two centuries? This pro-seminar seeks to understand the history of religion (formal Catholicism, African and indigenous syncretism) and disbelief (anticlericalism, free thinking, scientism, atheism) in postcolonial Latin America through critical reading and analysis of primary and secondary sources and writing. *Prerequisite:* A W1 course. *Four credit hours.* H, W2, I.

LA378s U.S. in Latin America: Intervention, Influence, Integration To understand the diverse ways the United States has shaped modern Latin American history, we critically read primary and secondary sources (scholarly monographs, articles from academic journals) and write a substantial research paper. We consider how U.S. influence has evolved historically, ranging from military interventions to the export of ideas (scientific racism, neoliberalism) to economic integration. We also explore geographic variations in U.S. presence across the hemisphere, ranging from the U.S.'s "Back Yard" of Mexico and the Caribbean to South America. *Four credit hours.* H, W2, I. FALLAW

[LA456] Seminar: Civil Society and Social Change in Latin America Listed as Government 456. *Four credit hours.* S, I.

[LA473] Historical Roots of Violence in Modern Latin America We examine the historical roots of persistent violence in Latin America from interdisciplinary perspectives: social, political, and cultural history, as well as anthropology, sociology, political science, and psychology. Topics include social and ethnic conflicts, domestic violence, torture, insurgencies and counterinsurgencies, dirty wars, and genocide. This seminar is writing-intensive, including two drafts of a substantial (approximately 25-page) research paper. *Prerequisite:* A previous course on Latin America and permission of the instructor. *Four credit hours.* H.

LA483f, 484s Senior Honors Thesis A year-long research project for senior majors resulting in a written thesis to be publicly presented and defended. Students may register either for two credits in the fall, January, and spring terms or for three credits in the fall and spring terms. *Prerequisite:* a 3.3 or higher major average at the end of the junior year and permission of the Latin American studies advisory committee. *One to four credit hours.*

LA491f, 492s Independent Study An independent study project devoted to a topic chosen by the student with the approval of an advisor. Only independent studies taken with a Colby faculty member and approved by the director of the Latin American Studies Program may count toward fulfilling major requirements. *One to four credit hours.* FACULTY

MATHEMATICS

In the Department of Mathematics and Statistics

Chair, Associate Professor Liam O'Brien

Professors Fernando Gouvêa, Jan Holly, Leo Livshits, and Benjamin Mathes; Associate Professors Liam O'Brien, James Scott, Scott Taylor, and George Welch; Assistant Professors Otto Bretscher, Evan Randles, and Nora Youngs; Visiting Assistant Professors David Krumm and Weston Viles

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 majors in mathematics and in mathematical sciences as well as minors in mathematics and in statistics. The major in mathematical sciences is also offered with a concentration in statistics. Majors in mathematics and in mathematical sciences can be taken with honors.

Colby mathematics majors in recent years have entered graduate school to do advanced work in mathematics, statistics, biostatistics, engineering, economics, computer science, biomathematics, and the sciences. They also have used the major as a solid foundation for careers in teaching, law, medicine, banking, insurance, management, the computer industry, and other areas.

All incoming students who intend to enroll in mathematics courses in the fall semester are required to complete the mathematics placement questionnaire prior to registration.

Requirements for the Major in Mathematics

Completion of each of the following with a grade of C- or higher: one year of calculus; Mathematics 253, 274, 333, 338, and either 434 or 439; four additional courses selected from Mathematics 262 and any three- or four-credit mathematics courses numbered 300 or above (excluding 484). In exceptional cases, with the permission of the department, another 400-level course may be substituted for 434 or 439.

The department recommends that students complete Mathematics 274 or 275 before the end of their sophomore year. Although Mathematics 262 and 352 are not specifically required, the department strongly recommends that mathematics majors complete both courses.

Requirements for the Major in Mathematical Sciences

Completion of each of the following with a grade of C- or higher: one year of calculus; Mathematics 253, 262, 274; Computer Science 151 or 152; one course (to establish an overall theme for the major) selected from Mathematics 311, 332, 372, 381, Computer Science 231; four additional three- or four-credit courses selected from mathematics or statistics courses numbered 200 or above (excluding 484). With written permission of the advisor, one of these courses may be replaced by a course with significant mathematical content from another department.

The department recommends that students complete Mathematics 274 or 275 before the end of their sophomore year.

Requirements for the Major in Mathematical Sciences with a Concentration in Statistics

Completion of each of the following with a grade of C- or higher: one year of calculus; Statistics 212 or 231, and 382; Mathematics 253, 262, 274, 381; Computer Science 151 or 152; one additional statistics course numbered 300 or above; one additional three- or four-credit course selected from mathematics and statistics courses numbered 300 or above (excluding Mathematics 484 and Statistics 484). Students interested in pursuing a graduate degree in statistics are advised to take Mathematics 338.

The department recommends that students complete Mathematics 274 or 275 before the end of their sophomore year.

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 and statistics courses numbered 200 or higher and who complete an additional, preapproved program of independent study in the major (Mathematics 484 or Statistics 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 numbered 121 or above, including Mathematics 122 or 162, Mathematics 253, and at least one course at the 300 level or above. Statistics 212 may substitute for one of the elective mathematics courses.

A minor in data science is described in the "Data Science" section of the catalogue.

A minor in statistics is described in the "Statistics" section of the catalogue.

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

Course Offerings

[MA101] 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. *Prerequisite:* New first-year students must complete the mathematics placement questionnaire found at www.colby.edu/math/newstudent. *Three credit hours.*

[MA102] 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.

[MA111] Mathematics as a Liberal Art Mathematics is one of humanity's longest-running conversations. Its crucial role in the thought-world of medieval Europe can be seen in the fact that four of the original seven liberal arts were inherently mathematical. Today, mathematics is just as important, permeating our culture. Students will develop awareness of the historical and contemporary roles of mathematics so that they will better understand the nature of mathematics, will know what kinds of things mathematics does well, and will know when to ask for a mathematician's help with their intellectual work. Specific topics discussed will vary. *Four credit hours.* Q.

MA121fs Single-Variable Calculus Calculus is the result of centuries of intellectual effort to understand and quantify change, such as the position of a moving object or the shape of a curve. Competent users of calculus understand its intellectual structure sufficiently to apply its ideas to a variety of intellectual pursuits. Topics include differential and integral calculus of one variable: limits and continuity; differentiation and its applications, antiderivatives, the definite integral and its applications; exponential, logarithmic, and trigonometric functions. *Prerequisite:* New first-year students must complete the mathematics placement questionnaire found at www.colby.edu/math/newstudent. *Four credit hours.* Q. FACULTY

MA122fs Series and Multi-variable Calculus A continuation of Mathematics 121. Students will learn how to use infinite series, both to represent and to approximate functions, and will extend all of their skills from single-variable calculus to the multivariable setting. Topics: infinite series; vectors and analytic geometry in two and three dimensions; partial derivatives, differentials and the gradient; integration in two and three variables. *Prerequisite:* A course in single-variable calculus. New first-year students must complete the mathematics placement questionnaire found at www.colby.edu/math/newstudent. *Four credit hours.* Q. FACULTY

MA161f Honors Calculus I The first in a two-course sequence that treats the material of Mathematics 121 and 122 with a focus on the intellectual structure behind the methods. Students will acquire a deep understanding of the theory and foundational facts of calculus, will be able to use the techniques in an intelligent manner, will understand and be able to explain the arguments that undergird those techniques, and will be able to construct original arguments of their own. Topics are presented as a deductive mathematical theory, with emphasis on concepts, theorems, and their proofs. May not be taken for credit if the student has earned credit for Mathematics 122. *Prerequisite:* One year of calculus in high school. New first-year students must complete the mathematics placement questionnaire found at www.colby.edu/math/newstudent. *Four credit hours.* Q. MATHES

MA162s Honors Calculus II A continuation of Mathematics 161. Topics are essentially the same as for Mathematics 122, but they are presented as a deductive mathematical theory, with emphasis on concepts, theorems, and their proofs. May not be taken for credit if the student has earned credit for Mathematics 122. *Prerequisite:* Mathematics 161. *Four credit hours.* MATHES

[MA194] Mathematics Seminar An opportunity to read and discuss audience-appropriate mathematical material in an informal setting with members of the mathematics faculty, away from problem sets and exams. Successful students will show improvement in reading comprehension of mathematical articles, will increase their knowledge and understanding of the scientific community and the specific ways of mathematicians and statisticians, and will become familiar with mathematical issues of the past and present not normally covered in other courses. May be repeated for additional credit. *Prerequisite:* Mathematics 102, 121, 122, or 161. *One credit hour.*

MA253fs Linear Algebra Linear algebra is a crossroads where many important areas of mathematics meet, and it is the tool used to analyze the first approximation of complex systems. Students will learn to understand and use the language and theorems in both abstract and applied situations, gain insight into the nature of mathematical inquiry, and learn how to reason carefully and precisely about formally described situations. Topics include vectors and subspaces in \mathbf{R}^n , linear transformations, and matrices; systems of linear equations; abstract vector spaces and the theory of single linear transformation: change of basis, determinants, eigenvalues and eigenvectors, and diagonalization. *Prerequisite:* Mathematics 122 or 162; or Mathematics 102, 121, or 161 with permission of the instructor. *Four credit hours.* BRETSCHEER, GOUVEA, LIVSHITS

MA262fs 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 use these theorems in 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.* BRETSCHEER, YOUNGS

MA274fs Mathematical Reasoning Proofs are the main method used by mathematicians to develop and communicate their ideas; this course prepares students to read, create, write, and communicate mathematical arguments. Topics include logic and standard methods of direct and indirect proof; the set-theoretic approach to functions and relations; the theory of infinite sets; elementary algebraic structures; and techniques from discrete mathematics. Credit can be received for only one of Mathematics 274 and 275. *Prerequisite:* Mathematics 102, 121, 122, or 161, and a W1 course. Two semesters of calculus is recommended. *Four credit hours.* W2. TAYLOR, YOUNGS

[MA275] Topics in Abstract Mathematics Some students are sufficiently proficient with proofs and logic that they do not need to take Mathematics 274; this offers an alternative that focuses less on proof techniques and more on the set theory and related topics. The goal is to equip students to continue their study of mathematics. Topics include set-theoretic approach to functions and relations, the theory of infinite sets, elementary algebraic structures, and techniques from discrete mathematics. Credit can be received for only one of Mathematics 274 and 275. Nongraded. *Prerequisite:* Mathematics 161 and 162 and permission of the department. *Two credit hours.*

MA311fs Ordinary Differential Equations Differential equations allow us to deduce the long-term behavior of quantities from information about their short-term rates of change; for that reason they are the language of classical science. Students will learn to analyze concrete situations modeled by differential equations and to draw conclusions using equations, graphical techniques, and numerical methods. Topics include theory and solution methods of ordinary differential equations, linear differential equations, first-order linear systems, qualitative behavior of solutions, nonlinear dynamics, existence and uniqueness of solutions, and applications. *Prerequisite:* Mathematics 122 or 162, and 253. *Four credit hours.* HOLLY, RANGLES

[MA313] Differential Geometry The study of curves and surfaces in three-dimensional space, with the primary focus being on the nature of "curvature" and the distinction between intrinsic and extrinsic geometry. Students will improve their spatial intuition and learn to move easily between general theorems and specific examples. Topics include curves: tangent, normal, and binormal vectors; curvature and torsion; the moving frame; surfaces: the first and second fundamental forms, sectional and Gaussian curvature, the *Theorema Egregium*, geodesics, parallel transport; and selected additional topics. *Prerequisite:* Mathematics 122 or 162, and 253, and 274 or 275. *Four credit hours.*

[MA314] Geometry of Surfaces Explores the notion of "geometry" by studying the most important two-dimensional geometries: Euclidean, spherical, and hyperbolic. We will prove that every compact two-dimensional surface admits a geometric structure modeled on one of these geometries. As time allows we will also study applications of these geometries and their relationship to Teichmüller space, Kleinian groups, and three-dimensional manifolds. Students will engage in significant self-teaching and will communicate mathematical ideas with oral presentations, written proofs, and short essays aimed at a general audience. *Prerequisite:* Mathematics 162 or 262; 253; and 274 or 275. *Four credit hours.*

[MA331] 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.*

[MA332] 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; 274 is recommended. *Four credit hours.*

MA333f Abstract Algebra Simply called "algebra" by mathematicians, it is the study of abstract sets with operations and is fundamental in expressing and working in theoretical mathematics. An introduction to that language, to the motivating examples, and to some of the fundamental theorems. Students will develop their ability to discover and write formal arguments, explore the relationship between general theory and specific examples, and learn to recognize algebraic structures where they occur. Topics include groups, rings, and fields: definition, basic theorems, and important examples. *Prerequisite:* Mathematics 253, and 274 or 275. *Four credit hours.* GOUVEA

MA336f Mathematical Economics Listed as Economics 336. *Four credit hours.* LESTER

MA338s Real Analysis An exploration of the theory behind calculus, as well as its extension to more general settings. Students will learn to think carefully and clearly about limiting processes such as differentiation, integration, and summation of series and to interpret their knowledge in terms of the topology of metric spaces. They will develop the ability to read and to produce formal mathematical arguments, with particular attention to handling exceptional cases and delicate issues of convergence. Special focus on foundational issues: topology of metric spaces, continuity, differentiation, integration, infinite series. *Prerequisite:* Mathematics 122 or 162, and 274 or 275. *Four credit hours.* MATHES

MA352f Complex Analysis An introduction to functions of a complex variable. Topics include the definition and properties of holomorphic and analytic functions, Cauchy's integral theorem and formula, meromorphic functions, representation by Laurent series, the residue calculus, and the elementary transcendental functions. Offered in alternate years. *Prerequisite:* Mathematics 122 or 162, and 274

or 275. *Four credit hours.* KRUMM

[MA353] Matrix Analysis The study of real and complex matrices, beyond the material found in a first course in linear algebra, is essential for many areas of modern mathematics and its applications, and commonly involves analytic methods. We will touch upon topics from the following broad areas of interest for general and more specific matrix classes: the study of the canonical forms, decompositions and factorizations, spectral theory, matrix functions and equations, and multilinear algebra. Applications of the theory will also be considered. *Prerequisite:* Mathematics 253, either 274 or 275, and at least one of 162, 338, or 352. *Four credit hours.*

MA357s 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, or 161. Two semesters of calculus or Mathematics 253 is recommended. *Four credit hours.* GOUVEA

[MA376] History of Mathematics The history of mathematics with emphasis on the interaction between mathematics, culture, and society. Writing-intensive and involving careful reading of original historical documents. By studying the mathematics of different times and cultures, students will deepen their own understanding of mathematics and develop a clearer idea of how society and mathematics influence each other. A survey of the history of mathematics is followed by a more careful tracing of the development of one theme or topic. Specific topics vary from year to year but often include the mathematics of non-Western cultures. *Prerequisite:* Mathematics 274 or 275. *Four credit hours.* H.

MA378f Introduction to the Theory of Computation Listed as Computer Science 378. *Four credit hours.* SKRIEN

MA381f Mathematical Statistics I: Probability A mathematical introduction to probability theory, the foundation for commonly used inferential statistical techniques (covered in Mathematics 382). Students will learn the basic theorems of probability and computational techniques for finding probabilities associated with stochastic processes. Topics include axiomatic foundations, combinatorics, random variables, discrete and continuous probability distributions, special probability distributions, independence, conditional and marginal probability distributions, properties of expectations, moment generating functions, sampling distributions, weak and strong laws of large numbers, and the central limit theorem. *Prerequisite:* Mathematics 122 or 162; 274 is recommended. *Four credit hours.* O'BRIEN

MA382s Mathematical Statistics II: Inference Listed as Statistics 382. *Four credit hours.* O'BRIEN

MA397f Graph Theory and Applications Graph theory is the mathematical study of networks. Applications of graph theory are ubiquitous in physics, engineering, and computer science. Introduces the basic terminology and results of graph theory; teaches how to construct rigorous arguments and useful examples; and develops the abilities to present mathematics both orally and in writing. Specific topics include euler and hamiltonian circuits, matching, connectivity and network flow, graph coloring, and algorithms. Particular attention is paid to applications. *Prerequisite:* Mathematics 253 (may be taken concurrently), and 274 or 275. *Four credit hours.* TAYLOR

MA398s Fourier Analysis Fourier analysis is a fundamental tool of pure and applied mathematics in which functions are broken down into periodic building blocks. An introduction to the theory and methods of Fourier analysis with applications to differential equations, mathematical modeling, and other areas. Topics include Fourier series: properties, convergence, summation kernels, and applications; Fourier transforms: properties, Fourier inversion, Plancherel theorem, integral kernels, and applications; additional topics as chosen by the instructor. *Prerequisite:* Mathematics 253 and 274. *Four credit hours.* RANGLES

MA398Bs Mathematical Neuroscience Neuroscience is an expanding and dynamic field seeking to understand the complexities of the brain. Recent advances in technology have improved our ability to record what the brain is doing, and with this comes the need for new and improved models to understand this influx of information. Students will work with theoretical mathematical models of the brain on different scales, from the cellular and single-neuron level up to interactions between brain regions, using both discrete and continuous techniques. *Prerequisite:* Mathematics 122 or 162, and 253. *Four credit hours.* YOUNGS

[MA411] Topics in Differential Equations A sequel to Mathematics 311, with higher-level content and a more extensive study of differential equations. Students will implement advanced analytical methods, examine theory, and demonstrate an understanding of further applications. Topics will vary from year to year. May be repeated for credit with permission of instructor. *Prerequisite:* Mathematics 122 or 162, and 253, and 311. *Four credit hours.*

MA434s Topics in Abstract Algebra One semester's exposure to algebra is not sufficient for further work in mathematics, so this is a

continuation of Mathematics 333. Students will further develop their ability to speak the language of and use the methods of algebra through the study of one particular algebraic theory. Improving one's written and oral communication of mathematics is an integral part of the course. Topics will vary from year to year. May be repeated for credit with permission of instructor. *Prerequisite:* Mathematics 333. *Four credit hours.* TAYLOR

MA439f Topics in Real Analysis A sequel to Mathematics 338. Students will deepen their understanding of analysis through the exploration of more-advanced topics and will sharpen their ability to read, analyze, construct, and present proofs. Improving one's written and oral communication of mathematics is an integral part of the course. Topics will vary from year to year. May be repeated for credit with permission of instructor. *Prerequisite:* Mathematics 338. *Four credit hours.* LIVSHITS

MA472s Topics in Mathematical Modeling Mathematical modeling provides a means to explain and predict phenomena. Applications are numerous, especially in the physical and social sciences. Students will learn to correctly interpret existing models and create new ones and will develop an understanding of the purpose and uses of mathematical models. The emphasis will be on analyzing research publications and on producing research-level mathematical models. Writing and discussion will be important components. Computers will be used for analysis and simulation. Topics will vary from year to year. May be repeated for credit with permission of instructor. *Prerequisite:* Mathematics 122 or 162, and 253, and 311. *Four credit hours.* HOLLY

MA484s Honors Independent Study The independent study component of the honors program in mathematics. Cannot be counted toward the major or minor. *Prerequisite:* Permission of the instructor and admission to the honors program. *Three or four credit hours.* FACULTY

MA491f, 492s Independent Study Independent study in an area of mathematics of particular interest to the student. *Prerequisite:* Permission of the instructor. *One to four credit hours.* FACULTY

MUSIC

Co-Chairs, *Assistant Professor Lily Funahashi and Associate Professor Steven Nuss*
Professor Steven Saunders; Associate Professors Jonathan Hallstrom and Steven Nuss; Assistant Professors Lily Funahashi and Natalie Zelensky

Requirements for the Major in Music

Music 111, 181, 182, 241, 242, 252 or 262, 281, 282, 341, and 493 or 494; two four-credit electives in music at the 200 level or higher; two semesters of applied lessons (both of which must be taken on the same instrument and for credit); 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 Major in Music-Interdisciplinary Computation

Music 111, 181, 182, 282, and 491 or 492 (in collaboration with computer science); one 200-level or higher music elective that has a computational or digital focus; two semesters of applied lessons (both of which must be taken on the same instrument and for credit); Computer Science 151, 231, 251; two of 351, 365, or other approved 300- or 400-level courses.

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

A student may elect only one of the majors offered by the Music Department.

Requirements for the Minor in Music

Music 111, 181, 182; one semester of music history chosen from Music 241, 242, 252, 341; two four-credit music courses at the 200 level or higher; two semesters of applied lessons (both of which must be taken on the same instrument and for credit); and one semester of ensemble participation. The College does not subsidize the cost of lessons for minors. For additional information concerning applied music options, refer to the statement below.

Honors in Music

An honors program is available to students majoring in music who have a 3.25 overall grade point average and a 3.50 average in the major. In addition to fulfilling the requirements for the music major, honors students must take one additional course in music, approved by the

department, at the 300 level or above; they must also complete the honors sequence (Music 483, 484) in one of four areas (theory/analysis, history/culture, performance, or composition/theory). 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, 154, or 181 fulfills the corequisite for graded credit in Music 191 and 193. Fees for lessons, billed through the College business office, depend on 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. Subsidies are not available for noncredit lessons.

Course Offerings

MU091fs Music Lessons: Noncredit or JP Noncredit instruction in voice and instruments for qualified students. Regular offerings include violin, viola, violoncello, piano, voice, flute, guitar (classical, American traditional, and jazz), and selected brass and woodwind instruments. One 30- or 60-minute lesson weekly in fall and spring; two 45-minute lessons weekly in January. For an application (required) and additional information concerning fees and scheduling, see the Music Department secretary. *Noncredit.* FACULTY

MU093fs Applied Music: Ensemble, Noncredit Noncredit participation in musical ensembles sponsored by the Music Department. See description for Music 193. *Noncredit.* FACULTY

MU111fs 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

[MU114] 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.**

[MU116] Introduction to the MIDI Studio Students will learn basic Musical Instrument Digital Interface (MIDI) and digital audio techniques primarily using the *Ableton Live* software program in the Colby electronic music studio. Topics include sequencing, synthesis, sampling, and audio processing. We will listen to classics of electronic music as well as current works. Each week students will create a piece of electronic music that will be played for the entire class. Final compositions will be played for an audience. *Prerequisite:* Knowledge of basic musical concepts such as pitch, rhythm, and time signature is assumed. *Three credit hours.* **A.**

MU118j African Music An introduction to the music of Africa, an integral and defining aspect of the culture of Africa. Hands-on experience with various instruments (e.g., drums, rattles, bells), as well as singing and dancing, to provide important insights into the cultures of Africa. Various African music themes will be explored through films and recordings. Culminates in a final performance by the class. Nongraded. *Three credit hours.* **A.** BENISSAN

MU120f Exploring Music and Gender Explores the rich intersection between music and gender, providing students with an introduction to seminal topics in the field. Students will hone their listening skills and develop the necessary vocabulary with which to analyze, discuss, and write intelligently about music. They will explore a range of scholarly approaches to analyzing music and gender and learn to write essays of varying lengths and styles. Students will also be walked through the steps of writing a research paper, from navigating online resources to crafting solid arguments, writing persuasively, and organizing a coherent essay. *Four credit hours.* **A, W1.** ZELENSKY

MU121j Entartete (Degenerate) Musik "Degenerate Music" was the term Nazis applied to any music influenced by jazz, the avant-garde, or written by composers of Jewish descent. This music was banned, its composers driven into exile and/or murdered in concentration

camp, creating a lost generation that altered the direction of 20th-century musical development. Now there is a worldwide effort to find a historical place for these artists, and this course contributes to that effort. Topics include German anti-Semitism, anti-Semitic thought in works of Wagner, Nazi racial laws targeting Jewish musicians, official agencies and cultural policies, performers and composers as victims and survivors. *Three credit hours.* **A, I.** SILVER

MU153f Introduction to Music Theory through Composition An introduction to the fundamental elements of music theory through analysis and composition. Students will learn to compose pieces in a variety of styles by effectively manipulating rhythm, intervals, scales and keys, melody, harmony, and form. Primarily for students without extensive musical training. May be taken as preparation for Music 181. Students cannot receive credit for both this course and Music 154. *Four credit hours.* **A.** HALLSTROM

MU153Jj Introduction to Music Theory An introduction to the fundamental elements of music theory through analysis, composition, and improvisation. Students will learn about pieces in a variety of styles by manipulating rhythm, intervals, scales and keys, melody, harmony, and form. Primarily for students without extensive musical training. May be taken as preparation for Music 181. Credit cannot be earned for both this course and Music 154. *Three credit hours.* **A.** HELM

[MU154] Introduction to Music Theory through Improvisation An introduction to the fundamental elements of music theory through improvisation. Students will learn about rhythm, intervals, scales, keys, melody, and harmony and how to use them in jazz improvisation. While designed for students without extensive musical training, does require basic music reading skills. May be taken as preparation for Music 181. Credit cannot be earned for both this course and Music 153. *Prerequisite:* Ability to read music. *Four credit hours.* **A.**

MU181f Music Theory I The first in a sequence exploring the language and composition of Western tonal music. Just as learning a foreign language involves mastering a variety of skills, becoming musically conversant 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, seventh chords, basic counterpoint, harmony, and keyboard-style writing. Students compose in a variety of styles and study ear training and sight singing. Concludes with a public recital of student works. Primarily for students with some prior musical training (see also Music 153 and 154). *Four credit hours.* **A.** HALLSTROM, NUSS

MU182s Music Theory II A continuation of Music Theory I that further refines students' command of diatonic harmony and counterpoint and introduces modulation and other important aspects of chromatic harmony. Includes regular work in ear training, studies of musical form, and several composition projects. Concludes with a public recital of student works. Primarily for music majors and others with prior training in music. *Prerequisite:* Music 181. *Four credit hours.* NUSS

MU191fjs Music 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, 154, or 181 (may be taken concurrently). *One or two credit hours.* FACULTY

MU193fs Applied Music: Ensemble for Credit Credit for participation in musical ensembles sponsored by the Music Department. In addition to the large ensembles listed below, the department frequently offers a flute choir, vocal ensemble, 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, 154, or 181 for graded credit (may be taken concurrently). *One credit hour.*

African Drumming. Performance of music from various African cultures, with hands-on experience with various instruments, including drums, rattles, and bells, and exposure to several traditions of African singing and dancing. The group presents concerts on campus and throughout the state of Maine. BENISSAN

Chorale. Sings music of major styles and periods of the choral canon, folk music, world music, American music, and new compositions. Performs concerts each semester and also for formal College functions and the annual Carols and Lights celebration. Also collaborates with the Colby Symphony Orchestra in a performance of a major work for orchestra and chorus. Enrollment is confirmed through non-competitive auditions at the beginning of each semester. PERRY

Collegium. A vocal and instrumental ensemble devoted to the performance of a wide range of musical styles and genres ranging from traditional choral music, rock/pop songs, a cappella ensembles, world music, jazz, and new works. Performs frequently in concert, for various College functions, and off campus. Enrollment is confirmed through non-competitive auditions at the beginning of each semester. PERRY

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. PARK

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

MU213s Introduction to Computer Music Can music be expressed in quantifiable terms and still retain the non-quantifiable magic that affects us in such powerful ways? We attempt to answer this question by examining the ways composers of computer music have used synthesis techniques, top-down design, algorithmic music generation, and real-time interactivity to create musically meaningful output. Students learn how to describe musical processes as algorithms and to use those algorithms to assist in creating their own compositions. Composition and sound design are explored using the graphical music programming language *Max* and other audio manipulation and sequencing applications. *Four credit hours.* A. HALLSTROM

MU218j Seeing, Then Hearing: Graphic Design for the Music Industry While it may seem counterintuitive, visual attraction is a central concern in the business of music. Getting music to the attention of the widest possible audience demands an increasingly refined, international visual fluency. We will look at and listen to well-known releases with an eye to the differences in the visual publicity and packaging in the European, Asian, and American markets for albums by Katy Perry, the Rolling Stones, Kanye West, and Kiss. Students will use readings in world and art history, ethnomusicology, and cultural theory, and hands-on work with Adobe Photoshop to formulate and debate answers to a number of complex multicultural design problems. Previously listed as Music 297J. *Three credit hours.* A. JEE

MU222s Maine's Musical Soundscapes: Ethnography of Maine What are the musical cultures outside of Colby and what are the communities making this music? We will engage this question through direct interaction and observation of Maine's ethnic and racial communities. Students will learn ethnographic field methods and take field trips to conduct interviews at sites that make up the rich tapestry of Maine's soundscape, including Waterville establishments and Penobscot, Lebanese, Somali, Russian, and French-Canadian communities (the group under study will rotate on a yearly basis). Students will present their findings in the form of a documentary film. *Four credit hours.* A. ZELENSKY

MU234s From Rockabilly Kings to Lady Gaga: A History of Rock 'n' Roll A survey of rock music, from its roots in country and blues to the postmodern eclecticism of Lady Gaga. Rock music will be considered in relation to race, sex, gender, drugs, technology, marketing, and politics to better understand its powerful position in constructing, challenging, and reinforcing various positions of identity. Students will learn to discuss the musical characteristics of a work, identify its genre and era of composition, and contextualize it within a broader framework of American culture and politics. *Four credit hours.* A. ZELENSKY

MU241f Music History I: Middle Ages to the Early Baroque Period An exploration of Western art music from c. 800 to c. 1700, including principal genres from the Middle Ages (chant, organum, motet, chanson), Renaissance (mass, motet, madrigal), and the 17th century (opera, instrumental music). Focuses on compositional concepts and processes, historical music theories, institutional patronage, and the connections between music and such areas as theology, philosophy, and the visual arts. Students develop analytical and writing skills through listening, writing, and analysis. *Prerequisite:* Music 111 and 181. *Four credit hours.* SAUNDERS

MU242s Music History II: High Baroque to the Dawn of Romanticism Focuses on music of the High Baroque, Classical, and early Romantic periods, including works of Bach, Handel, Haydn, Mozart, Beethoven, Schubert, Chopin, and Schumann. Students develop critical, analytical, and listening tools for dealing with these repertoires and hone their bibliographic, oral, and written skills. Theoretical issues include the relationship between musical structure and cultural context, music's relationship to literature and the visual arts, tonality, music and drama, and aesthetics. *Prerequisite:* Music 111 and 181. *Four credit hours.* SAUNDERS

MU252f Introduction to World Music Examines a range of classical, traditional, and contemporary musics from areas as diverse as India, West Africa, the Caribbean, Eastern Europe, and the Middle East. Each unit engages a broader sociocultural issue to enable students to think more deeply and critically about music, with students exploring such topics as music and Apartheid, the Arab Spring, and the appropriation of "world" music by Western musicians. Students perform music in class, including the basics of West African drumming patterns, salsa dance steps, and singing Bulgarian folk songs. A number of guests will perform. No prior musical experience necessary. Open to first-year students. *Four credit hours.* A, I. ZELENSKY

[MU254] Music of Meditation Study of music, ritual, and meditation in Rinzai Zen Buddhism, monastic Roman Catholicism, and Hinduism. Attention to ways communication and apprehension of sacred texts are affected by unique musical and meditative practices and ritual forms. Units include (1) discussion of writings by Japanese, Indian, and Western philosophers, musicians, and theorists of language; (2) instruction in the three forms of ritual choreography and meditation techniques; (3) chant instruction and performance. Each unit concludes with a required public group performance scheduled outside regular class time. Willingness to engage in original research and participate in group chanting and meditation/contemplation exercises is essential. *Four credit hours.* A.

MU261s Topics in Theater Performance: The Musical as Dramatic Literature Listed as Theater and Dance 261. *Four credit hours.*

A. OLDHAM

MU262s Music in Life, Music as Culture: Introduction to Ethnomusicology Provides students with a theoretical and methodological introduction to ethnomusicology, a discipline that is rooted in exploring music not merely as an aesthetic object, but as a cultural force that reflects and shapes our everyday lives. Topics include music and medicine, migration, war, ethnicity, sexuality, and spirituality. Topics will be explored through a close reading of seminal texts and an examination of relevant theory. Students will also learn the fundamentals of conducting ethnographic fieldwork through attending a religious ceremony, attending a concert, and scrutinizing the soundscapes of Colby's campus. *Four credit hours.* A, I. ZELENSKY

MU275s Cultured Tough Guys: Samurai Devotion, Music, Poetry, and Art Generally known as the warrior class of medieval and early modern Japan, the samurai have a long history in the Western imagination. Famous Japanese warrior movies of the 1950s and 60s, more modern images of crafty ninjas, and characterizations in Western media most often present the samurai men and women as one-dimensional automatons ready to fight and die at a moment's notice for their superior's cause. Experiential learning activities (including Zen chanting and meditation), historical readings, music performances, recordings, and films present a more refined view of the samurai that highlights their elegant contributions to every aspect of the visual, literary, and musical arts of Japan. *Four credit hours.* A, I. NUSS

MU281f Music Theory III A continuation of Music Theory II, covering advanced chromatic harmony and modulatory techniques, counterpoint, and tonal analysis. Students will learn principles of Schenkerian analysis, including the concepts of composing-out, structural levels, harmonic degrees (or *Stufen*), melodic fluency, linear progressions, compound melody, and the middleground transformations. Attention to Schenker's early ideas about melody, harmony, and counterpoint; his development of the idea of the *Ursatz* or fundamental structure; his analytical and graphing techniques; and recent developments in Schenkerian theory. *Prerequisite:* Music 182. *Four credit hours.* SAUNDERS

MU282s Music Theory IV Post-tonal harmony and contemporary analytical techniques. Primarily for music majors. *Prerequisite:* Music 281. *Four credit hours.* HALLSTROM

MU341f Music History III: Music of the 19th and 20th Centuries An overview of 19th- and 20th-century music with a focus on the evolution of musical styles and the manner in which they have been impacted by concurrent artistic, cultural, and political events. Students will acquire a fundamental knowledge of those composers considered to have had a significant impact on music from the late 19th century to the present and their position within the larger sociocultural milieu. *Prerequisite:* Music 111 and 182. *Four credit hours.* HALLSTROM

MU483f Honors Research I Substantial original research or completion of a major creative project under faculty supervision, culminating in a written paper and/or a public presentation. *Prerequisite:* 3.25 overall grade point average, 3.5 major average at the end of the junior year, and permission of the department. *Three credit hours.* FACULTY

MU491f, 492s Independent Study Individual topics in areas where the student has demonstrated the interest and competence necessary for independent work. Primarily for senior music majors. *Prerequisite:* Permission of the department. *One to four credit hours.* FACULTY

MU493f Seminar: Igor Stravinsky's *The Rite of Spring* An examination of this 20th-century masterpiece from three perspectives: 1) as a severe test of a conductor's ability to master its rhythmic and gestural challenges; 2) as a harmonic and melodic "puzzle", hotly debated in articles by two contemporary music theorists; 3) as Stravinsky's self-confessed inspiration for, or "sibling relationship" with, his *Three Japanese Lyrics*, a miniature work for voice and chamber ensemble. Students will learn to play and conduct substantial portions of the *Rite* and to use advanced music-theoretical approaches for demonstrating the work's remarkable formal, melodic, and harmonic complexity. *Prerequisite:* Music 252 or 262, and senior standing. *Four credit hours.* NUSS

NEUROSCIENCE

In the Departments of Biology and of Psychology

Neuroscience is the study of the nervous system. Colby students have the opportunity to study neuroscience from a biological perspective with a focus on cellular, molecular, and physiological processes (a major in biology with a concentration in neuroscience) or from a psychological perspective with a focus on brain and behavior relations (a major in psychology with a concentration in neuroscience). Our philosophy is that sound interdisciplinary work begins with a strong disciplinary foundation; in our view, the biology and psychology programs will serve students well in acquiring this foundation. Students gain analytical skills and tools, are exposed to past and current theories, and have the opportunity to practice thinking about nervous system phenomena at multiple levels.

PHILOSOPHY

Chair, Associate Professor James Behuniak

Professors Daniel Cohen and Jill Gordon; Associate Professors James Behuniak, Lydia Moland, and Keith Peterson; Faculty Fellow Meghant Sudan

"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, including Philosophy 151, 231, and 232. The remaining seven elective courses must include at least one that satisfies the metaphysics and epistemology area requirement (M&E); one that satisfies the values area requirement (V); and one that satisfies the diversity requirement (D). Among the seven electives, only one from the 100 level may be counted, at least three must be at or above the 300 level, only one from 483/484 may be counted, and only one from 491/492 may be counted. In addition, in their senior year students must enroll in two semesters of the philosophy colloquium (401 and 402). No courses taken satisfactory/unsatisfactory may be counted in fulfillment of major requirements, nor may any courses counting for fewer than three credits.

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 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. These must include at least one course that satisfies the metaphysics and epistemology area requirement (M&E); one that satisfies the values area requirement (V); and one that covers a historical period in philosophy (H). At least one must be at or above the 300 level, and no more than one may be at the 100 level with this exception: both Philosophy 151 and another 100-level course may be counted. No course taken satisfactory/unsatisfactory may be counted in fulfillment of minor requirements, nor may any course counting for fewer than three credits.

Course Offerings

PL111f Central Philosophical Issues: Self and Society An introduction to philosophy by consideration of two of its central branches: social and political philosophy and ethics. Issues addressed are moral absolutes, the social contract, political power, individual rights, economic justice, the good society. Readings from Plato, Locke, Mill, Marx, and Malcolm X. *Four credit hours.* **S.** GORDON

PL113s Central Philosophical Issues: On Being Human Combines readings of classic philosophical texts on the subject of human nature with current incarnations of these debates in the contemporary world. Possible topics include the extent to which human nature is natural as opposed to cultural, the question of what differentiates humans from animals, the ethics of genetic enhancement and our treatment of other animals, and the role of race or gender in human identity. *Four credit hours.* **S.** SUDAN

PL114f 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

[PL117] Central Philosophical Issues: Philosophical Anthropology What is human nature? What makes humans different from other

animals? What is the significance of the divisions internal to human society, such as those of race, class, gender, and culture? What does it mean to be a self-interpreting, historical being? What is the place of human beings in the natural world, especially in the context of global environmental crisis? Philosophical anthropology is the study of past and current responses to these questions and includes an understanding practice of critique as a philosophical method. Exposure to responses from past and present provides opportunities to question fundamental beliefs about human nature. *Four credit hours.* **W1.**

[PL117W] Central Philosophical Issues: Philosophical Anthropology What is human nature? What makes humans different from other animals? What is the significance of the divisions internal to human society, such as those of race, class, gender, and culture? What does it mean to be a self-interpreting, historical being? What is the place of human beings in the natural world, especially in the context of global environmental crisis? Philosophical anthropology is the study of past and current responses to these questions and includes an understanding practice of critique as a philosophical method. Exposure to responses from past and present provides opportunities to question fundamental beliefs about human nature. A writing-intensive course. Previously listed as Philosophy 174. *Four credit hours.* **W1.**

[PL126] Philosophy and the Environment An introduction to philosophy through prominent questions and themes in environmental philosophy. Topics include the historical context and causes of environmental crisis, anthropocentrism, animal rights, intrinsic value, biocentrism, ecocentrism, and radical social theories, incorporating core philosophical issues in ethics, philosophical anthropology, and nature philosophy. These provide resources for clear and creative reasoning on the philosophical aspects of creating sustainable communities, for reflection on value priorities, and for exploration of relationships between academic work and social responsibility. Part of the two-course Integrated Studies 126, "The Green Cluster." *Prerequisite:* Concurrent enrollment in Environmental Studies 126. (Elect IS126.) *Four credit hours.* **W1.**

PL138f Shattered Certainties: Philosophy in Transition The quest for certainty had defined modern philosophy since Descartes, but the early 20th century put too many roadblocks in the way: The Great War upended the old political order; relativity and quantum theory did the same for our notions of space and time; and Godel proved that even mathematics was not safe. We will focus on the emergence of Logical Positivism and American Pragmatism as the major philosophical responses to these upheavals in thought. Part of a three-course Integrated Studies cluster. *Prerequisite:* Concurrent enrollment in English and History 138. Elect Integrated Studies 138. *Four credit hours.* **S. COHEN**

PL151f Logic and Argumentation Argumentation is a subject that covers the processes of reasoning, the communicative actions, and the dialectical exchanges that give form to our intellectual lives. Logic, the study of inferences, is a central component of good argumentation. Students develop the conceptual vocabulary and critical skills to argue effectively and to evaluate arguments intelligently. These include interpretive techniques, like diagramming and fallacy identification, as well as the formal, analytic tools of symbolic logic. *Four credit hours.* **Q. COHEN**

[PL211] 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.**

[PL213] Philosophical Inquiries into Race A philosophical treatment of several aspects of race and racism: ontological issues surrounding what race is; existential and phenomenological issues about embodiment as a visible racial minority; social and political issues regarding oppression, colonization, and discrimination; and ethical issues involving racial minorities in the American context. *Four credit hours.* **S, U.**

PL215s Feminist Philosophies Whether one views feminism as a philosophical school of thought, an interpretive strategy, a political movement, or a way of understanding culture and ideas, it has many faces; feminism is neither unified nor monolithic. Students examine several feminist frameworks (structures of political thought that shape feminism), their relationship to and difference from one another, and feminist issues that lie outside of those frameworks. *Four credit hours.* **S, U. GORDON**

PL216s Philosophy of Nature Ancient philosophers contemplated the natural world, modern philosophers and scientists sought to instrumentalize it, and recent thinkers are gaining an appreciation of nature's often unruly complexity. As they consider varied historical and current accounts of nature, students will also engage with the questions how, by whom, and under what conditions knowledge of nature is produced, providing opportunities to question their own fundamental beliefs about nature. Readings range from Aristotle to current philosophy, history, and social studies of the sciences. *Four credit hours.* **PETERSON**

[PL217] Feminism and Science An examination of new and challenging questions feminists and social theorists have raised about the

content, practice, values, and traditional goals of science. Objectives include deepening the student's knowledge of feminist philosophy and familiarizing them with some of the diverse literature in the field of science studies. Topics include "standpoint" and social epistemologies; objectivity, value-neutrality, and universality claims of modern science; the social and historical character of science; how implicit assumptions about gender, class, ethnicity, epistemic, and social values affect research and reasoning; and how the language scientists use to explain phenomena conditions the production of knowledge. *Four credit hours.* **S, U.**

PL218f Philosophy of Law A philosophical investigation into such topics as natural law, legal positivism, the nature of legal systems, fundamental concepts of rights and duties, and the persistent question of where law and morality join. We engage with specific legal themes like punishment, property, and sexual consent against the background of classics of socio-political philosophy like Hobbes' *De Cive* and Rousseau's *Social Contract* while attending to contemporary applications and problems. *Four credit hours.* **S.** SUDAN

PL231f History of Ancient Greek Philosophy A survey of ancient thought that also examines the social and cultural contexts in which that thought arises. Study of the Greek world through the ideas of the pre-Socratics, the Sophists, Plato, and Aristotle. *Prerequisite:* Sophomore or higher standing. *Four credit hours.* **H.** GORDON

PL232s History of Modern Philosophy The philosophical period covered (roughly 1600-1800) includes some of the great transformations of Western philosophy: Descartes's famous *cogito*, Spinoza's radical monism, Hume's sweeping skepticism, and Kant's Copernican Revolution. Along the way, thinkers such as Elizabeth of Bohemia, Hobbes, Locke, and Mary Astell engaged in spirited debates about the origin of emotions, the nature of freedom, the status of knowledge, and the place of belief. We study each of these theorists in an effort to understand the questions they raised and the impact of their answers on the contemporary world. *Four credit hours.* **H.** SUDAN

[PL234] Philosophy and Art In 1964, philosopher Arthur Danto had a life-changing experience viewing contemporary art and concluded that we had reached the "end of art." What could this mean? We will explore this and other questions, including, Why do humans create art in the first place? Is the aesthetic experience primarily cognitive or emotive? Should art merely entertain us or ennoble and improve us? Do artistic genres such as comedy evolve, or do they (and does art in general) articulate something constant about human nature? Will engage students in artistic events on campus and the Colby Museum of Art. Through written exercises and presentations, students' written and verbal skills are developed. *Prerequisite:* Sophomore or higher standing. *Four credit hours.* **A.**

[PL239] 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.*

PL240f Ethics on the Continent: From Kant to Levinas An examination of some of the prominent ethical theorizing and metaethical discourse on the European Continent from Kant to the present. Topics include Kantian deontological moral theory, Nietzsche's critique of "slave morality," phenomenological value ethics, Existentialist, dialogical, feminist, and discourse ethics, among others. Examination of these alternatives provides students ample opportunity to reflect on their own moral beliefs in an informed way. *Four credit hours.* PETERSON

[PL243] Environmental Ethics Beginning in the 1970s some philosophers began to seriously consider the ethical aspects of human relationships to the nonhuman natural world. Aims to familiarize students with the variety of philosophical ethics that has been developed to address the environmental crisis and its many dimensions. Students will accomplish this not only by reflecting theoretically on topics such as the value of nonhuman nature, anthropocentrism and ecocentrism, environmental justice, animal liberation, food issues, and sustainability, but also through civic engagement with local community partners. *Four credit hours.*

[PL253] Skepticism East and West For as long as there have been philosophers engaged in passionate pursuit of knowledge, there have been skeptics critical of the entire enterprise. Can we really know the Truth about anything? For that matter, how important is it for us to know the Truth? Skeptical thinkers have appeared in all times and cultures. We will engage with three venerable texts: the *Zhuangzi* from ancient China, Nagarjuna's writings on the *Middle Way* from ancient India, and the *Outline of Skepticism* by Sextus Empiricus from ancient Greece. Our goal is to put these authors into dialogue and then join in that dialogue. *Prerequisite:* A prior course in philosophy. *Three credit hours.*

PL258s Advanced Logic Further investigations into symbolic logic and its extensions, with special attention to modal logic and some attention to metatheoretic results. *Prerequisite:* Philosophy 151. *Four credit hours.* COHEN

[PL264] Indian Philosophy An introduction to the diversity of Hindu and Buddhist philosophies in India, from roughly the fourth century BCE through the 11th century CE. Beginning from the earliest speculations about the nature of the human person in the Upanisads and Bhagavad Gita, we will consider arguments on the central topics of classical Indian philosophy, including knowledge and the means of

knowing; the existence and structure of the external world; consciousness; the relation of mind and body; creation, causality, and the existence of God(s); and the search for meaning within, or liberation from, the everyday world. *Four credit hours.*

PL265f Chinese Philosophy An introduction to major thoughts, texts, and thinkers in the "classical" period of Chinese philosophy, which covers roughly the sixth through the third centuries BCE (known as the Warring States period). We will cover Confucius, Mozi, Mencius, Zhuangzi, Laozi, Sunzi, Xunzi, Han Feizi, the *Yijing* or *Book of Changes*, and other important texts. Provides an overview of the philosophical questions that motivated thinkers in early China and aims to provide an appreciation for how various answers to these questions have shaped East Asian civilizations generally. *Four credit hours.* BEHUNIAK

PL274s Philosophy of Religion An examination of some principal philosophical issues in the area of religion, including the existence of God, divine attributes in relation to time, space, and the natural world, the origin and content of religious experience, issues regarding faith and its object, and the function of religious symbolism. Readings include both critics and defenders of the religious standpoint. *Prerequisite:* One course in philosophy. *Four credit hours.* S. BEHUNIAK

PL277fs Reuman Reading Group Faculty and students jointly select, read, discuss, and argue about a philosophical text in regular, intellectually rigorous, but freewheeling and informal sessions that provide an opportunity to indulge our passion for philosophy. Nongraded. *Prerequisite:* Philosophy major or minor. *One credit hour.* COHEN

PL297Jj Taking Philosophy Public Like other disciplines, philosophy has turned recently to urgent conversations about how we might extend what we do in the academy out to the public sphere and contribute to public life. In this humanities lab, students will first read philosophical texts about public philosophy, they will follow one or more philosophers on social media, and they will Skype with philosophers who are currently engaged in public philosophy activities. Students will then design, organize, and carry out public philosophy events or activities. Those may include a Socrates cafe, writing op-ed pieces for local papers, engaging local students or the elderly, or something else of their choosing. *Prerequisite:* A prior course in philosophy. *Three credit hours.* GORDON

[PL311] Philosophical Approaches to Global Justice Recent philosophical theorizing regarding global justice. Topics include our responsibilities regarding global poverty, the definition and causes of terrorism, the nature of collective responsibility, the ethical implications of the nation-state. Gives particular attention to philosophers who have left the ivory tower by putting their theories into action such as Peter Singer, Thomas Pogge, and Martha Nussbaum. Students have the option of putting theory into practice through a civic engagement project. *Prerequisite:* Two courses in philosophy. *Four credit hours.* I.

[PL317] Philosophy of Science A consideration of some major 20th-century conceptions of what scientists aim to do, what theoretical structures they employ in pursuing their aims, and what legitimates these structures. Science seems to be constrained by experience in distinctive ways, but it also ventures far beyond experience in pursuing its theoretical and explanatory aims. These issues are approached historically by examining the rise and fall of the project known as logical empiricism (or logical positivism). *Four credit hours.*

PL328f 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.* PETERSON

PL338f Philosophy of Language Philosophy took a linguistic turn in the 20th century: philosophers have come to suppose that reflection on the nature of language and the linguistic representation can help solve longstanding philosophical problems. The development of the philosophy of language and its success, with special attention to the role of metaphor. *Prerequisite:* Philosophy 151. *Four credit hours.* COHEN

PL352f American Philosophy An introduction to classical American philosophy (roughly 1870-1945), with a focus on pragmatic naturalism as a response to European forms of empiricism and idealism. Begins with the transcendentalist thinker Ralph Waldo Emerson and concludes with contemporary neo-pragmatist Richard Rorty. Features close study of thinkers most representative of the "classical" period: Peirce, James, Dewey, Addams, Mead, and others. Students acquire a solid historical, cultural, and philosophical understanding of what is quintessentially "American" about American philosophy and how it relates to other philosophical traditions. *Prerequisite:* One course in philosophy. *Four credit hours.* H. BEHUNIAK

PL353s Contemporary Analytic Philosophy At the turn of the 20th century, G. E. Moore and Bertrand Russell revolutionized the way we philosophize. Their new methods focused intensely on language, radically altering philosophy's agenda: old questions got new answers, new questions were raised, more attention was paid to the nature of philosophy itself. It culminated in Wittgenstein's extraordinary *Tractatus Logico-Philosophicus*—and a discipline in a crisis of self-identity. The first articulate responses in mid-century were Logical Positivism and

Ordinary Language Philosophy, but the contours of contemporary philosophy and its main voices, such as Kripke's Realism or Rorty's Neo-Pragmatism, are still best understood against this historical backdrop. Provides context for entering contemporary philosophical debates.

Prerequisite: Two philosophy courses. *Four credit hours.* COHEN

[PL355] Kant and German Idealism The years between the publication of Kant's *Critique of Pure Reason* (1781) and Hegel's *Phenomenology of Spirit* (1806) are among the richest in the history of philosophy. Kant's work inspired ardent devotion and passionate protest: Fichte's *Science of Knowledge*, Schelling's *Naturphilosophie*, Schiller's essays on the tragic and the sublime, and Hegel's dialectical system all responded to Kant's critical philosophy. We will read parts of the above works as well as examples of German Romanticism, a movement that sought to undermine Kantian rationality through irony and aphorism. *Prerequisite:* Three courses in philosophy. *Four credit hours.* H.

[PL357] Beauty and Truth: The German Age of Aesthetics Philosophers and artists during the German Age of Aesthetics (1770-1830) believed that art was among humans' highest achievements. Kant compared aesthetic insight with moral feeling; Goethe and Schiller paired their pathbreaking literary accomplishments with theories describing freedom in terms of the tragic and the sublime. The poet Novalis and critic Friedrich Schlegel articulated a new aesthetic they hoped would change the world; Hegel argued that art is one expression of absolute truth. These aesthetic theories are supplemented with plays and novels, as well as with the music and visual art that characterized the period. *Prerequisite:* Two philosophy courses. *Four credit hours.* A.

[PL374] 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.*

[PL378] Contemporary Continental Philosophy An exploration of the most significant themes and thinkers in French and German thought from the early 20th century to the present. Movements and schools of thought covered may include phenomenology, hermeneutics, existentialism, French empiricism, psychoanalysis, critical theory, feminism, (post)structuralism, deconstruction, science studies, and recent speculative realism. Through close reading and practiced writing students will engage with the question "What is philosophy?" *Prerequisite:* Philosophy 232 or 359. *Four credit hours.*

PL380As Recent Continental Realisms In recent years, a group of philosophers has thrown the widespread dogma of "social construction" into question. Is the world really nothing but a social construction? Does humankind really play such a significant role in the constitution of the world through its consciousness, subjectivity, language games, discourse, praxis, being-in-the-world, or embodiment? Students will explore some very recent work by a handful of philosophers who argue that in order for philosophy to be rescued from its condition of being unable to respond to current world problems, it has to return to some form of realism. *Prerequisite:* Philosophy 232 or two philosophy courses. *Four credit hours.* PETERSON

PL381s Philosophers in Focus: Plato A concentrated study of a selection of Plato's dialogues and some scholarly articles, centered around a given theme. Students will gain deep understanding of the theme, as well as its connection to Plato's larger philosophical project. *Prerequisite:* Philosophy 231. *Four credit hours.* GORDON

PL386f Philosophers in Focus: Immanuel Kant Kant developed his metaphysical system not only as an austere account of purely rational determination of knowledge and action but also as an intervention in the lively and tumultuous milieu of the Enlightenment. In this course, we study Kant's critical philosophy to acquaint ourselves with the principles of his metaphysics, epistemology, and ethics before turning to popular and scholarly polemical pieces in which he engages with a variety of socio-political views of the day, including the topic of race. *Prerequisite:* One course in philosophy (not including Philosophy 151). *Four credit hours.* SUDAN

[PL389] Philosophers in Focus: Ludwig Wittgenstein A close encounter with Wittgenstein, one of the great minds and central figures of 20th-century philosophy, with attention paid to both his rigorous early work, *Tractatus*, and his enormously influential later work, "Philosophical Investigations," with its critiques of essentialism and foundationalism. *Prerequisite:* Two philosophy courses. *Four credit hours.*

PL401f Philosophy Colloquium I The first semester of a year-long series of presentations from invited speakers on topics of philosophical interest. Senior majors are required to attend all colloquia, read the papers, and prepare responses to the presentations. *One credit hour for completion of two semesters of the series. Prerequisite:* Senior standing as a philosophy major. *Noncredit.* COHEN, GORDON, PETERSON

PL402s Philosophy Colloquium II The second semester of a year-long series of presentations from invited speakers on topics of philosophical interest. Senior majors are required to attend all colloquia, read the papers, and prepare responses to the presentations. *One credit hour for the year. Prerequisite:* Philosophy 401 and senior standing as a philosophy major. *One credit hour.* COHEN,

PL483f Philosophy Honors Program Research conducted under the guidance of a faculty member and focused on an approved topic leading to the writing of a thesis. A 3.25 major average at the end of the senior year, a grade of A- or better on honors work, a public presentation, and final approval by the department are conditions of successful completion of this program. *Prerequisite:* Senior standing, a 3.25 major average at the end of the junior year, and permission of the department. The honors tutor must be a member of the philosophy faculty. *Four credit hours.* FACULTY

PL491f, 492s Independent Study Individual projects in areas where the student has demonstrated the interest and competence necessary for independent work. *Prerequisite:* Permission of the instructor. *One to four credit hours.* FACULTY

PHYSICS

In the Department of Physics and Astronomy

Chair, Professor Charles Conover

Professors Robert Bluhm, Charles Conover, and Duncan Tate; Associate Professor Jonathan McCoy; Assistant Professors Dale Kocevski and Elizabeth McGrath; Faculty Fellow Shreyashi Chakdar; Senior Laboratory Instructor Lisa Lessard

The Department of Physics and Astronomy offers several programs: (1) the physics major, (2) the physics major with a concentration in astrophysics, (3) the astronomy minor, and (4) the physics minor. The astronomy minor is described in the "Astronomy" section of the catalogue.

Physicists study 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 of galaxies and the universe as a whole. Physics and astronomy students acquire skills in qualitative descriptions and explanations of physical phenomena, mathematical analysis of physical phenomena, 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, neuroscience, environmental science, medical physics, and bioengineering.

Emphasis is placed on independent work and cooperative research with the faculty in atomic, molecular, and optical physics, condensed-matter physics, theoretical physics, and astronomy. All faculty members have active research programs that involve undergraduate contributions. Research projects make use of the department's well-equipped laboratories, computer workstations, the Collins and Young Observatories, and supporting 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 a joint program with Dartmouth College or Columbia University. Interested students should consult with the engineering advisor before selecting their first-semester courses.

Physics 141, 145, 241, and 242 form a comprehensive introduction to classical and modern physics. For students with a previous background in physics and calculus from high school, Physics 143 may be taken instead of Physics 141.

No requirements for the physics major, the physics major with a concentration in astrophysics, or the physics minor may be taken satisfactory/unsatisfactory. Grade point averages for the department's majors and minors are calculated using all courses that can satisfy the requirements listed below.

Students considering graduate school in physics or astronomy are strongly encouraged to take all of the following courses: Mathematics 253, 262, 311, 352, Physics 253, 311, 321, 332, and 431.

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 and satisfy their academic goals. 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.

Required Physics Courses (unless exempted by advanced placement)

Physics

- 141 Foundations of Mechanics (or 143 Honors Physics)
- 145 Foundations of Electromagnetism and Optics
- 241 Modern Physics I
- 242 Modern Physics II
- 401-402 Senior Physics and Astronomy Colloquium
- 415 Physics and Astronomy Research (Physics 483-484 for students completing the honors major)

Mathematics and Computer Science Courses: Choose four (unless exempted by advanced placement); no more than one of the courses should be in computer science.

Computer Science (152 is recommended over 151)

- 151 Computational Thinking: Visual Media
- 152 Computational Thinking: Science

Mathematics

- 121 Single-Variable Calculus (or 161 Honors Calculus I)
- 122 Series and Multi-Variable Calculus (or 162 Honors Calculus II)
- 253 Linear Algebra
- 262 Vector Calculus
- 311 Ordinary Differential Equations

Elective Courses: Choose at least three. At least two must be 300-level or higher physics or astronomy courses, and at least one 300-level or higher physics or astronomy course must be taken at Colby.

Astronomy

- 231 Introduction to Astrophysics
- 342 Galaxies and Cosmology

Biology

- 274 Neurobiology

Chemistry

- 255 Nuclear Magnetic Resonance
- 341 Physical Chemistry: Thermodynamics and Kinetics

Mathematics

- 332 Numerical Analysis

Physics

- 253 Electronic Measurement in the Sciences
- 311 Classical Mechanics
- 312 Physics of Fluids
- 321 Electricity and Magnetism
- 332 Thermodynamics and Statistical Mechanics
- 333 Experimental Soft Matter Physics
- 334 Experimental Atomic Physics
- 335 General Relativity and Cosmology
- 338 Nuclear and Particle Physics
- 431 Quantum Mechanics

Requirements for the Physics Major with a Concentration in Astrophysics

Students should work closely with their advisors in selecting courses to fulfill the requirements for the concentration. Not all upper-level courses are offered every year. Astronomy 231 and one 300-level physics or astronomy course must be taken at Colby. All senior physics majors are required to participate in department colloquia by enrolling in Physics 401 and 402. For students electing the astrophysics concentration, Physics 415 should focus on a topic in astrophysics or a closely related field.

Required Courses (unless exempted by advanced placement)

Physics

- 141 Foundations of Mechanics (or 143 Honors Physics)
- 145 Foundations of Electromagnetism and Optics
- 241 Modern Physics I

- 242 Modern Physics II
- 401-402 Senior Physics and Astronomy Colloquium
- 415 Physics and Astronomy Research (Physics 483-484 for students completing the honors major)

Astronomy

- 231 Introduction to Astrophysics
- 342 Galaxies and Cosmology
- 397 Topics in Astrophysics

Computer Science – Choose one (152 is recommended)

- 151 Computational Thinking: Visual Media
- 152 Computational Thinking: Science

Mathematics – Choose three (unless exempted by advanced placement)

- 121 Single-Variable Calculus (or 161 Honors Calculus I)
- 122 Series and Multi-Variable Calculus (or 162 Honors Calculus II)
- 253 Linear Algebra
- 262 Vector Calculus
- 311 Ordinary Differential Equations

Elective Courses: Choose at least two. At least one must be a 300-level or higher physics or astronomy course.

Astronomy

- 335 General Relativity and Cosmology

Computer Science

- 231 Data Structures and Algorithms
- 251 Data Analysis and Visualization

Mathematics

- 381 Mathematical Statistics I: Probability

Physics

- 311 Classical Mechanics
- 321 Electricity and Magnetism
- 332 Thermodynamics and Statistical Mechanics
- 338 Nuclear and Particle Physics
- 431 Quantum Mechanics

Statistics

- 212 Introduction to Statistical Methods
- 321 Applied Regression Modeling

Requirements for Honors in Physics and Physics with a Concentration in Astrophysics

In the junior year, physics majors may apply for admission to the honors program. A 3.25 grade point average in courses that can count toward the major is normally required. Successful completion of the honors program will result in the degree being awarded with “Honors in Physics” or “Honors in Physics with a Concentration in Astrophysics.”

Honors majors in physics must, in addition to fulfilling the requirements for the major, 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 253, 333, or 334). In their senior year, they must also take Physics 483 and 484 Independent Honors Project in the place of Physics 415. A written honors thesis is required. A thesis completed as part of the Senior Scholars Program may be substituted for the honors thesis.

Honors majors with a concentration in astrophysics must, in addition to fulfilling the requirements for the concentration, take three additional electives, two of which must be 300-level or higher physics or astronomy courses. In their senior year, they must also take Physics 483 and 484 Independent Honors Project in the place of Physics 415. A written honors thesis is required. It is expected that students electing the astrophysics concentration will focus their honors thesis on a topic in astrophysics.

Requirements for the Minor in Physics

Physics 141 (or 143), 145, 241, 242 (or 300-level or higher physics or astronomy course), Mathematics 121 (or 161), 122 (or 162).

Course Offerings

[PH120] Space ... The Final Frontier This writing-intensive course will use the exploration of other worlds, real and imagined, as an opportunity to investigate the shifting relationships between science, science fiction, and fantasy. Students will consider the social and political implications of human exploration, together with the science behind space travel and the historical development of the NASA space program in particular. Literature and films will be treated as texts, illustrating key elements of written craftsmanship such as word choice, style, structure, and narrative. *Four credit hours.* **W1.**

PH141f Foundations of Mechanics A calculus-based survey of classical Newtonian mechanics, including kinematics, forces, work and energy, momentum, gravity, oscillations, and waves. These topics are developed further in discussions, labs, and problem-solving assignments. May not be taken for credit if the student has earned credit for Physics 143. *Prerequisite:* A working knowledge of high school or college calculus, or concurrent enrollment in Mathematics 121 or 161. *Four credit hours.* **N, Lb.** MCCOY

PH143f Honors Physics An accelerated, calculus-based, introductory course on Newtonian mechanics supplemented with some coverage of additional special topics. Intended for students who have had substantial courses in physics and calculus in high school. Topics in Newtonian mechanics include kinematics, dynamics, conservation laws, oscillations, and waves. Additional topics include special relativity and nuclear physics. Students acquire knowledge in these areas and skills for solving mathematical problems and doing laboratory work. May not be taken for credit if the student has earned credit for Physics 141. *Four credit hours.* **N, Lb.** BLUHM

PH145s Foundations of Electromagnetism and Optics Explores the foundations of electrical and magnetic forces, electromagnetic waves, and optics. Students will learn how electric and magnetic fields are described mathematically, how they are interrelated, and how the interrelations lead to a wide variety of physical phenomena. Practical applications in electric circuits and optical devices are explored. These topics are developed further in discussions, laboratory exercises, and out-of-class assignments. *Prerequisite:* Physics 141 or 143, and Mathematics 102, 121, or 161. *Four credit hours.* **N, Lb.** CONOVER

PH231f Introduction to Astrophysics Listed as Astronomy 231. *Four credit hours.* **N, Lb.** MCGRATH

PH241f Modern Physics I An introduction to the two central paradigms of non-Newtonian physics: Einstein's special theory of relativity and the quantum behavior of light and matter. The postulates of Einstein are presented and the consequences explored theoretically along with experimental evidence for relativity. The experimental evidence for quantum mechanics is considered from a historical perspective, beginning with Planck's quantum hypothesis for blackbody radiation through to the Bohr model of the hydrogen atom and the experimental evidence for the 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 145 and Mathematics 122 or 162. *Four credit hours.* CONOVER

PH242s Modern Physics II An intermediate-level introduction to quantum mechanics and atomic physics. Topics include the 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

PH253j Electronic Measurement in the Sciences Electronic measurements are used in all of the sciences as well as interdisciplinary research areas such as environmental science. Provides an introduction to experiment control and measurement instrumentation using modern electronics. Emphasizes laboratory work and includes design and implementation of electronic measurement and signal processing methods. Advanced analysis techniques will be introduced. Normally offered every other year. *Prerequisite:* Physics 145. *Three credit hours.* TIERNAN

PH311s Classical Mechanics Newton's laws, oscillatory motion, noninertial reference systems, classical gravitation, motion of rigid bodies, and Lagrangian and Hamiltonian mechanics. Lecture and discussion. *Prerequisite:* Physics 145 and Mathematics 122 or 162. *Four credit hours.* CHAKDAR

PH312s Physics of Fluids All living things, from the smallest cells to the largest communities, are soaking in or swimming through the fluid environment of liquids and gases that covers the planet. Our understanding of fluid motion helps us build better airplanes, debate climate change, and discover new design principles in biology. We will view this subject as an exciting, interdisciplinary opportunity to see the laws of physics in action. Emphasis will be on a core set of basic concepts and mathematical tools used to describe fluids and explore a range of applications drawn from biology, chemistry, geophysics, and engineering. *Prerequisite:* Mathematics 262 and Physics 242. *Four credit hours.* MCCOY

PH321f Electricity and Magnetism A theoretical treatment of electrostatics and magnetostatics in vacuum and material media through Maxwell's equations. Lecture and discussion. *Prerequisite:* Physics 145 and Mathematics 262. *Four credit hours.* KOCEVSKI

PH332f 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. *Prerequisite:* Mathematics 122 (or 162) and either Physics 242 (may be taken concurrently) or Chemistry 342 (may be taken concurrently). *Four credit hours.* MCGRATH

[PH333] Experimental Soft Matter Physics An introduction to scientific research, focusing on soft matter physics and nonlinear science. Uses advanced experimental topics such as Brownian motion, pattern formation, hydrodynamic instabilities, and chaos to provide basic training in modern interdisciplinary research methods. Strong emphasis will be placed on the use of computers and computer programming, image analysis, wet lab techniques, and other broadly applicable skills, including the reading and writing of scientific research articles. *Prerequisite:* Physics 242 and Mathematics 262. *Four credit hours.*

[PH334] 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.*

[PH335] 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.*

[PH338] Nuclear and Particle Physics An overview of nuclear and particle physics. Topics in nuclear physics include radioactivity, nuclear reactions and decays, and nuclear models. In particle physics, topics include relativistic particle interactions, the strong and weak interactions, the standard model description of quarks, leptons, and gauge fields, and ideas for new physics that goes beyond the standard model. *Prerequisite:* Physics 242. *Four credit hours.*

PH342s Galaxies and Cosmology Listed as Astronomy 342. *Four credit hours.* KOCEVSKI

PH401f, 402s Senior Physics and Astronomy Colloquium A colloquium series with presentations by visiting scientists, department faculty, and senior physics majors. Visitors and faculty present their current research. Seniors present formal oral presentations on their senior projects or honors theses. Non-graded. *One credit hour for the year.* *Noncredit.* BLUHM

PH415f, 416js Physics and Astronomy Research A guided research project on a topic in physics, astronomy, or a related area. Students may choose from a range of approaches, including literature searches, analytical and computational analyses, experimental data collection and analysis, and theoretical investigation. Some project components can be conducted off campus or as part of a team project. Physics 415 is required for all senior physics majors. *One or two credit hours.* FACULTY

PH431f Quantum Mechanics Study of the structure and interpretation of quantum mechanics at an advanced level. Quantum states and observables are described in terms of abstract state vectors and operators. Students learn about representations of state vectors and operators in terms of wave functions and differential operators in addition to the tools of linear algebra: vectors and matrices. We will approach the abstract representation of quantum objects using the concrete example of spin-1/2 particles and photons to provide insight into fundamental principles. Deep issues concerning the nature of locality and realism are explored. Weekly discussions and problem-solving assignments are used to clarify concepts. 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.* CHAKDAR

PH483fj Independent Honors Project Research conducted under the guidance of a faculty member and focused on an approved topic leading to the writing of an honors thesis. *Two to four credit hours.* FACULTY

PH491f, 492s Independent Study Individual topics or research in areas where the student has demonstrated the interest and competence necessary for independent work. *Prerequisite:* Permission of the instructor. *One to five credit hours.* FACULTY

PSYCHOLOGY

Chair, Professor Martha Arterberry, **Associate Chair**, Associate Professor Christopher Soto
Professors Martha Arterberry and Edward Yeterian; Associate Professors Jennifer Coane, Melissa Glenn, Tarja Raag, Erin Sheets, and Christopher Soto; Assistant Professors Allecia Reid McCarthy and Elizabeth Seto; Visiting Assistant Professors Joseph Atkins and Michael Buccigrossi

We believe the best way to learn the science of psychology is by engaging our faculty and students in a collaborative search for new knowledge about human cognition, emotion, and behavior. This process begins with an understanding of the discipline's conceptual foundations, and it requires a firm grounding in methods of research design and statistical analysis. Psychology majors learn how to explain behavior from multiple perspectives; how to ask substantive questions and to use appropriate empirical methodologies to address those questions; how to communicate their findings clearly in written, oral, and visual forms; and how to interact with humans and animals following the ethical standards of the field.

An extensive program of laboratory research provides the means for students and faculty to work together to explore interesting phenomena in cognition, development, emotion, health, motivation, neuroscience, perception, personality, psychopathology, and social psychology. Civic engagement and internship opportunities allow students to apply course content to real-world contexts.

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, colby.edu/psychology.

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

Because Psychology 214 and 215 impart skills that are crucial for the required advanced work in collaborative research, students must maintain minimum grades of C in these courses in order to continue in the major. Psychology 214 and 215 should be taken in the sophomore year and no later than the junior year; these courses may not be repeated. Two courses (equivalent to Psychology 111 or the 200-level electives) transferred from other institutions, including those taken while abroad, may be counted toward the major. Psychology and psychology: neuroscience majors may not take any psychology course satisfactory/unsatisfactory. Psychology courses used to fulfill a major in educational studies: human development cannot also count toward a psychology or psychology: neuroscience major.

Requirements for the Major in Psychology

Psychology 111, 214, 215, 420; at least two courses from 241, 251, 253, 254, 259; at least two courses from 232, 233, 234, 236, 275; at least one 300-level seminar with an associated course in collaborative research; at least one other 300-level course.

Requirements for the Major in Psychology: Neuroscience

Psychology 111, 214, 215, 233, 374 or 375, 420; at least two courses from 232, 234, 236, 254, 275; at least two courses from 241, 251, 253, 259; at least one 300-level seminar with an associated course in collaborative research. In addition, Biology 163, 164, and 274 (with lab); at least one biology course from 225, 276, 279, 332, 373, 374, 375. A student may not double major in biology with a concentration in neuroscience and psychology: neuroscience.

Honors in Psychology or Psychology: Neuroscience

Near the end of the junior year, students may be invited by the department to participate in the honors program. Criteria for invitation normally include major GPA, completing at least one seminar and collaborative research paired course by the end of the junior year, overall engagement in research, and compatibility of student and faculty interests. 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."

Course Offerings

PS111fs Introduction to Psychology An examination of classical and contemporary topics in psychology, including neuroscience, learning, memory, cognition, language, intelligence, development, personality, psychopathology, and social psychology. Students will begin developing skills that will enhance understanding of the discipline of psychology, including explaining behavior from multiple theoretical perspectives, conducting research and evaluating the results, applying research to real-world contexts, thinking about implications of research, and working collaboratively in a scientific context. *Four credit hours.* **S.** BUCCIGROSSI, COANE, RAAG, SETO, SOTO

[PS115] Psychology of Drugs Drugs are an integral, but often controversial aspect of life in the United States and elsewhere. It was not until the 19th century that the formal study of drugs by scientists, including psychologists, gained significant momentum. The number of

drugs available has increased at the same time as our scientific understanding and drug laws have proliferated. Students write about behavioral and neural aspects of drugs in different formats, e.g., response papers, media-style articles, and research reviews, and give presentations. Credit cannot be earned for both Psychology 115 and 236. *Three credit hours.* **W1.**

[PS120A] Our Lives as Animals Drawing mainly on research from the fields of neuroscience and psychology, we will explore how our behavior, like that of other animals, is a product of our biology. We will also explore the ways in which our interactions with the world influence and shape the structure and functioning of our brains. No formal background in neuroscience or psychology is required. Students will learn about selected topics and writing through a series of structured writing and speaking assignments in which they can target different audiences, experiment with different styles, and learn effective use of revision. *Four credit hours.* **W1.**

PS120Bs Memories and Memoirs Memory supports an individual's sense of self and place in the world. To learn how memory underlies the construction of individual and social narratives, we will talk about memory and memory failures and apply this knowledge to assess memoir essays and other forms of writing. Students will a) practice writing for diverse audiences; b) learn about the process of writing through outlining, drafting, and revising; c) refine skills in writing clearly and eloquently; and d) properly represent and integrate the ideas of others. Students will also learn about the science of memory and memory processes related to long-term memory. *Four credit hours.*
W1. COANE

PS214f Research Methods and Statistics in Psychology I Along with Psychology 215, provides students with knowledge of research design and statistical tools for working with data, which will allow them to engage in original empirical research. Topics include descriptive and inferential statistics, literature review, hypothesis formulation, and issues of control and ethics in research. Students practice a variety of statistical tests, work with SPSS, powerful statistical software, and prepare a written proposal for an experiment following the stylistic conventions of the American Psychological Association. Lecture and laboratory. *Prerequisite:* Psychology 111 and another 200-level psychology course (may be taken concurrently). *Four credit hours.* **Q.** SHEETS

PS215s Research Methods and Statistics in Psychology II Continuation of Psychology 214. Topics include experimental design, analysis of variance (ANOVA), interpretation of complex factorial studies, and oral and written communication of findings following the conventions of the American Psychological Association. Collaborative laboratory activities center on design, data collection, analyses, and oral and written communication of an original empirical research project. Lecture and laboratory. *Prerequisite:* Psychology 214, a W1 course, and sophomore or junior standing. *Four credit hours.* **W2.** ARTERBERRY

PS232s Cognitive Psychology Study of human cognition: how the cognitive system encodes, processes, and uses information. Emphasis is on the areas of pattern recognition, attention, memory, and language. We will explore these areas by discussing classic and contemporary research and the theories proposed to explain the observed phenomena. We will integrate findings from behavioral studies, neuroscience, and special populations to gain understanding of the basic processes underlying normal cognitive operations that are pervasive in everyday life. Readings and discussion of original papers and written assignments will supplement lectures and texts. *Prerequisite:* Psychology 111. *Four credit hours.* COANE

PS233fs Biological Basis of Behavior Broad survey of behavioral neuroscience will include instruction on neural anatomy and function; modulation of these systems by hormones, drugs, and disease; and the neural basis of many behaviors of interest to psychologists, including sex, sleep, learning, and memory. Students will gain a comprehensive working knowledge of the mammalian central nervous system in the context of psychology to use as they learn the historical and modern framework of specific questions by reading and discussing research articles and completing assignments. Assignments will prepare students to write a research proposal on one topic they will learn about and critically analyze in more depth. *Prerequisite:* Psychology 111. *Four credit hours.* BUCCIGROSSI

PS234j Theories of Learning A comparative examination of the scientific study of learning from the perspectives of classical conditioning, instrumental learning, and operant conditioning theorists: Watson, Thorndike, Skinner, Hull, Pavlov, Guthrie, Estes, Tolman, and others. Consideration of philosophical and historical antecedents, current issues, and applications to animal and human behavior. Includes critical reading and discussion of classic and modern scientific and popular articles, and related written assignments and oral presentation. *Prerequisite:* Psychology 111. *Three credit hours.* YETERIAN

PS236s Drugs, Brain, and Behavior An examination of relationships among drugs, nervous system, conscious experience, and behavior. Historical and legal as well as psychopharmacological aspects of a wide variety of licit and illicit substances will be surveyed, including cocaine, amphetamines, nicotine, caffeine, alcohol, opiates, marijuana, hallucinogens, psychotherapeutic and other prescription medications, and over-the-counter drugs. Includes critical reading and discussion of information from scientific and popular media, related written assignments, and oral presentation. Credit cannot be earned for both Psychology 115 and 236. *Prerequisite:* Psychology 111. *Four credit hours.* YETERIAN

PS241f Health Psychology An examination of the contributions of psychology to identifying factors that relate to health and illness, promoting and maintaining health, and preventing and treating illness. Students will gain knowledge of methodologies for studying health

behavior, the role of psychological, social, and structural factors in health and illness, theories of health behavior, and designing interventions to promote health and manage illness. In addition, students will apply course content to real-life contexts. *Prerequisite:* Psychology 111. *Four credit hours.* REID MCCARTHY

PS251f Personality Psychology An individual's personality is that person's characteristic pattern of thinking, feeling, and behaving, together with the psychological mechanisms that underlie this pattern. In this introduction to personality science, students will critically engage with a variety of theories, methodologies, and research findings that influence current thinking about personality. Issues considered include approaches to studying personality; biological, social, and cultural bases of personality; conscious and unconscious personality processes; and influences of personality on behavior and life outcomes. *Prerequisite:* Psychology 111. *Four credit hours.* SOTO

PS253s Social Psychology Social psychology is the study of how the social environment influences a person's thoughts, feelings, and behaviors. Introduces students to major theoretical perspectives in the field as well as classical and contemporary research in social psychology. Topics include social cognition and perception, the self, attitudes and persuasion, social influence, and interpersonal attraction. *Prerequisite:* Psychology 111. *Four credit hours.* SETO

PS254s Abnormal Psychology An examination of major paradigms, research, and current issues in abnormal psychology. Includes diagnostic classification, etiology, and clinical intervention strategies as applied to the major categories of mental disorder. Special topics such as treatment outcome research methods, professional ethics in mental health settings, and the importance of comorbidity in the study of psychopathology are addressed. *Prerequisite:* Psychology 111. *Four credit hours.* SHEETS

PS259f Lifespan Development A study of human development across the lifespan with emphasis on the general characteristics of development from birth to death. Various theories will be explored to explain developmental processes. Topics include perceptual, cognitive, social, and identity development; the role of families, communities, and culture in development; and death and dying. Students have the option to participate in civic engagement activities in the local community. This applied work helps students explore how to apply the findings of research or tenets of theory to real-world contexts. *Prerequisite:* Psychology 111. *Four credit hours.* RAAG

PS275f Human Neuropsychology An examination of neural bases of normal and abnormal human cognition, emotion, and behavior, with integration of modern and classic data from experimental and clinical neuropsychology and neurology. Emphasis on functional neuroanatomy in sensory-perceptual, motor, and emotional-motivational function; in cognitive processes including learning, memory, and language; in mental disorders; and in brain injury and disease. Includes critical reading and discussion of modern and classic scientific and popular articles and related written assignments and oral presentation. *Prerequisite:* Psychology 111. *Four credit hours.* YETERIAN

PS336f Seminar in Experimental Social Psychology Trains students to critically examine various areas of research in social psychology, with an emphasis on topics historically found in existential philosophy. Discussion topics may include the psychological consequences of belief in free will on moral judgments, social behavior, and understanding of the self and factors that contribute to the experience of authenticity, true self-knowledge, and a meaningful existence. Students will be expected to read, write, and engage in constructive discussions of empirical research articles and develop skills to analyze and evaluate current research in the field. *Prerequisite:* Psychology 215 and 253, and concurrent enrollment in 337. *Four credit hours.* W3. SETO

PS337f Collaborative Research in Social Psychology Collaborative empirical research projects on topics discussed in Psychology 336. Students will design, conduct, and present an original research project that contributes to the knowledge of existential issues within the framework of social psychology. 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 336. *One credit hour.* SETO

PS339s Seminar in Personality Psychology With its companion, Psychology 340, trains students to be personality psychologists—informed consumers and producers of personality science. Students will critically engage with a variety of personality theories and research through reading, writing, and discussion. Issues considered include how specific habits of thinking, feeling, and behaving cohere into broader personality traits; how personality develops across the life span; and how personality influences behavior and life outcomes. *Prerequisite:* Psychology 215 and 251, and concurrent enrollment in Psychology 340. *Four credit hours.* W3. SOTO

PS340s Collaborative Research in Personality Psychology Each student will become an expert about a specific issue related to personality. Working collaboratively, students will then design, conduct, and present a research project that contributes new scientific knowledge about this issue. *Prerequisite:* Psychology 215 and 251, and concurrent enrollment in Psychology 339. *One credit hour.* SOTO

PS341f Seminar in Memory Focuses on the processes by which memories are modified or distorted. Students will acquire a basic understanding of how memories are reconstructive in nature and depend on and interact with other cognitive processes. Evaluation of

theories and interpretation of data will be achieved through reading and discussing original sources. In-class discussion, as well as presentations and written assignments, will help students develop critical and analytical skills to understand and interpret data. *Prerequisite:* Psychology 215 and 232, and concurrent enrollment in Psychology 342. *Four credit hours.* **W3.** COANE

PS342f Collaborative Research in Memory Collaborative empirical research projects on topics discussed in Psychology 341. Students will conduct original empirical work testing the reconstructive nature of memory. Students' competence in research and communication will be assessed, following the guidelines of the American Psychological Association, through written assignments and oral presentations, both collaborative and individual. *Prerequisite:* Concurrent enrollment in Psychology 341. *One credit hour.* COANE

[PS343] Seminar in Emotion Theory and Research Critical examination of various areas of research in emotion, with an emphasis on current issues. Discussion topics may include models of emotion, emotion antecedents and appraisal, emotional response (facial expression, subjective report, physiological arousal), emotion regulation, and dysfunctional emotion in the context of psychopathology. *Prerequisite:* Psychology 215 and either 253 or 254, and concurrent enrollment in Psychology 344. *Four credit hours.*

[PS344] Collaborative Research in Emotion Laboratory involving collaborative empirical research projects on topics discussed in Psychology 343. Students design, conduct, and present original research on emotion. *Prerequisite:* Concurrent enrollment in Psychology 343. *One credit hour.*

PS347f Seminar in Cognitive Development Study of children's cognition with a goal of understanding their increasing competency in eyewitness testimony. Focusing on 3- to 5-year-old children, current theories and empirical research are explored. Discussion topics may include memory development, information processing, perception, attention, and/or how the social context influences cognition. 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; one of 232, 255, or 259; and concurrent enrollment in 348. *Four credit hours.* **W3.** ARTERBERRY

PS348f Collaborative Research in Cognitive Development Collaborative empirical research projects on topics discussed in Psychology 347. Empirical work addressing an original research question on a topic pertaining to 3- to 5-year-old 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 volunteering weekly in a local early-childhood program. *Prerequisite:* Concurrent enrollment in Psychology 347. *One credit hour.* ARTERBERRY

[PS349] Seminar in Neural Plasticity and Behavior Several topics within the field of behavioral neuroscience will be examined in depth with an emphasis on rat models of cognition, emotion, and motivated behaviors. Current and historical contexts will be examined and discussion topics will focus on varieties of neural plasticity and their relevance to behavior, including adult hippocampal neurogenesis, neuron morphology, neurotransmitter function, protein expression and how these plastic features pertain to memory consolidation, anxious and exploratory behaviors, stress reactivity and consequences, reward mechanisms, and/or social interactions. Reading and discussion of empirical and review papers will develop skills to critically evaluate and integrate published and generated data. *Prerequisite:* Psychology 215 and 233, and concurrent enrollment in Psychology 350. *Four credit hours.* **W3.**

[PS350] 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.*

[PS352A] Sex and Gender Seminar Psychological principles as they relate to sex/gender/sexuality. Focus topics including theoretical perspectives of how the dimensions of sex/gender/sexuality are formed will be addressed in the first half; specific topics related to sex/gender/sexuality in the second. Focus topics are selected by students and have included dating violence, gender bullying, homophobic/transphobic bullying, domestic violence, and links between systems of discrimination (sexism/racism/homophobia/classism). Students are expected to participate in applied work or activism and to reflect on how to bridge the gap between research/theory and using research/theory in the real world to solve social problems linked to sex/gender/sexuality. *Prerequisite:* Psychology 255, 256 or 259, and senior status. *Four credit hours.*

PS352Cs Seminar on Mood Disorders and Creativity: The Mad-Genius Debate Are creative people more likely to experience mood disorders? Can extreme mood experiences inform and even enhance creativity? The concept of the "mad genius" has been debated for centuries and remains controversial within modern psychological science. We will explore the nature of creativity and its intersection with mood and mental illness. Learning goals include discussing and critically examining conflicting claims about the effects of mood episodes on creative productivity, conceptually linking psychological science to disciplines of creative expression, and proposing a novel research project

regarding mood disorders and creativity. *Prerequisite:* Psychology 254. *Four credit hours.* SHEETS

PS352Ef Seminar: Developmental Psychology Psychological principles as they relate to developmental psychology. Topics including theoretical perspectives on how development proceeds will be addressed in the first half; specific topics related to development in the second. Topics are selected by students and have included dating violence, bullying, sexuality, domestic violence, links between systems of discrimination (sexism/racism/homophobia/classism), resiliency, parenting, attachment, friendships, mentoring, death, and dying. Students are expected to participate in applied work to reflect on how to bridge the gap between research/theory and using research/theory in the real world. *Prerequisite:* Psychology 259. *Four credit hours.* RAAG

PS354s Seminar in Emerging Adulthood Study of identity change in emerging adults. Current theories and empirical research on identity are explored with an emphasis on developmental processes. Discussion topics may include contexts of change, contextual triggers of change, scaffolding for healthy identity change, and the intersection among identities. Students will determine the more specific focus of identities we study: religious, political, sexual, gender, ethnic/racial, etc. Reading and discussion of empirical research articles allow for development of skills for evaluating current research, placing new data within a theoretical context, and explaining identity development from several theoretical perspectives. *Prerequisite:* Psychology 215, and either 255, 256, or 259, and concurrent enrollment in 355. *Four credit hours.* RAAG

PS355s Collaborative Research in Emerging Adulthood Collaborative empirical research projects on topics discussed in Psychology 354. Empirical work addressing an original research question on a topic pertaining to emerging adult identity. Collaborative and individual oral and written assignments, following the conventions of the American Psychological Association, in addition to evaluating student research and communication competencies. *Prerequisite:* Concurrent enrollment in Psychology 354. *One credit hour.* RAAG

PS356s Seminar in Social Psychology and Health Critical examination of current issues in health psychology, with an emphasis on the social psychological approach to the study of health. Discussion topics may include whether, how, and for which individuals social relationships and the social environment affect health, theories of health behavior, and social psychological approaches to health behavior change. Reading and discussing empirical research articles will aid students in developing the skills to both critically evaluate and effectively communicate about current research. *Prerequisite:* Psychology 215, either 241 or 253, and concurrent enrollment in 357. *Four credit hours.* W3. REID MCCARTHY

PS357s Collaborative Research in Social Psychology and Health Collaborative empirical research projects on topics discussed in the seminar. Students will design, conduct, and present the findings of a research project that contributes new knowledge to the field of health psychology. *Prerequisite:* Psychology 215, and either 241 or 253, and concurrent enrollment in 356. *One credit hour.* REID MCCARTHY

[PS374] Seminar: Psychology and Neuroscience Exploration of the vast intersection between the fields of psychology and neuroscience: 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 present their ideas in oral and written form and will work on a collaborative writing project. *Prerequisite:* Psychology 233. *Four credit hours.*

PS375s Seminar: Human Neuropsychology Exploration of current and classic issues in human brain-behavior relationships, normal and abnormal, through critical reading and discussion of scientific literature in experimental and clinical neuropsychology and neuroscience, behavioral neurology, and neuropsychiatry. Topics may include neural bases of sensory-perceptual, cognitive, emotional-motivational, and motor processes; mental and neurological disorders; brain injury and disease; and drugs and medications. Includes oral presentations and written critical research reviews. *Prerequisite:* Psychology 233, 236, or 275. *Four credit hours.* YETERIAN

PS416s Senior Empirical Research A senior independent empirical project conducted in one semester that addresses a question about human or animal behavior or mental processes. Students will be expected to carry out all phases of a research investigation, including a literature review, study design, data collection and analyses, and writing a final report. *Prerequisite:* Psychology 215, content area courses relevant to the research topic, and permission of the department. *Three or four credit hours.* YETERIAN

PS420fs Senior Integrative Seminar A culminating experience for students majoring in psychology, organized around the department's research colloquium series. Students will critically engage with a variety of current psychological research and will integrate theories, methodologies, and findings across areas of psychology. Specifically, students will attend research presentations by invited guest speakers, read companion papers selected by the speakers, meet in a seminar session to discuss each speaker's presentation, and write a final paper that integrates the theories, methodologies, or research findings of at least two colloquium speakers. *Prerequisite:* Senior standing in psychology and permission of the instructor. *Three credit hours.* SHEETS

PS483f Honors Research I Under faculty supervision, students prepare a proposal and carry out an independent, empirical project culminating in the preparation of a paper of publishable quality and a formal presentation. A 3.50 major average at the end of the senior year is a condition of successful completion of this program. Application required during junior year. *Prerequisite:* A 3.50 major average at the end of the junior year and permission of the department. *Four credit hours.* FACULTY

PS483Jj Honors Research I *Noncredit.* REID MCCARTHY

PS491f, 492s Independent Study Individual projects, under faculty supervision, in areas in which the student has demonstrated the interest and competence necessary for independent work. Cannot be counted toward the psychology major or minor. *Prerequisite:* Permission of the instructor. *One to four credit hours.* FACULTY

RELIGIOUS STUDIES

Chair, Professor Nikky-Guninder Kaur Singh

Professors Debra Campbell, Carleen Mandolfo, Charles Orzech, and Nikky-Guninder Kaur Singh; Associate Professor David Freidenreich; Visiting Assistant Professor David Jorgensen; Faculty Fellow Sean O'Neil

The study of religion in a college curriculum involves the historical and comparative scrutiny of the religious traditions, such as Christianity, Judaism, Islam, Hinduism, Sikhism, Jainism, Buddhism, Taoism, Confucianism, and Shinto. Inevitably, the examination of basic questions about religion—traditional understandings of the divine, religious experience and expressions, 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 (111, 212); Judaism and Islam (181, 182, or History 285); Christianity (236); and Bible (143, 144). The 10 required courses will include three religious studies courses at the 300 level or above and a senior independent study project. The three required 300-level courses may not include courses from other departments or institutions. The senior independent study project may take one of three forms: a four-credit independent study (491 or 492) sponsored by a member of the religious studies faculty or an approved faculty member from another department; 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 in a symposium held at the end of the spring semester.

The point scale for retention of the major applies to all courses that count toward the major.

Honors Program in Religious Studies

Students majoring in religious studies may apply during their junior year for admission to the honors program. Students are expected to submit their proposal to the department chair by April 15. Admission is contingent on GPA of 3.65 or higher in the major at the completion of the junior year. On successful completion of the work for the honors program, including a thesis, students will graduate from the College 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 three of the following groups: Eastern Religions (111 or 212); Judaism and Islam (181, 182, or History 285); Christianity (236); and Bible (143 or 144). The six required courses will include two religious studies courses at the 300 level or above. The two required 300-level courses may not include courses from other departments or institutions.

Courses from Other Departments That Can Serve as Electives in the Religious Studies Major/Minor

(Students may petition the chair to consider other courses toward the major)

Art

- 125 Art and Architecture of the Islamic World, 622-1250
- 126 Art and Architecture of the Islamic World, 1258-1914
- 213 Early Medieval Art
- 323 Destroying Culture: Iconoclasm
- 477 On the Road: Pilgrim Culture

Anthropology

- 244 Anthropology of Religion
- 246 Religion and Everyday Life in Muslim Societies

English

- 231 Tolkien's Sources

Government

- 251 Israelis and Palestinians: Conflict and Accommodation
- 252 Introduction to Politics of the Middle East

History

- 285 Foundations of Islam
- 317 Universities, Cathedrals, Courtly Love: 12th-Century Renaissance
- 413 Research Seminar: Joan of Arc: History, Legend, and Film

Latin American Studies

- 373 Religion and Unbelief in Latin American History

Music

- 254 Music of Meditation

Philosophy

- 114 Central Philosophical Issues: Nature and God
- 274 Philosophy of Religion

Course Offerings

RE111s Religions of India A study of Hinduism, Buddhism, Sufism, and Sikhism with a focus upon their religious texts and the cultural context within which they developed. An examination of the relationship these religious traditions have to one another, their metaphysical understanding of reality, their theories of self, and their views of the social, as expressed in myth, art, and ritual performance. How do these Indian religious traditions enrich our "patchwork heritage" in the United States? Readings, slides, sacred music, and film clips will be used to introduce the respective traditions. Previously listed as Religious Studies 211. *Four credit hours.* **S.** SINGH

RE114f Introduction to the Study of Religion: Religion, Ritual, the Body Piercing, restraint, sleep deprivation, starvation, tattooing. We examine religious modifications of the body through ritual, the use of clothing, the treatment of hair, and through other forms of decoration and even violent modification. In this introduction to the study of religion and recent theories of religion, ritual, and the body, students will learn how scholars investigate religion. They will also learn to describe two major theoretical approaches to religious ritual, to use these tools to explain practices from prayer to extreme forms of asceticism, and to describe and evaluate sources of information for the study of religion. *Four credit hours.* **S.** ORZECH

[RE117] 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.**

[RE120] Personal Writings about God What do I believe about God or the supernatural? Which values should guide my life, and how do I know? Why is there suffering in this world? How might I make sense of death? Students will learn to reflect upon and express in writing their own answers to these core religious/spiritual questions through critical engagement with the ideas of prominent contemporary thinkers from various traditions. In the process, they will develop skills as writers and critical thinkers while gaining deeper appreciation for the diversity and complexity of responses to some of life's fundamental questions. *Four credit hours.* **W1.**

RE120Bfs Religious Diversity in the Ancient Mediterranean Examines various forms of interreligious dialogue in the Greco-Roman world, between and among Jews, Greeks, Romans, and Christians: discussion and debate; prejudice and xenophobia; persecution and martyrdom; proselytism and conversion. How does contact with religious others spur debate on normativity, deviance, ethnicity, nationalism, purity, and virtue? Students will gain an informed understanding of the religious diversity of classical antiquity, will practice discussing and writing about controversial religious issues, and will apply these insights to the challenges and opportunities of religious diversity in our own

complex, interconnected world. *Four credit hours.* **H, W1, I.** JORGENSEN

[RE121] Catholic Church and Hollywood Explores various ways in which the histories of the Catholic Church and Hollywood intersect: in the works of God/church-obsessed directors (e.g., Alfred Hitchcock and Clint Eastwood); in Hollywood's treatment of Catholic teachings and ritual and of pivotal moments in the Catholic community's history; and in the Catholic hierarchy's attempt to act as Hollywood's censor. Designed to increase students' understanding of Catholic history and culture; provide practice in the art of discussing controversial religious topics; refine students' writing through brief, focused essays on Catholic films; and prepare students to reach their own conclusions about Catholics and Hollywood. *Three credit hours.* **H, U.**

RE136f Introduction to Christianity Considers historical turning points in key Christian ideas, texts, and practices in order to understand the lived experience of contemporary Christians around the world. Studies debates and controversies of faith in the context of social categories like gender, sexuality, race, ethnicity, social class, and disability. Readings magnify voices of Christian people at the margins of evident power structures, especially (but not exclusively) in the U.S. context. *Four credit hours.* **H.** O'NEIL

RE143f Introduction to the Hebrew Bible/Old Testament Explores the best-selling book of all time by focusing on the first part of the Bible, i.e., the Hebrew Bible or Old Testament. We will study famous biblical characters and analyze challenging and unexpected narratives. Students will gain an informed understanding of this rich collection of texts by concentrating on their literary, social, and historical contexts. We will also take into consideration the ways in which these texts have been used in contemporary poetry, film, art, and music. *Four credit hours.* **L.** JORGENSEN

RE144s Introduction to the New Testament Examines the varied writings that compose the New Testament from historical and literary perspectives. Who really was the Jesus of history and what did he teach about God, the end of the world, and humanity's place in the cosmos? By analyzing texts critically and discussing their theological and social interpretations, students will gain an appreciation for the New Testament's stunning influence on both ancient and modern culture. *Four credit hours.* **L.** JORGENSEN

[RE152] Israeli Popular Music Explores Israeli culture and society, past and present, through the medium of popular music. Students will learn about Israel's political and social history and the rich cultural diversity of its population. Students will develop broadly applicable critical thinking skills through analyzing pop music and its lyrics. In the process, students will gain a deeper appreciation of contemporary Jewish and Palestinian identities and of the relationship between pop music as an artistic genre and the cultures within which it emerges. *Three credit hours.* **A.**

RE181f Conceptions of Jews and Judaism A survey of the history of the Jewish people and the religion called Judaism from the biblical era through the Middle Ages, tracing the development of ideas, texts, beliefs, and practices that continue to influence Jewish life and thought today. Examines Christian and Islamic ideas about Jews and Judaism and the historical impact of inequality, prejudice, and persecution on Jewish society and culture. Students will develop broadly applicable critical reading skills as well as those that relate specifically to the analysis of religious texts. *Four credit hours.* **H, I.** FREIDENREICH

RE182s Jews, Judaism, and 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

RE212f Religions of China, Japan, and Tibet An examination of Confucianism, Taoism, Shinto, and Buddhism—the indigenous religions of China, Japan, and Tibet—tracing the entrance of Buddhism into China, Japan, and Tibet and the resulting transformation of this religion in its interaction with these civilizations. The political ideology of Confucianism, the mystical dimensions of Taoism, the mythological aspects of Shinto, the meditative experiences of Zen (haiku, swordsmanship, the tea ceremony, etc.), and the psychological and artistic practices of Tibet. *Four credit hours.* **S.** SINGH

[RE214] Global Sikhism: Migration and Identity A study of the South Asian immigration to North America through the lens of the Sikh community. How do Sikhs cope with racism, prejudice, and stereotyping in the new country? How do they deal with gender, sexuality, and transnationalism within their own community? How do they contribute to the political, social, and religious diversity of America? We will explore the themes of displacement, hybridization, multiculturalism, and postmodernity in film, art, literature, and Bollywood bhangra music and dance. The goal is to promote intercultural understanding and strengthen the diversity of our reality. *Four credit hours.* **I.**

RE217s Religion in the Americas Examines religion and culture in the Americas, in both historic and current contexts, by addressing a number of social questions. Why did some African-American slaves convert to Christianity when many white slaveholders used the Bible to justify their enslavement? Why did some Jews in the United States maintain a practice of separate seating between genders in their places

of worship, while others were eager to adopt mixed seating in synagogues? More recently, how have religions responded to and incorporated diverse forms of U.S. popular culture? Such questions will be considered comparatively with respect to such issues in Latin America and Canada. *Prerequisite:* Sophomore or higher standing. *Four credit hours.* **H.** O'NEIL

[RE219] Violence and Religion through the Centuries From the practice of human and animal sacrifice in the Hebrew Bible to the "sacrifice" of Jesus to contemporary acts of bigotry and violence conducted in the name of religious commitment, an examination of the intersection of violence and religion as portrayed primarily in the texts and traditions of Judaism and Christianity. Sacred texts, works of literature, and current events that illustrate and explore the theme of sacred violence will be the focus. *Four credit hours.*

RE221s The Jews of Maine Participants will advance popular understanding of the experiences of Maine's Jews past and present by producing mini-exhibitions for display at the Maine State Museum, along with thematically related programs for school groups and adult audiences. In conjunction with the 2017-18 humanities theme, "Origins," we will explore the question, "What does it mean to be from Maine?" Students will develop transferable skills in research, multimedia communication, and collaboration while gaining a richer understanding of how Jews and others have staked their claim to authenticity as Mainers. **Origins humanities lab.** *Four credit hours.*
H, U. FREIDENREICH

[RE224] Jewish Theology Listed as Jewish Studies 224. *Four credit hours.*

RE231s Religious Life of Things Icons, relics, scriptures, beads — we often overlook the fact that the spiritual is everywhere present in material images and objects. We will learn methods of understanding the role of religious images and objects. Students will use semiotic tools to analyze religious images, become familiar with contemporary approaches to the study of religious objects, and be able to use those approaches to analyze a religious object. Guided research will make use of library and online resources. *Four credit hours.* **A.** ORZECH

[RE236] Modern Christianity Examines critical turning points in the relationship between Christianity and modernity, including the Protestant Reformation; the encounter between religion and reason; the emergence and development of evangelical Christianity; Christianity's complex relationships with movements to fight racial, ethnic, gender, and class-based oppression. Designed to increase students' understanding of the evolution and diversity of Christianity, provide practice in discussing controversial religious topics, refine writing skills, and prepare students to reach their own conclusions about Christianity and its history. *Four credit hours.* **H.**

RE242j The Good Life What does the good life look like? What does it mean to live life well? We explore these questions through engagement with the lives and visions of founding figures from six diverse traditions of imagining a good life: the Buddha, the Hebrew Bible and Talmud, Jesus of Nazareth, Muhammad, John Stuart Mill, and Friedrich Nietzsche. Includes visits from contemporary individuals who understand their lives to be shaped by the traditions in question and an overnight retreat focused on the 'spiritual autobiographies' of students in the course. Previously offered as RE297 (Jan Plan 2017). *Three credit hours.* **S.** NELSON

RE244f Anthropology of Religion Listed as Anthropology 244. *Four credit hours.* **I.** STROHL

RE246s Religion and Everyday Life in Muslim Societies Listed as Anthropology 246. *Four credit hours.* **I.** STROHL

[RE253] Mormons An examination of the Church of Jesus Christ of Latter-day Saints from its 19th-century origins to the present day: its history, theology, spirituality, and rituals. Attention to controversies over race and polygamy and to the Mormon mystique. Designed to increase students' understanding of the Mormons, their history, and their church; provide practice in discussing controversial religious topics in a pluralistic setting; refine writing skills; and prepare students to draw their own conclusions about Mormons, their history, and their church. *Four credit hours.* **H, U.**

[RE256] The African-American Religious Experience A sociological analysis and historical overview of the diverse religious organizations, leaders, experiences, and practices of black people in the United States. Emphasis upon the predominant Afro-Christian experience, its relationship with the African background, contemporary African religions, other religions (e.g., Islam), political institutions, social change, urban problems, and the arts. Special attention to the role of black Christian women in church and society. Formerly offered as Religious Studies 356. *Four credit hours.* **U.**

[RE257] Women in American Religion An examination of women in American religion from colonial times to the present, including experiences of ordinary women and leaders of reform movements and alternative communities. Attention to how women have embraced and adapted traditional religions and constructed alternative communities and theologies. Increases students understanding of religious diversity and marginalization, as well as the role of organized religion in promoting (and impeding) justice and equality; provides practice in discussing controversial religious issues; refines writing skills; helps students to form their own opinions on issues related to women in

American religion. *Four credit hours.* H, U.

[RE259] Catholics An examination of the history and culture of the Catholic Church during the past century, with special emphasis on the recent past: Catholic social teachings, Vatican II, the Pope Francis Phenomenon, and what makes Catholics different from other Christians. Intended to provide students with practice in the art of writing about and discussing controversial religious topics and help them to form their own opinions concerning Catholicism—past, present, and future. *Four credit hours.*

RE263s Buddhism across East Asia Listed as East Asian Studies 263. *Four credit hours.* L. ORZECH

[RE275] Contemporary Witchcraft: Formalists, Feminists, and Free Spirits History and practice of contemporary Witchcraft. Often erroneously confused with Satanism, Witchcraft (which includes Wicca) is an Earth-based religion centered on Goddess and God imagery which declares nature to be sacred and derives many of its rituals and practices from the seasons and cycles of the natural world. Readings, videos on thea/ology, rituals, practices, and activism of Witches. Experiential components (discussions with Witches, 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 the focus on nature shaped contemporary Witchcraft? Why are many Witches activists? Why is there public resistance to, discrimination against Witches? *Three credit hours.*

RE277j Religious Responses to Harry Potter Close reading of the 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 contemporary Pagan religious expressions, and write their own evidence-based analysis of the question, what are the religious influences in the Harry Potter novels? *Three credit hours.* PUKKILA

RE297f Sports, Religion, and Inequality Considers specific cases of religion and sports in broader historical, cultural, and political contexts. While it is often presented as a level playing field, sport, like religion, is connected to issues of power and inequality. Both sports and religion shape social categories and identities such as gender, sexuality, race, ethnicity, disability, age, and social class. We will pay particularly close attention to media representations of the interplay of religion, sports, and identity in the mediums of film, television, and journalism. *Four credit hours.* U. O'NEIL

RE312f South Asians and Global Literature, Film, Art, Environmentalism Explores South Asians in their diasporic and transnational context. What contributions are Hindus, Muslims, Parsis, Jews, and Sikhs from the South Asian subcontinent making to contemporary global literature, film, art, and environmentalism? How do tradition and modernity intersect in their works? How do they negotiate religion, gender, sexuality, race, class, environmentalism, medicine, and globalization? Includes writings by Salman Rushdie, Jhumpa Lahiri, Hanif Kureishi, Bapsi Sidhwa, Amrita Pritam, Atul Gawande; films by Mira Nair and Deepa Mehta; art by Siona Benjamin, Anish Kapoor, M.F. Husain, Arpana Caur, Singh Twins; and the environmentalist works of Vandana Shiva and Maneka Gandhi. *Prerequisite:* Junior or senior standing. *Four credit hours.* L, I. SINGH

RE319s Bollywood and Beyond: South Asian Religions through Film A study of South Asian religions through Bollywood and world art cinema. Focus will be on religious diversity, the partition of the Indian subcontinent, and topics of gender, sexuality, diaspora, and transnationalism. Films and assigned readings will provide historical, social, and aesthetic contexts. Goals are to expand students' knowledge of South Asia, to hone their verbal and writing skills, and to inspire awareness of and empathy for inequities and injustice. Attendance at a weekly evening film screening (to be arranged) is required. *Four credit hours.* L, I. SINGH

[RE322] 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.

[RE333] Death and Spirituality An examination of selected examples of the rich and diverse literature about death and spirituality in the West, including historical and therapeutic studies, personal narratives, novels, and plays. Seeks to understand the experience of death and the challenges it poses for the terminally ill and their loved ones, medical practitioners, and caregivers. Designed to increase students' understanding of death and spirituality; provide practice discussing controversial topics related to death and spirituality; refine students' skills in oral and written communication through short reflections, daily discussions, and a final project; and help students form their own opinions on death and spirituality. *Prerequisite:* History 216 or Religious Studies 217, 236, 258, or 259. *Four credit hours.*

[RE357] Jesus Christ Superstar: The Bible in Film An examination of Hollywood's (and other filmmakers') obsession with retelling the stories of the Bible. Beginning with De Mille's classic *The Ten Commandments*, through Gibson's controversial *The Passion of the Christ*, including films that range in interpretative expression from literal to metaphorical—the former being an attempt to recreate the story, the latter being an attempt to reinterpret the story. Students also will learn some basic film theory as well as techniques for interpreting film.

Four credit hours. A.

RE381s Women and Gender in Islam Listed as History 381. Four credit hours. H, I. TURNER

[RE384] Religious Responses to Ethical Dilemmas An exploration of religious responses to genuinely difficult ethical choices and the ways in which ethicists justify their normative opinions. Examines and compares both classical and contemporary responses to dilemmas in such fields as biomedical, environmental, labor, and sexual ethics. Students will develop skills in the analysis and critique of ethical argumentation as well as the ability to examine and defend their own values. Four credit hours.

RE387f Anti-Judaism and Islamophobia in Christian/Western Thought How have Christian and other Western thinkers put ideas about Jews and Muslims to work in making sense of the world? What are the similarities and differences between ideas about Judaism on the one hand and Islam on the other? How did these intertwined ideas change over time, and how do they reflect conceptions of Christian/Western self-identity? Students will develop proficiency in the contextual analysis of primary sources, the critical evaluation of secondary literature, and original research. We will devote particular attention to the related questions, "What makes academic writing effective?" and "How can I write that way myself?" Four credit hours. I. FREIDENREICH

RE398s Health, Religion, and Ethics Explores the intersection of religion, health, and ethics with an emphasis on their interplay in sports. Sports and fitness are often viewed as surefire remedies for health problems, but sports can also produce health crises of their own. When athletes push beyond all limits, their dogged determination can coincide with and create trauma at the psychological, physical, and spiritual levels. These factors intersect with other complicated aspects of the human experience, including social class, race, gender, and sexuality. We will consider these subjects through various mediums in the humanities, including both written and visual texts. Four credit hours. O'NEIL

RE483fj Religious Studies Honors Program Research conducted under the guidance of a faculty member and focused on an approved topic leading to the writing of a thesis. *Prerequisite:* A 3.65 average in the major at the end of the junior year and permission of the department. Four credit hours. FACULTY

RE483Jj Religious Studies Honors Program Noncredit. JORGENSEN

RE491f, 492s Independent Study Individual projects in areas where the student has demonstrated the interest and competence necessary for independent work. *Prerequisite:* Permission of the instructor. One to four credit hours. FACULTY

RUSSIAN

In the Department of German and Russian

Chair, Professor Raffael Scheck (History)

Assistant Professors Elena Monastireva-Ansdell and Luke Parker; Language Assistant Ekaterina Nikiforova

The major emphasizes Russian language, literature, history, 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 campus, including guest lectures, film screenings, weekly Russian-table dinners or Russian teas, the Russian Poetry Slam, the annual Russian Student Research Symposium, and a program of cultural events.

Students majoring in Russian language and culture are expected to study in Russia for at least one semester. Instructors advise beginning students carefully about January, summer, and semester programs. The Colby in St. Petersburg program offers students highly individualized study of Russian language, literature, and history, a full cultural program, and residence with Russian families.

Requirements for the Major in Russian Language and Culture

1. A minimum of seven courses (three or four credits) numbered above Russian 127 in the Department of German and Russian, including Russian 426 or 428, and at least one course each in 19th- and 20th-century Russian literature or film in English translation (chosen from 231, 232, 237, 242).
2. One course in pre-20th-century Russian history and one course in 20th-century Russian history (usually History 227 and 228).
3. A seminar in Russian literature, conducted entirely in Russian (Russian 426, 428).

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

Requirements for the Minor in Russian Language and Literature

1. Four introductory Russian language courses: Russian 125, 126, 127, 128.
2. Two courses in Russian culture in English translation: one course in 19th-century literature and one course in 20th-century literature or film (chosen from Russian 231, 232, 237, 242).
3. One course studying Russian cultural texts 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 documented consultation with Russian program staff.

Russian majors and minors who are unable to study in Russia for a semester are strongly encouraged to attend a summer language program or spend a Jan Plan in Russia.

Russian majors and minors should broaden their study through courses related to Russian in other departments, particularly courses in history and government.

Course Offerings

RU113j The Literature and Art of St. Petersburg In St. Petersburg, Russia. Students read Pushkin, Dostoevsky, and other major St. Petersburg writers, and learn about the city's art, architecture, and history in classroom lectures and museums. Theater and concert performances are included. Residence is with a Russian family. Conducted in English; no knowledge of Russian required. Nongraded. Required meetings on campus in the fall. Early registration required. Contingent on adequate enrollment. Cost is \$3,300 plus \$300 visa application fee. An optional weekend trip to Moscow costs \$350. *Three credit hours.* MONASTIREVA-ANSDELL

[RU120] Russia in Film and Myth (in English) A writing-intensive examination of the mechanisms and dynamics of subverting, dismantling, and recycling Soviet mythical structures as a part of new national myth-building that accompanies the dramatic social, economic, ideological, and demographic changes in post-Communist Russia. Students will combine intellectual inquiry into changing representations of social structures, ethnic relations, and gender roles in Russia with the development of the analytical skills and vocabulary necessary to think and write critically about film. *Four credit hours.* **A, W1.**

RU125f Elementary Russian I Introductory course enables students to acquire a high degree of competence in elementary Russian through communicative learning and interaction. Acquisition of grammar and vocabulary through substantial engagement in repetition, memorization, role playing, and creative communication, reinforced by listening, readings, writing, and speaking assignments outside of the classroom. Cultural practices of Russians are studied through language. Students are invited to participate in a planned trip to Moscow during Spring Break 2018. *Four credit hours.* PARKER

RU125Jj Elementary Russian I Intensive introductory course equivalent to RU125f. Upon successful completion of the course, students may proceed to Elementary Russian II, RU126s. Enables students to acquire a high degree of competence through communicative learning and interaction. Acquisition of grammar and vocabulary through substantial engagement in repetition, memorization, role playing, and creative communication, reinforced by listening, readings, writing, and speaking assignments outside of the classroom. Cultural practices of Russians are studied through language. Students are invited to participate in a planned trip to Moscow during Spring Break 2018. *Three credit hours.* PARKER

RU126s Elementary Russian II Continuation of first-year introductory course enables students to acquire a high degree of competence in elementary Russian. Students are invited to participate in a planned trip to Moscow during Spring Break 2018. *Prerequisite:* Russian 125. *Four credit hours.* PARKER

RU127f Intermediate Russian The second-year language sequence in Russian builds on the communicative abilities mastered in elementary Russian by active classroom engagement in conversation and vocabulary building. Study of Russian culture through brief biographies of writers, watching film and Internet clips, and reading short fiction and poetry. The final stages of Russian grammar are introduced, practiced, and tested. Biweekly essay assignments increase writing skills, and oral tests allow students to develop fluency in speaking. *Prerequisite:* Russian 126. *Four credit hours.* MONASTIREVA-ANSDELL

RU128s Intermediate Russian The second semester of second-year Russian aims to solidify knowledge of foundational grammar—cases, verbal conjugation and aspect, negation, participles, and gerunds—through classroom review and textbook assignments outside of class. Conversation in class focuses on vocabulary building based on readings of short fiction and cultural texts and watching films and film clips. Five short written essays. Weekly quizzes, regular testing, and four oral exams help to develop fluency in speaking. *Prerequisite:* Russian 127. *Four credit hours.* MONASTIREVA-ANSDELL

RU135fs 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.* NIKIFOROVA

RU231f Spectacle of Modernity: Russian Fiction before Cinema (in English) Russian literature is a viewing machine, shaping how readers perceive the modern world. We read Pushkin, Gogol, Dostoevsky, Tolstoy, and the Symbolists, alongside critical discussions of visual culture and modernity. Focused on the Europeanized imperial capital St. Petersburg, our readings from the 1700s to 1917 explore how Russian writers reacted to the new technologies of the railroad, photography, and the cinematograph. Students learn to close read literary texts, analyze historical contexts, and critique visual materials. Includes hands-on projects at the Museum and guest lectures. All readings in English; no knowledge of Russian required. First-years and non-majors encouraged. *Four credit hours.* L. PARKER

[RU232] Science Fiction in the Great Utopia (in English) Bolshevik leaders, the architects of the 1917 Russian Revolution, attempted to implement an ambitious Socialist vision of establishing an earthly paradise through scientific and technological means. We explore the utopian dreams of revolutionaries, activists, and socialist realists—as well as the science fiction of dystopian nightmares—from roots in 19th-century radical political agendas, through the 20th century Soviet experiment, and into the post-Soviet years. Beyond the imaginative intellectual exploration and entertainment value of Western sci-fi, rich and varied East European sci-fi genres have been driven by ideology and linked to political and social realities. Conducted in English. *Four credit hours.* L.

[RU237] Revolutionary Desire and Deed (in English) Beginning with the Decembrist Uprising of 1825, Russian intellectuals, writers, and political activists became obsessed with the theory and practice of revolutionary resistance to serfdom, outdated social structures, and an unremitting monarchy. We trace the course of liberal dreams and intellectual ferment through radical dogmas, terrorist deeds, popular dissent, and the euphoric destruction of the "old" in favor of the "new" delivered by the October 1917 Russian Revolution. Texts include short stories, narrative poems, novels, memoirs, pamphlets, pageantry, and early Soviet film by authors from Dostoevsky to Figner to Lenin. First-year students welcome. Conducted in English. *Four credit hours.* L.

RU242s Ethnic Wars and Peace in (Post-)Soviet Cinema (in English) The impassioned relations Russia and other post-Soviet states share today, be it at war (Ukraine) or in peaceful alliance (Eurasian Union), originated in Soviet constructions of ethnicity. From Lenin's post-revolutionary cultivation of ethnic identities, we will proceed to Stalin's hierarchy of depoliticized "symbolic ethnicities," through non-Russian artists' interrogation of Russians' cultural dominance and celebration of political independence. Students will collaboratively map cinematic representations of such major policies as "friendship of the peoples," "national in form, socialist in content," "backward" and "enemy" nations, and "first among equals"; and cook a "friendship-of-the-peoples" meal. Conducted in English. **Origins humanities lab.** *Four credit hours.* A, I. MONASTIREVA-ANSDELL

RU325f Conversation and Composition: Culture and Politics How do politics inform cultural production in contemporary Russia? How do some filmmakers use their artistic medium to bring visibility to the issues that "have no place to be seen" in society? We will combine our investigation of culture and politics with grammar review and continued practice in oral and written expression. Conducted in Russian. *Prerequisite:* Russian 128 or equivalent. *Four credit hours.* L. MONASTIREVA-ANSDELL

RU326s Conversation and Composition Reading and analysis of literary and historical texts. Topics change each year. Spring 2018: Mikhail Bulgakov's *The Master and Margarita*. Grammar review and continued practice in oral and written expression. Internet materials, YouTube clips, and films supplement the readings. Conducted in Russian. *Prerequisite:* Russian 325. *Four credit hours.* MONASTIREVA-ANSDELL

RU335fs Conversation Group An informal, weekly, small-group meeting for intermediate/advanced conversation practice in Russian. Topics accommodate student interests. Conducted in Russian. May be repeated for credit. *Prerequisite:* Russian 127 or equivalent. *One credit hour.* NIKIFOROVA

[RU346] Russian Poetry Weekly meetings focus on poems by one of the major 20th-century Russian poets, including Blok, Esenin, Akhmatova, Tsvetaeva, Pasternak, Mandelstam, and Brodsky. Readings in Russian; discussion in English. May be repeated for credit. *Prerequisite:* Russian 127. *One or two credit hours.*

RU425f Culture and Politics How do politics inform cultural production in contemporary Russia? How do some filmmakers use their artistic medium to bring visibility to the issues that "have no place to be seen" in Putin-era society? We will combine our investigation of culture and politics with grammar review and continued practice in oral and written expression. Conducted in Russian. May be repeated once for additional credit. *Prerequisite:* Russian 325. *Four credit hours.* L. MONASTIREVA-ANSDELL

[RU426] The 19th-Century Russian Novel A seminar that analyzes one major 19th-century Russian novel, such as Tolstoy's *Anna Karenina*. Conducted entirely in Russian. *Prerequisite:* Russian 425 or 427. *Four credit hours.* L.

RU428s The 20th-Century Russian Novel A seminar that analyzes one major 20th-century Russian novel. In spring 2018: Mikhail Bulgakov's *Master and Margarita*, an imaginative novel that rewrites the Stalinist epoch through satire, black magic, and the Christ-Pilate narrative. Students present seminar papers in Russian at the Colby Bates Bowdoin Russian Research Symposium. Conducted entirely in Russian. *Prerequisite:* Russian 425 or 427. *Four credit hours.* L. MONASTIREVA-ANSDELL

RU491f, 492s Independent Study Individual projects in areas where the student has demonstrated the interest and competence necessary for independent work. *Prerequisite:* Permission of the instructor. *One to four credit hours.* FACULTY

SCIENCE, TECHNOLOGY, AND SOCIETY

Director, *Professor James Fleming*

Advisory Committee: *Professors Daniel Cohen (Philosophy), James Fleming (Science, Technology, and Society), Fernando Gouvêa (Mathematics and Statistics), Neil Gross (Sociology), Russell Johnson (Biology), Paul Josephson (History), Dale Skrien (Computer Science), Judy Stone (Biology), and Dasan Thamattoor (Chemistry); Associate Professors Chandra Bhimull (Anthropology and African-American Studies), Melissa Glenn (Psychology), Jonathan Hallstrom (Music), Keith Peterson (Philosophy), Elizabeth Sagaser (English), Laura Saltz (American Studies), Tanya Sheehan (Art), and Andrea Tilden (Biology); Assistant Professors Aaron Hanlon (English), and Gianluca Rizzo (French and Italian); 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 yearlong 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.

- ST112: Introduction to STS (required)
- ST485: Technology Matters (required)
- ST486: Senior Project: The Craft of Research or ST484 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 ST485, which will prepare them for research through seminar readings, literature reviews, and proposal writing. This is the first part of a yearlong capstone experience in which students design and complete a final integrative project in science, technology, and society. This is followed by ST486, an intensive research and writing experience with final public presentations. Any member of the faculty may serve as an advisor for STS senior projects.

Honors in Science, Technology, and Society

Students with a 3.5 GPA in the major (and at least a 3.25 GPA overall) may request permission to undertake an honors thesis. They will enroll in ST485 and meet with other STS seniors to prepare a literature review and proposal, which must be approved by a panel of faculty members. Students continuing in the honors program will enroll in ST484 under the supervision of an advisor and second reader. Upon successful completion of the thesis and fulfillment of all requirements for the major, and if a 3.5 GPA in the major is maintained, the student will be invited to deposit a copy of his or her thesis in Miller Library and will graduate with "Honors in Science, Technology, and Society."

Requirements for the Minor in Science, Technology, and Society

Science, Technology, and Society 112, 485, three other STS courses, and at least two courses from the list of STS-approved courses.

List of STS-Approved Courses

* Key: International = I; U.S. = U; Science = S; Technology = T

Anthropology

- 112 Cultural Anthropology I
- 256 Land, Food, Culture, and Power I
- 341 Culture, Mobility, Identity I

Art

- 252 Medicine and Visual Culture U, S
- 285 History of Photography I, T
- 454 Picturing Nature: American Art and Science U, S

Biochemistry

- 362 Medical Biochemistry S

Biology

- 133 Microorganisms and Society U, S
- 164 Evolution and Diversity S
- 259 Plants of the Tropics I, S
- 271 Introduction to Ecology S
- 274 Neurobiology S
- 275 Human Physiology S

Chemistry

- 217 Environmental Chemistry S

Computer Science

- 151 Computational Thinking: Science T
- 232 Computer Organization T

Economics

- 231 Environmental and Natural Resource Economics U
- 341 Natural Resource Economics U, S

English

- 262 Poetry of Revolution I
- 233 Data and Literature in the Scientific Revolution I, S

Environmental Studies

- 118 Environment and Society U
- 234 International Environmental Policy I
- 265 Global Public Health I
- 319 Conservation Biology S
- 366 Environment and Human Health I, T
- 494 Problems in Environmental Science S

German

- 263 Weird Fictions I

History

- 245 Science, Race, and Gender S
- 246 Luddite Rantings: A Historical Critique of Big Technology U, I, T
- 248 Nuclear Visions, Environmental Realities I, U, T
- 346 Global Health History I, S
- 354 Skin-scapes: Beauty, Skin, and Cosmetics in East Asian History I, T
- 394 Ecological History I, S

Mathematics

- 376 History of Mathematics I, S

Philosophy

- 126 Philosophy and the Environment U, S
- 213 Philosophical Inquiries into Race I, S
- 217 Feminism and Science S
- 317 Philosophy of Science S
- 328 Radical Ecologies S

Psychology

- 233 Biological Basis of Behavior S

Russian

- 232 Science Fiction in the Great Utopia I

Science, Technology, and Society

- 112 Science, Technology, and Society (required)
- 117 Information Use and Misuse: Big Data in America U, T
- 132 Origins: Order v. Chaos
- 215 Weather, Climate, and Society I, U, S, T
- 232 Seminar: Origins I, U, S, T
- 297 History of Biology I, S
- 484 Honors in STS
- 485 Technology Matters (required)
- 486 Senior Project: The Craft of Research (required)
- 491/492 Independent Study

Sociology

- 131 Introduction to Sociology U
- 247 Universal Health Care: Could It Work Here? I, U
- 249 Life Sciences and Society U, S

Course Offerings

ST112s 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

ST112Ws Science, Technology, and Society (Writing-intensive) 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. *Prerequisite:* First-year standing. *Four credit hours.* **S, W1.** FLEMING

ST117j Information Use and Misuse: Big Data in America Examination of "big data" collection and mining; how the U.S. government and businesses utilize our personal, geographic, and behavioral data; and the impact on our society and government. Overview of governing policies and laws, collection technologies, and public and private use. Considers big data's impact on our everyday lives and privacy and what it means to be information literate. Discussion based. Students develop critical thinking and writing skills and understanding of the policies, terminologies, and concepts needed to examine the topic and related case studies. Previously listed as GO118 (Jan Plan 2016). *Three credit hours.* KUGELMEYER

[ST120] Cognitive Science of Religion Religion is deeply puzzling from the perspective of evolutionary biology. The practice of religion

takes time and energy, and yet it does not have any clear adaptive benefits: evolutionarily, gathering food is more rewarding than kneeling in prayer. So, how did religion become a universal if it is so costly? We explore both the psychology of religion and recent attempts to understand its evolutionary history. *Four credit hours.* **S, W1.**

ST120As Information Before and After Google: Impacts and Technologies Explores the nature of information and how technology has changed our experience and understanding of it over the past 75 years. Emphasizes the relationship between information and technology and explores the impact of information technologies on societies, organizations, and people. Participants explore how people understand and evaluate information and in what contexts information is valued and why. Students will develop and improve their understanding, critical thought processes, and analytic skills around a range of information technologies. Class format is discussion based, and the focus is on developing scholarly writing skills. *Four credit hours.* **W1.** KUGELMEYER

ST132f Origins: Order v. Chaos Focuses on origins in their many forms — political, literary, artistic, cultural, social, scientific, and conceptual. Involves public lectures by visiting scholars and Colby faculty representing many disciplines, with focused discussion and required short weekly student reflection papers posted on the course weblog. Nongraded. May be taken for credit a total of four times. **Origins theme course.** *One credit hour.* FLEMING, RIZZO

ST213s Introduction to Computer Music Listed as Music 213. *Four credit hours.* **A.** HALLSTROM

[ST215] Weather, Climate, and Society A scientific introduction to the Earth's atmosphere and historical and social issues related to weather and climate. Topics include the atmosphere's composition, structure, and dynamics; air pollution; ozone depletion; natural disasters; and climate change. Includes lectures, an exam, quizzes, short essays, and a group project to be presented in a final poster session. *Prerequisite:* Concurrent registration in Science, Technology, and Society 132. *Four credit hours.* **N.**

ST216s Philosophy of Nature Listed as Philosophy 216. *Four credit hours.* PETERSON

[ST217] Feminism and Science Listed as Philosophy 217. *Four credit hours.* **S, U.**

ST232f Seminar: Origins Involves readings, seminar discussions, presentations, a required poster (to be presented as the final event in the co-requisite Science, Technology, and Society 132) and a final research paper. Schedules permitting, the ST132 speakers will be invited to participate in the seminar discussions. Open to first-year students. *Prerequisite:* Concurrent registration in Science, Technology, and Society 132. *Three credit hours.* FLEMING

ST233fs Biological Basis of Behavior Listed as Psychology 233. *Four credit hours.* BUCCIGROSSI

ST245f Science, Race, and Gender Listed as History 245. *Four credit hours.* **N, U.** JOSEPHSON

[ST246] Luddite Rantings: A Historical Critique of Big Technology Listed as History 246. *Four credit hours.* **H, U.**

ST247f Universal Health Care: Could It Work Here? Listed as Sociology 247. *Four credit hours.* **S.** AVILES

ST248s Nuclear Visions, Environmental Realities Listed as History 248. *Four credit hours.* **H, I.** JOSEPHSON

ST249s Life Sciences and Society Listed as Sociology 249. *Four credit hours.* **S.** AVILES

[ST252] Medicine and Visual Culture Listed as Art 252. *Four credit hours.* **A.**

[ST259] Plants of the Tropics Listed as Biology 259. *Three credit hours.*

ST263fs Weird Fictions (in English) Listed as German 263. *Four credit hours.* **L.** ELLIS

ST285f History of Photography Listed as Art 285. *Four credit hours.* **A.** SALTZ

ST297Jj World History of Biology Examines the emergence and development of life sciences since 1700 by introducing major ideas, approaches, and debates about life as well as their material and cultural underpinnings and social impacts. Discussion focuses on the various understandings, modifications, and representations of them in different nations and cultures in the 20th and 21st centuries. Students

will develop skills in discussion, analysis, research, writing, and presentation. *Three credit hours.* H. JIANG

[ST317] **Philosophy of Science** Listed as Philosophy 317. *Four credit hours.*

[ST341] **Culture, Mobility, Identity: Encounters in the African Diaspora** Listed as Anthropology 341. *Four credit hours.* S, I.

ST346f **Global Health History** Listed as History 346. *Four credit hours.* H. WEBB

[ST361] **Special Topics in Health and Medicine: Substance Use and Abuse** Listed as Sociology 361. *Three credit hours.*

ST394f **Ecological History** Listed as History 394. *Four credit hours.* H. WEBB

[ST454] **Picturing Nature: American Art and Science** Listed as Art 454. *Four credit hours.*

ST484s Honors in Science, Technology, and Society Majors may apply for admission in December of their senior year by preparing and defending an honors proposal. The honors program requires focused research conducted under the guidance of a faculty member, leading to the writing of a thesis approved by the advisor and a second reader. *Prerequisite:* Senior standing, a 3.50 grade point average in the major, a 3.25 overall grade point average, successful completion of Science, Technology, and Society 485, and permission of the program faculty. *Four credit hours.* FACULTY

ST485f Technology Matters Seminar emphasizing classical, enduring issues involving the social study of science and technology. A senior capstone in preparation for a career. Students design, propose, and initiate a year-long project through broad reading, seminar discussions, written think pieces, a book review, thorough literature search, and preparation of a proposal and exploratory essay. Completion, typically in the spring but including a possible January internship, requires intensive research, writing, and presentation at a public seminar. Research funding may be available. Goal is to complete a project the student finds exciting and challenging and that will solidify her/his ability to conduct interdisciplinary research. *Prerequisite:* Senior standing and a W1 course. *Four credit hours.* W3. FLEMING

ST486s Senior Project: The Craft of Research Written and oral communication of research. Students complete a final integrative project and present three public seminars. *Prerequisite:* Science, Technology, and Society 485. *Four credit hours.* FLEMING

ST491f, 492s Independent Study Independent study in areas in which the student has demonstrated the interest and competence necessary for independent work. *Prerequisite:* Permission of the instructor and the program director. *One to four credit hours.* FACULTY

SOCIOLOGY

Chair, Professor Neil Gross

Professors Cheryl Townsend Gilkes and Neil Gross; Assistant Professors Damon Mayrl and Christel Kesler; Postdoctoral Fellows Natalie Aviles, Nicole Denier, and Marcos Perez

Sociology is the scientific study of society. It is also the study of patterns and processes of human social relations and human behavior. The Sociology Department at Colby provides students with conceptual frameworks and analytic skills necessary to understand how social forces shape people's lives and how people shape and transform society. Courses focused on a wide range of issues, problems, and organizations show how sociological theory enables us to analyze institutions, social and cultural change, persisting inequalities, and much more. Opportunities for intensive discussion and closely supervised research foster the development of critical and creative thinking. Sociology students are prepared to participate in the private and public sectors of a diverse democracy and world.

A note on course prerequisites: Students who feel they have satisfied a prerequisite in an alternative way are strongly encouraged to consult the instructor to obtain authorization to enroll.

Study Abroad

The department prefers that students majoring in sociology complete Sociology 215 and 271 prior to study abroad. Generally, students will receive credit toward the major for one course per semester taken abroad; preferably that course should be approved in advance. 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 program abroad.

Requirements for the Major in Sociology

The sociology major requires 11 courses, including Sociology 131, 215, and 271. Among the eight elective courses, an extra methods course (212 or 272) is encouraged. At least one elective must be centrally concerned with inequality (214, 231, 252, 274, 276, 322; other courses with approval from the department), and at least two electives must be 300-level seminars. One course in another social science at the 200 level or above may be substituted for one 200-level sociology elective (but this cannot be used to fulfill the inequality requirement). Two electives may be taken in a study-abroad program with prior approval from the department. Sociology 215 and 271 should be completed before the senior year, preferably during the second year.

Requirements for the Minor in Sociology

Seven courses including Sociology 131, 215, and 271; four electives, at least two at the 300 level or above. One course in another social science at the 200 level or above may be substituted for a 200-level elective. Electives may include an independent study (Sociology 491 or 492) for at least three credits.

Note: Sociology 271 fulfills the quantitative reasoning (Q) requirement.

Honors in Sociology

The Honors Program in Sociology (Sociology 483, 484) provides a special opportunity for independent sociological research. Seniors majoring in sociology may apply for the honors program by securing a faculty sponsor in the department, a secondary faculty reader, and approval of the department as a whole. To apply, a student must have a 3.25 overall grade point average and a 3.6 grade point average in the major. Exceptions require a petition for approval of the department. Students may apply for the program at the end of the term prior to the semester in which they would begin honors work and no later than the second week of the term during which honors work begins. A maximum of six credits may be received, none of which may count toward the required elective credits in the major. Enrollment options include spring semester; spring semester and Jan Plan; fall semester; fall semester and Jan Plan; fall, Jan Plan, and spring semesters. The final product is expected to be an extensive research paper of exceptional quality. With permission of the department, a thesis in the area of sociology, completed as part of the Senior Scholars Program, may be substituted for the honors thesis.

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.

Course Offerings

SO131fs Introduction to Sociology Sociologists study processes by which people create, maintain, and change their social and cultural worlds. They investigate contemporary social issues and strive to explain relationships between what happens in peoples' lives and the societies in which they live. Sociology's research methods and theories apply to the full range of human behavior, from individual acts to global environmental, political, and economic change. An introduction to how and why sociologists study social and cultural phenomena such as inequality, race and ethnicity, gender, power, politics, the family, religion, social and cultural change, crime, and globalization.

Four credit hours. S, U. GROSS, MAYRL

SO212f Introduction to GIS and Spatial Analysis Listed as Environmental Studies 214. *Four credit hours.* GIMOND

SO212Jj Introduction to GIS and Spatial Analysis Listed as Environmental Studies 214J. *Three credit hours.* GIMOND

SO213s Schools and Society Listed as Education 213. *Four credit hours.* U. HOWARD

[SO214] African-American Elites and Middle Classes Classical and contemporary sociological theories of stratification and race relations are used to explore the intersection of class and race-ethnicity in the social origins and historical roles of elites and middle classes in the African-American experience. Particular attention to the writings of Du Bois, Frazier, Cox, and Wilson. Biographical and autobiographical perspectives provide rich description of socialization, family contexts, work, politics, ideologies, and the impacts of racism and social change. Includes additional evening meetings for film showings and special events. *Three credit hours.* S, U.

SO215f Classical Sociological Theory The history of sociology, and a critical survey of the systems of thought about society, centered on major schools of sociological theory and their representatives. The place of theory in social research as presented in works of foundational social theorists, including, but not limited to, Comte, Spencer, Durkheim, Weber, Marx, Du Bois, Simmel, and Mead. *Prerequisite:* Sociology 131. *Four credit hours.* MAYRL

[SO218] Contemporary Sociological Theory Introduces social theories that have had a significant impact on contemporary sociological scholarship. Students learn how to analyze and compare different theoretical paradigms, preparing them to use theory to better understand

how social life is both patterned and dynamic. Students explore how these theories, like other cultural products, both reflect and affect the historical moment in which they were produced. Because much of this work engages with Enlightenment thought and institutions, the students develop a critical understanding of some of the central ideas and practices that shaped modern Western society. *Prerequisite:* Sociology 131. *Four credit hours.* S.

[SO219] Self and Society in the Digital Age We will explore how digital technologies change the ways that we work, play, and interact, and use contemporary social theories to identify and assess the opportunities and challenges afforded by new communication technologies. Using sociological techniques we will investigate how these technologies are reshaping not only how we communicate but the content of the information we share. Finally, we will discuss the implications of these changes for ourselves as individuals and as citizens of a large democracy. *Three credit hours.* S.

SO222fs Migration and Migrants in the United States The United States is a nation of migrants, who together compose the largest immigrant population in the world. Migration has indelibly shaped the nation's history, economic development, and ethnic and racial diversity. We will examine the experience of different immigrant groups in the United States to gain an understanding of what motivates people to emigrate, how national policies determine who is admitted to settle, and how immigrants are incorporated into and reshape mainstream America. Previously listed as SO298A (Spring 2017). *Four credit hours.* S. DENIER

[SO231] 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.

SO232f Revolutions and Revolutionaries Throughout history, individuals have organized with others to bring about radical social change. We will explore the experiences of activists, radicals, and revolutionaries in a wide variety of settings. What is it like to be on the front lines fighting for social transformation? Why do people risk life and limb to do so? How do activists advance their goals? We will examine sociological research, biographical studies, political theory, and historical sources for insights into the lives of those who make social and revolutionary movements possible. Previously listed as SO297C (Fall 2016). *Four credit hours.* S, I. PEREZ

SO234f Capital Punishment in America Why does the United States continue to use the death penalty when nearly every other Western industrialized nation has abolished it? We will explore capital punishment's past, present, and future in America. Using academic sources, as well as journalistic case studies, we will examine how the death penalty is currently implemented, study its history, and debate its morality, legality, and efficacy. *Four credit hours.* PEREZ

SO243f College in Crisis? Some say America's colleges and universities are doing just fine: students are flocking to them at a record rate. Others claim the system has reached a breaking point. Critics point to what they see as signs of crisis: exorbitant tuition fees, questions about how much learning is taking place in the classroom, an out of control party culture, the rise of exploitative for-profit schools, a mismatch between the curriculum and the job market for graduates, political acrimony on campus, and more. Do these charges have merit? Is the system actually in dire straits? And what can be done to fix it? We will take up these questions and others as we make our way through some of the best recent books on higher education by sociologists, political scientists, and journalists. Previously listed as SO297 (Fall 2015). *Four credit hours.* GROSS

SO244s Urban Sociology in a Global Context An exploration of the complexities of city life in an increasingly globalized world, focusing on three broad topics. First, we will examine the main challenges of urbanization and hyper urbanization in both developed and developing societies: how to provide basic services for urban residents, avoid environmental degradation, and mitigate poverty, inequality, and violence. Second, we will discuss the economic role that cities have played during different historical periods. Third, we will consider how urban life may change in the future, looking especially at technology and climate change. Previously listed as SO298C (Spring 2017). *Four credit hours.* S. PEREZ

SO245f Careers in the New Economy Jobs are foundational in our lives—they structure how we use our time, who we interact with in our day-to-day lives, and the resources we have to secure health and well-being. Over the past 30 years, major social and economic changes have transformed the nature of work in the United States. This course provides a framework for understanding contemporary work life and labor markets. We will draw from a rich body of work in sociology to inform this framework, which in turn will be used to assist students in developing practical strategies to pursue their own career and job goals. Previously listed as SO297A (Fall 2016). *Four credit hours.* S. DENIER

SO246s Starting a Business or Nonprofit? Lessons from Sociology From Silicon Valley startups to grassroots political campaigns, there are many ways to organize people in order to accomplish collective goals. But how do organizations succeed in competitive environments? What can managers do to ensure employee cooperation? Which business models are most likely to thrive in the new economy? We will read cutting-edge scholarship from sociology and organizational studies to understand what organizations are and how

they work. We will extend insights from a wide variety of case studies to discussing different approaches to solving common problems faced by new and changing organizations. Previously listed as SO298B (Spring 2017). *Four credit hours.* **S.** AVILES

SO247f Universal Health Care: Could It Work Here? Why does the United States lack a universal health-care system? What would it take to implement such a system here? We analyze the historical evolution of the patchwork of institutions and organizations that make up American health care. We read recent sociological scholarship that compares the United States to other developed countries in order to understand how different health-care systems function. And we apply concepts from these readings to debate whether universal health care is a viable prospect. Previously listed as SO297B (Fall 2016). *Four credit hours.* **S.** AVILES

SO249s Life Sciences and Society What is social about the life sciences? We consider what happens when biology, medicine, and social order meet. We will look at cases where individuals and groups draw on ideas from biology to justify ill-conceived and dangerous social reform projects, from eugenics to more recent efforts at using genomics as a tool to identify populations at risk for criminal behavior. We will also explore the role social forces play in shaping science, from profit motive in the market for pharmaceuticals to political activism around medical conditions like HIV/AIDS. Previously listed as SO298D (Spring 2017). *Four credit hours.* **S.** AVILES

SO252f Race, Ethnicity, and Society An examination of the roles of race and ethnicity in organizing complex stratified societies, in structuring systems of durable inequalities, and in organizing and shaping communities and enclaves within stratified societies. Using multiple sociological perspectives on race, ethnicity, minority groups, prejudice, discrimination, and institutional racism, special attention is paid to the United States with reference to immigration, slavery, conquest, annexation, colonialism, internal migration, social conflict, social movements, labor, citizenship, transnational adaptation, law, and public policy. *Prerequisite:* Sociology 131 or 231 or American Studies 276 or Anthropology 112. *Four credit hours.* **U.** GILKES

[SO253] Sociology of Sport Focuses on sport as a social institution and cultural phenomenon. Drawing on classical and contemporary theories, students explore how broader social forces shape personal and collective experiences of sport through contexts of family, education, identity, the body, fandom, economy, war, and nation. Students work independently and in groups to examine the structural and symbolic dimensions of sport across micro-, meso-, macro-, and global levels of sociological analysis. Readings address how meanings of sport are variably shaped at the shifting intersections of race, class, gender, sexuality, disability, and citizenship within particular relations of power and inequality. *Prerequisite:* Sociology 131. *Four credit hours.*

[SO255] Urban Sociology An examination of urban social and cultural life in a historical and cross-cultural comparative perspective, with special emphasis on the United States. Explored are social, psychological, political, ethnic, and economic issues pertaining to urbanization and to urban social problems as well as to such topics as urban architecture, urban planning, urban renewal, and neighborhood life in national and global contexts. Students participate in a community-based service learning project as part of the course requirement. *Prerequisite:* Sociology 131. *Four credit hours.*

[SO259] Activism and Social Movements An examination of the goals, ideologies, leadership, and development of reformist and revolutionary mobilization efforts both within and beyond the boundaries of the United States. *Prerequisite:* A 100-level sociology course or American Studies 271. *Four credit hours.*

SO271s Introduction to Sociological Research Methods Provides sociology majors with basic intellectual tools for understanding, evaluating, and conducting social science research. Specific objectives include (1) developing rudimentary statistical skills, (2) linking theoretical problems to hypothesis testing and statistical inference, (3) exploring major types of empirical research and their implications for problem solving (e.g., experiments, surveys, participant observation), (4) applying and refining knowledge of sociological methods through diverse readings in both the sociological literature (e.g., *American Sociological Review*, *American Journal of Sociology*, *Social Forces*, *Sociological Methodology*) and in non-academic publications (e.g., the *Economist*, the *Atlantic*, the *New York Times*). *Prerequisite:* Sociology 131 and sociology major. *Four credit hours.* **Q.** DENIER

[SO272] 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.*

[SO274] Social Inequality and Power Students will assess different arguments about why life chances are so unequal despite a founding commitment to equality within the United States and other democracies. We will follow Charles Tilly's advice that, in order to understand contemporary inequalities, we must first step back and put these processes into historical perspective. In addition to studying global, macro-level processes driving changes in the national economy, we will also look at how face-to-face interactions and local institutions shape people's abilities to navigate the changing economic landscape and to secure new economic and social opportunities. *Prerequisite:* Sociology 131. *Four credit hours.* **U.**

[SO276] Sociology of Gender Gender involves a cluster of human social practices that deploy human bodies' capacities to engender, to give and receive pleasure, and to give birth. Students will explore what is social about gender and how it affects our personal life experiences as well as the operation of large institutions. They will explore why gender relations are historically specific and how they are also shaped by other axes of inequality such as race/ethnicity, social class, and nationality. They will learn how to use sociological tools to design and to assess what is at stake in contemporary projects to shape gender relations. *Prerequisite:* Sociology 131. *Four credit hours.* **S, U.**

SO297Af Comparative Perspectives on Inequality How do social inequalities in contemporary American society compare to inequalities in other contemporary democracies and in American history? We will use a comparative perspective to better understand the causes and consequences of inequality and grapple with questions such as: How high are current levels of income and wealth inequality in the United States? How do gender, race, and ethnicity, and the social class into which we are born, affect life chances in different societies? What role do families, schools, labor markets, and governments play in generating inequalities? What are the consequences of inequality for economic growth, democratic vitality, health, and well-being? *Four credit hours.* **S.** KESLER

SO297Bf Data Analysis and Visualization for Social Science We have access to more data than ever, but how can we actually use it to help us better understand the social world? Students will learn, through practice, how to find, access, and analyze quantitative data using statistical software. We will carefully study analyses in existing published research. Students will ask and answer research questions of their own and learn how to conduct basic exploratory analysis, especially in visual form, as well as to use more advanced techniques such as linear regression and regression with categorical outcomes. *Prerequisite:* Sociology 271. *Four credit hours.* KESLER

SO297Cf Religion and Society An introduction to the sociological study of religion. We begin by exploring classic sociological approaches to the study of religion and society, including those of Marx, Weber, Durkheim, and Geertz. We will then explore how these different perspectives have been deployed by social scientists to address a number of important and recurrent themes: How does religion influence the way people think and act? How do religious groups attract and retain members? How does religion contribute to social change? We conclude by considering how social forces contribute to religious change. *Four credit hours.* **S.** MAYRL

SO297Jj The Authoritarian Mind Social psychology has a long and diverse history in the American sociological discipline. Students will explore a particular lineage of social psychology that is concerned with the effects of material and social conditions on how people make sense of social situations and act toward others. They will then deploy what they have learned to better understand why at certain moments in history people have become more accepting of authoritarian rule and complicit in events such as the Holocaust. We will discuss whether or not the contemporary United States has the potential to become an authoritarian state. *Three credit hours.* **S.** MULLINS

SO298As Gender, Work, and Family Some gender inequalities have changed dramatically over the course of the last half century, while others remain far more persistent. We will explore how gender inequalities take shape in two major intersecting life realms: the family and the workplace. We will pay special attention to how gender, work, and family issues vary by social class and race, and how work-family policies help balance work and caregiving responsibilities. *Four credit hours.* **S.** KESLER

SO298Bs Social Policy and Inequality How does social policy shape inequalities in income, educational attainment, the job market, health, and housing? How do we assess the effects of such policies? We will consider examples of both small- and large-scale policies that target social inequalities. We will evaluate their effects and also consider the social forces that influence policymaking in the United States and other advanced democracies. *Four credit hours.* **S.** KESLER

[SO298C] State, Society, and Politics Investigates the relationships between the state — the most powerful and prominent political organization in modern life — and society. We will begin by considering the various ways that sociologists have tried to understand what the state is and what it does. We will then proceed to consider how ordinary citizens can influence state action and whether globalization is weakening the state's importance in contemporary society. Lastly, we consider how states shape societies, inquiring into the various factors — such as political culture, ideas, institutions, and social cleavages — that shape the development of policy. *Four credit hours.* **S.**

SO322s Social Class and Schooling Listed as Education 322. *Four credit hours.* **U.** HOWARD

[SO324] Elite Schooling in Global Context Listed as Education 324. *Four credit hours.* **I.**

[SO332] Nonprofit Organizations and Philanthropy An academically-grounded, community-based educational experience exploring the meaning of philanthropy and the nature of nonprofit organizations. Students will volunteer in Waterville area nonprofit organizations, working with them as assistant grant writers. The class, operating like the board of a granting foundation, will review organizations' grant applications, make funding decisions, and allocate one or more grants totaling \$10,000. The Learning by Giving Foundation, founded by Doris Buffett, generously provides funding for these grants. *Prerequisite:* Sociology 131 or equivalent introductory course in the social

sciences. *Four credit hours.*

[SO342] Embodiment and Disability Examines the social construction of disability in the United States as a cultural and political phenomenon. With a focus on embodiment, students consider how normalcy and difference are marked on bodies, and how notions of diversity, inclusion, and accessibility play out in the arenas of education, employment, reproduction, immigration, aging, sports, and the military. Class readings, discussions, and assignments address how disability intersects with other categorizations of difference through interactions, cultural and media representations, family and educational policies, and activism for sexual and reproductive justice. *Prerequisite:* Sociology 131. *Four credit hours.*

[SO344] Sociology of Sexualities Sociological investigation and consideration of the historical and contemporary constructions of human sexualities and the structures, institutions, and symbols that shape them. Theoretical frameworks include constructionist, feminist, poststructuralist, and queer theory. Students examine pressing social issues concerning sexual desire and attraction, sexual behaviors and practices, and the relations of sexuality to other categorizations, including race, social class, gender, and (dis)ability. Students examine non-normative sexual identities and expressions and the structures and symbols shaping their popular and political understandings. Issues are examined within the contexts of both historical developments and contemporary social movements for the full rights of people of every sexuality. Previously offered as Sociology 237. *Prerequisite:* Sociology 131. *Four credit hours.*

SO355f African-American Women and Social Change Sociological analysis and historical overview of African-American women and their families, work lives, and community (especially religious and political) experience. A focus on the contradictions between lived experience and cultural expectations surrounding gender and on the distinctive experiences of African-American women as a force for social change. *Prerequisite:* An introductory social science course or American Studies 276. *Four credit hours.* **U.** GILKES

[SO357] Civil Rights, Black Power, and Social Change A seminar examining the impact of the civil rights and black power movements on sociological concepts, theories, and perspectives on race relations, racial stratification, social change, and ethnicity. The PBS series *Eyes on the Prize I and II* are used to introduce readings and discussions of sociological and ideological texts influenced or produced by activists and activities of the civil rights or black power movements. The connections among civil rights and black power movements and other social movements in the United States and other societies. *Prerequisite:* An introductory anthropology, sociology, government, history, or American studies course. *Four credit hours.* **S, U.**

[SO358] The Sociology of W.E.B. Du Bois Intensive survey of the life and work of W.E.B. Du Bois, prolific scholar, activist, and founder of one of the oldest sociology departments and research centers. Sociology was Du Bois's chosen discipline at the same time he contributed to history, literature, and cultural studies and formed a foundation for African-American studies. This exploration of his sociological imagination assesses the importance of his work for understanding racial-ethnic relations and conflict in the United States and the world. Readings include *The Souls of Black Folk*, *The Philadelphia Negro*, selected topics from the Atlanta University studies, *The Gift of Black Folk*, appropriate biographical/autobiographical texts, and critical studies. *Prerequisite:* A 100-level sociology course or American Studies 276. *Four credit hours.* **S, U.**

SO359s Sociologies of Slavery and Slave Communities in the United States A multidisciplinary exploration of the experience of enslaved African Americans and the impact of that experience on culture and social institutions in the United States. Using the insights of sociology and anthropology, attention is paid to slave communities and the strategies enslaved women and men developed for physical and psychic survival as well as for resistance. Slavery is examined as a social institution and cultural force and as a site for the construction and reproduction of "race" and durable inequalities in the United States. Attention to the varieties of cultural inheritance generated during slavery, especially music, folklore, and religious expression and their persistent impacts on American popular culture and African-American consciousness. *Prerequisite:* Anthropology 112 or Sociology 131. *Four credit hours.* **S, U.** GILKES

[SO361] Special Topics in Health and Medicine: Substance Use and Abuse Using a sociological framework, we examine a number of perspectives in the study of substance use and abuse (e.g., social-psychological, economic, pharmacological, political, historical/ legal). Key topics include the nature of addiction, substance abuse and the brain, drug markets, the treatment industry, prohibition and temperance movements, decriminalization, adolescent drug and alcohol use, and dysfunctional family systems. Students will demonstrate understanding through in-class exercises (individual and group problem solving), participation in general discussion, and weekly response papers. Previously offered as SO397. *Prerequisite:* A lower-level social science course. *Three credit hours.*

SO364s Policing the American City Few weeks go by, it seems, without the release of a new video showing an American police officer mistreating or brutalizing someone. While defenders point out that in any large occupation there will inevitably be some bad apples, and that policing is dangerous work in which situations can easily spin out of control, critics see more sinister forces at play, including an effort to control and subordinate minority populations. We will discuss and debate these and many other issues as we read some of the best social science research on police and American cities. What exactly is the social role of the police? What factors shape police behavior? And how might relations be improved? Previously listed as SO398A (Spring 2016). *Four credit hours.* **S.** GROSS

SO366s American Class Structure Class and class inequality are central to the American political conversation today. But what is class? How should it be conceptualized and measured? What does the American class structure look like under different conceptualizations? What makes class inequality tick—what are the social processes and dynamics that drive it? And how does class connect up to other forms of inequality? We will read books and articles that offer answers. While our main focus will be the United States, we will also consider the American class structure in comparative perspective. Previously listed as SO398 (Spring 2017). *Four credit hours.* **S. GROSS**

SO483fj Honors Project *Prerequisite:* Senior standing, admission to the honors program, and permission of the supervising faculty member. *Two to four credit hours.* **FACULTY**

SO491f, 492s Independent Study Individual topics in areas where the student has demonstrated the interest and competence necessary for independent work. *Prerequisite:* Junior or senior standing and permission of the department. *Two to four credit hours.* **FACULTY**

SPANISH

Chair, *Professor Luis Millones*

Professors Jorge Olivares and Luis Millones; Associate Professor Betty Sasaki; Assistant Professors Dean Allbritton, María Bollo-Panadero, Rebeca Hey-Colón, Leticia Mercado, and Anita Savo; Visiting Assistant Professors Pablo García-Piñar, Jordan Lavender, Michael Martínez-Raguso, and Bretton White; Language Assistant Inés Sanz-Ranz

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/a 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. Students seeking entrance credit in Spanish and wishing to pursue Spanish at Colby must have taken the College Board SAT Subject Test in Spanish or must take the online Spanish placement exam during summer prior to making their course selections for the fall semester.

Requirements for the Major in Spanish

Spanish 135 and 231 and at least seven additional literature, culture, or film courses at or above the 200 level, including at least one course in each of the following areas: Spanish, Latin American, and U.S. Latino/a 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 courses and must take at least one senior seminar. 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 expected 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 to retain the Spanish major and for permission to study abroad. 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. Majors who are unable to study abroad due to special circumstances may petition for an alternative way of completing the Spanish major.

The following statements also apply:

1. The point scale for retention of the major is based on all Spanish Department 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 may apply for admission to the honors program by the end of their junior year. Permission is required; interested juniors should contact their potential thesis advisors and go over guidelines established by the department. Successful completion of the work of the honors thesis and of the major will enable the student to graduate with "Honors in Spanish."

Course Offerings

SP125f Elementary Spanish I The first semester of three consecutive courses designed to develop fluency and accuracy in the Spanish language. Through an interactive approach to language learning, students gain communicative proficiency through fast-paced, task- and content-based exercises designed to integrate listening, speaking, reading, and writing skills. Videos, audio, and web materials introduce students to cultural differences within the Spanish speaking world. *Four credit hours.* ALLBRITTON, GARCIA-PINAR

SP126fs Elementary Spanish II The second of three consecutive courses designed to develop fluency and accuracy in the Spanish language. Through a continued interactive approach to teaching and learning, students begin to develop skills for more independent communicative proficiency. Task- and content-based assignments challenge students to integrate listening, speaking, reading, and writing skills in a functional use of the language. Videos, audio, and web materials are incorporated. *Prerequisite:* Spanish 125. *Four credit hours.* FACULTY

SP127fs Intermediate Spanish I The third of three consecutive courses designed to develop fluency and accuracy in the Spanish language. Through an intensive grammar review, students develop skills for independent and creative interactive communication. Designed to refine students' major skills in listening, speaking, reading, and writing, as well as to provide insight into the literature and culture of Spanish-speaking countries. Video screenings and short readings in Hispanic literature and culture deepen student understanding of linguistic and cultural nuances and serve as the basis for in-class discussions and writing assignments. *Prerequisite:* Spanish 126. *Four credit hours.* FACULTY

SP128fs Intermediate Spanish II Development of critical skills through analysis of fictional texts in Hispanic literature. Continuing work in vocabulary building and grammar review. Students will achieve a high intermediate level in the four basic language skills: reading, writing, speaking, and aural/oral comprehension. *Prerequisite:* Spanish 127. *Four credit hours.* MERCADO, MILLONES, WHITE

SP131fs Conversation and Composition Development of critical communication skills through conversation, and analysis of nonfiction texts as well as comparative, narrative, and descriptive writings. Introduction to the principles of composing a research paper. Continued work in vocabulary building and grammar review. Students write and present summaries of Spanish-language newspaper articles in small groups. Preparation for oral exams stresses team building as a basis for successful individual presentations. Topics include immigration, euthanasia, gun control, abortion, presidential elections, and the role of the university in preparing students for an ever-changing world. *Prerequisite:* Spanish 128. *Four credit hours.* BOLLO-PANADERO, SAVO

SP135fs Introduction to Literary Analysis 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, MILLONES, SAVO

SP231fs Advanced Spanish An in-depth analysis of Spanish grammar, focusing on the more complex and subtle linguistic and cultural dimensions of a variety of syntactical and lexical concepts. Students will achieve an advanced mastery of Spanish grammar and vocabulary. *Prerequisite:* Spanish 131 or 135. *Four credit hours.* BOLLO-PANADERO, OLIVARES

[SP264] Uncovering Tradition: Introduction to U.S. Latino/a Literature Seeks to cultivate an inclusive and broad understanding of U.S. Latino/a literature and its evolution, from the 19th through the 21st century. Special attention will be paid to the inherent diversity within the U.S. Latino/a world, which raises questions about class, race, ethnicity, gender, and language, among other topics. Students will gain not only an overall grasp of what one would consider the tradition of U.S. Latino/a literature, but also an appreciation for its relationship to U.S. literature at large, as well as Latin American and Caribbean literature. Conducted in English but knowledge of Spanish is essential.

Prerequisite: Spanish 135. *Four credit hours.* L, U.

SP265f 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. *Prerequisite:* Spanish 135. *Four credit hours.* L. OLIVARES

SP266f Language of Spanish Cinema An examination of selected works by major Spanish directors of the 20th and 21st centuries. Introduces students to the discipline of film studies and investigates cinematic representations of Spain during the dictatorship and the subsequent transition to democracy. Special attention to questions of identity, violence, and instances of resistance. *Prerequisite:* Spanish 135. *Four credit hours.* A, I. ALLBRITTON

[SP267] Family/History/Nation: Latina/o Genealogies How do Latina/o literary constructs of "family" engage with the concept of nationhood? Do Latina/o genealogies affirm the nation? Do they contest it? We explore the answers to these questions by examining the relationship between family histories and national histories in Latina/o genealogies that move within and between the United States, Mexico, and the Caribbean. *Prerequisite:* Spanish 135. *Four credit hours.* L, U.

[SP269] Spanish Cultural Studies The study of recent Peninsular Spanish expression across a variety of mass media (digital and print media, television, film). Introduces students to the discipline of cultural studies and considers how the concept of *españolidad* (Spanishness) comes to be defined in an ever-changing present and across regions and identities that may not even consider themselves such. Topics may include sex and sexuality, regionalism and linguistic difference, race and immigration, and the state of contemporary politics. *Prerequisite:* Spanish 135. *Four credit hours.* A, I.

[SP273] Contemporary Spanish-American Short Story Close readings of contemporary Spanish-American short stories. *Prerequisite:* Spanish 135. *Four credit hours.* L.

[SP276] U.S. Latina/Chicana Women Writers An examination of a selection of novels, short stories, poetry, theater, and nonfiction by U.S. Latina and Chicana women writers. Interdisciplinary in approach, focused on the relationship between the texts read and several important contemporary issues. Topics include feminism, the social and cultural construction of race and ethnicity, immigration, cultural nationalism, and identity formation. Readings and class are in English. *Prerequisite:* Spanish 135. *Four credit hours.* L, U.

[SP278] Narratives, Artifacts, and Monuments of Pre-Columbian Civilization Studies narratives of pre-Columbian civilizations as transmitted by oral tradition or by drawings, painted codices, pottery, architecture, textiles, etc., and how all these cultural products were read and refashioned under colonial rule. Students develop skills in analytical reading of cultural productions as diverse expressions of power, identity, religion, race, and hybridity. Promotes a sophisticated understanding of the types of primary sources and methodological approaches that scholars use to reconstruct the world of pre-Columbian societies. *Prerequisite:* Spanish 135. *Four credit hours.* L.

SP298As Becoming Vulnerable in Early Modern Spain Analyzes the ways in which the Spanish empire's dominant ideology rendered subaltern groups vulnerable. Human beings are vulnerable on many different levels: from our own body, to our place within a community, to the privileges we may lack as a result of our gender, race, or social class. Together with both canonical and less well-known works of literature, students will read legal documents, political treatises, and historical accounts and watch various films or excerpts from Spanish television. Ultimately, we will discuss how literature serves as a vehicle for resistance to precariousness. *Prerequisite:* Spanish 135. *Four credit hours.* L, I. GARCIA-PINAR

SP298Bs Latinx and Chicana Feminisms Engages Latinx and Chicana feminist thought through critical essays, literature, and film, as well as visual and performance art. We will think through spatial and conceptual borders in relation to issues of race, class, gender, and sexuality. Questions of intersectionality, *mestizaje*, queerness, decoloniality, and self-representation will guide us through the work of writers such as Gloria Anzaldúa, Cherrie Moraga, and Ana Castillo. Students will gain an understanding of the challenges that Latinx feminisms pose to Western/North American feminism as well as of the coalitional possibilities with Black and women of color feminisms. *Prerequisite:* Spanish 135. *Four credit hours.* L, U. MARTINEZ-RAGUSO

SP338s The Diasporic Imagination: Cubans beyond Cuba An examination of the cultural production of Cubans living in the diaspora after the 1959 revolution. Representative literary works of Reinaldo Arenas, Richard Blanco, Jennine Capó Crucet, Lourdes Casal, Ana Menéndez, Achy Obejas, Gustavo Pérez Firmat, Sonia Rivera Valdés, Guillermo Rosales, and Zoé Valdés. Also feature films, documentaries, TV shows, and songs. Topics will include the traumas of migration; the politics of exile; the workings of memory and nostalgia; the fantasies of return; the hybridization of culture; and the class, generational, gender, linguistic, political, racial, and sexual diversity of Cubans beyond Cuba. *Prerequisite:* A 200-level literature, culture, or film course. *Four credit hours.* L. OLIVARES

[SP341] Cities, Bodies, and Nations in Caribbean Literature Examines the close but contested relationships between bodies, cities, and nations in contemporary Caribbean literature. Special attention will be paid to key moments in the history of the three Spanish-speaking islands: the Trujillo regime in the Dominican Republic, the Cuban Revolution of 1959, and Operation Bootstrap in Puerto Rico. In each instance, the role of migration will be explored, within the Caribbean, to the United States, and beyond. This will facilitate a discussion on transnationalism, a development that is integral to the current understanding of the relationships between bodies, cities, and nations. *Prerequisite:* 200-level literature, culture, or film course. *Four credit hours.* L.

[SP351] Ideology and Ethics in Spanish Golden Age Literature An examination of specific literary works as responses to Spain's changing political climate during the 16th and 17th centuries. How the literary work reinforces or questions, creates or undermines, an official discourse that, in both Reformation and Counter-Reformation Spain, seeks to define national identity in ethical and ideological terms. *Prerequisite:* A 200-level literature, culture, or film course. *Four credit hours.* L.

[SP352] Don Quijote Using an interdisciplinary approach, we will explore the complexities of the narrative construction of *Don Quijote* as a mirror of Cervantes' society, as well as how the novel undermines the accepted discourses and mores of its time. Topics will include, among others, empire ideology, cultural identity, and social inequality—all in the context of a literary revolution. *Prerequisite:* A 200-level Spanish literature, culture, or film course. *Four credit hours.* L.

[SP354] Detectives and Spies: Popular Culture in Spanish-American Fiction A consideration of how the classic detective story has permeated the realm of high or respectable art, and, in particular, how writers such as Bioy Casares, Borges, García Márquez, Leñero, Padura Fuentes, Puig, Sábato, Valenzuela, and Vargas Llosa have simultaneously appropriated and subverted the genre. While focused on the function of parody and intertextual relations, and on the distinction between the mimetic and the reflexive modes, the course will provide a framework to address questions of ideology, community, gender, sex, and sexuality. *Prerequisite:* A 200-level literature, culture, or film course. *Four credit hours.* L.

[SP362] All about Almodóvar The study of contemporary Spanish history and film through the works of noted filmmaker Pedro Almodóvar. Analyzes the films of Almodóvar as representative of the changes in Spanish culture from the 1980s to the present day. Topics may include sex and sexuality, film genres and film history, and modern Spanish political and cultural life. *Prerequisite:* A 200-level literature, culture, or film course. *Four credit hours.* A, I.

[SP364] Gender, Sex, and the Spanish Body Focus on contemporary film, media, and literature in Spain in order to explore how sex and gender are covered up, censored, and potentially recovered. Considers the importance of censorship to the development of Spanish attitudes towards sex and gender, and how these are not merely byproducts of a dictatorial regime but a persistent element of culture itself. Special attention paid to issues of national identity, sexual pleasure and violence, masculinities, and political rupture. Previously listed as SP398 (Spring 2014). *Prerequisite:* A 200-level literature, culture, or film course. *Four credit hours.* I.

[SP371] The Colonial Experience: European and Amerindian Responses Close readings of representative primary documents and iconography from throughout the Spanish and Portuguese empires that were produced to report, understand, legislate, and record various dimensions of the encounter between Europe and the New World during the 16th and 17th centuries. Emphasizes efforts by Europeans and Amerindians to control the memory of events and to position themselves in colonial societies. Students will explore texts and cultural productions used to exert dominance or resistance during a specific historical context, become critical readers of primary documents, and engage with key issues of colonial literature. *Prerequisite:* A 200-level literature, culture, or film course. *Four credit hours.* L.

SP397Af Mexican-U.S. Border Studies Approaches the Mexican-U.S. border through a range of interdisciplinary perspectives, examining themes of Chicana feminisms, drug trafficking, migration, the maquiladora industry, and gender violence while engaging literary and cinematic representations of the border from the mid-20th-century through 21st-century science fiction. Critical, literary, and filmic texts in both English and Spanish will reflect on the lived experience of the border, the nature of border identities, and how the border shifts over time — particularly in response to global economic forces of neoliberalism. *Prerequisite:* A 200-level literature, culture, or film course. *Four credit hours.* L, U. MARTINEZ-RAGUSO

SP397Bf Jesuits and the Origins of Environmental History The Jesuits' observations on nature during the Early Modern period can be found in a variety of texts and images produced from anywhere the members of the Society of Jesus established their missions or explored new lands. We will study the Jesuits' narratives about the geography and natural world of the Americas and their thoughts about the changes in the biological and physical environment. Students will engage with environmental humanities by analyzing the Jesuits' contribution to environmental history, including hands-on experience with rare book editions and a digital platform. **Environmental humanities lab.** *Prerequisite:* A 200-level Spanish course. *Four credit hours.* L. MILLONES

SP483f, 484s Senior Honors Thesis The senior honors thesis can replace the senior seminar requirement. 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. *Two to four credit hours.* FACULTY

SP483Jj Senior Honors Thesis *Noncredit.* ALLBRITTON

SP491f, 492s Independent Study Individual projects in areas where the student has demonstrated the interest and competence necessary for independent work. Cannot substitute for formal course work toward the major. *Prerequisite:* Permission of the department chair. *Two to four credit hours.* FACULTY

SP493s Seminar: Queer Spain The representation of queer lives and identities in recent Spanish history. We will engage with Spanish film, literature, and culture to consider and question the 'origins' of LGBTQ identity in Spain. Have we always imagined queerness as a coupling of people or movements to signify alterity and difference? Who gets to tell the story of queer lives in Spain, and whether such histories form a string of texts that resist silence and fear? Is Spanish queerness related to a transnational sense of queer identity? Thinking of queerness as a spectrum allows us to challenge the borders of sex and gender both within Spain and within our own cultures. **Origins humanities lab.** *Prerequisite:* Senior standing and a 300-level Spanish literature, culture, or film course. *Four credit hours.* ALLBRITTON

STATISTICS

In the Department of Mathematics and Statistics

Associate Professors Liam O'Brien and James Scott; Visiting Assistant Professor Weston Viles

The statistics minor is designed to equip students with the analytical tools and capacities to interact with real-world data in a research environment while also accommodating students who seek a more theoretical foundation in the field. It is designed to pair with majors in which data plays a central role. This minor equips students with the fundamental skills necessary to understand not only how to display and analyze data, but how to design studies and experiments and collect data.

Requirements for the Minor in Statistics

Mathematics 122 or 162, and 253; Statistics 212 and 321; and two more statistics courses numbered 300 or above. (The Psychology 214/215 or Economics 293/393 course sequences may be substituted for Statistics 212.)

A minor in data science is described in the "Data Science" section of the catalogue.

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

Course Offerings

SC110s 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 or Statistics 110, 212, or 231. *Four credit hours.* **Q.** VILES

SC212fs Introduction to Statistics and Data Science 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. Credit can be received for only one of Mathematics or Statistics 110, 212, or 231. *Four credit hours.* **Q, W2.** O'BRIEN, SCOTT, VILES

[SC306] 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 or Statistics 212, 231, or 382. *Four credit hours.*

SC308s Topics in Psychometrics and Multivariate Statistics Psychometrics is concerned with the development and evaluation of psychological instruments such as tests and questionnaires. Students will learn about the fundamental concepts central to measurements derived from these tools. The establishment and assessment of the validity and reliability of research instruments, as well as the construction of scales and indices, will be discussed. Data reduction techniques and an introduction to testing theory will also be covered. Statistical software will be used throughout. *Prerequisite:* Statistics 212 and Mathematics 253 (may be taken concurrently). *Four credit hours.* O'BRIEN

SC321fs Statistical Modeling 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 or Statistics 212, 231, or 382. *Four credit hours.* SCOTT

SC381f Mathematical Statistics I: Probability Listed as Mathematics 381. *Four credit hours.* O'BRIEN

SC382s 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. Mathematics 253 and 274 are recommended. *Four credit hours.* O'BRIEN

THEATER AND DANCE

Chair, Associate Professor James Thurston

Associate Professors Annie Kloppenberg and James Thurston; Visiting Assistant Professors Toby Bercovici and Thomas Oldham; Technical Director John Ervin; Teaching Artists Joanna Patterson, Delaney McDonough, and Lori Weinblatt

The Department of Theater and Dance 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 is made up of 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 prepare particularly interested and talented students for graduate study and further involvement in the performing arts. It is both a structured and sequential major, ensuring that all students have broad exposure and training in acting, directing, movement, design, technical production, performance history, and theory in addition to the opportunity to focus on a specialized track during the junior and senior years.

Requirements for the Major in Theater and Dance

A nine-course* (36-credit) major with the addition of three faculty-led production experiences, one each in the areas of performance and stage management, and an additional experience determined in consultation with the major advisor.

*All courses below are four credits unless otherwise noted.

**Fulfills core or focus curriculum but not both.

Core Curriculum (20 credits, with four credits in each of the following five areas):

- (1) Dancing or Acting: 115, 116, 117, 118 (all two credits); or 171**
- (2) Design or Stagecraft: 135, 139
- (3) Directing or Choreography: 258**, 281**, 285**
- (4) Performance History I: 224
- (5) Performance History II: 226

Focus Curriculum (eight credits in one of the following areas):

- Acting/Directing: 171**, 261, 271, 281**, 361
- Dancing/Choreography: 258**, 262, 285**, 355, 361
- Design/Stagecraft: 235, 239, 265, 339, 365
- Scripting: 141, 241
- History/Literature/Theory: 261, 361, English 271

Self-designed (must be chosen in consultation with the student's theater and dance advisor)

Elective (four credits)

- Must be chosen in consultation with the major's theater and dance advisor
- Preferably at the 200 or 300 level
- Can be taken in another department with prior approval

Senior Capstone (four credits)

Theater and Dance 493, must be taken in the spring semester of the senior year

Requirements for the Major in Theater and Dance–Interdisciplinary Computation

The theater and dance-interdisciplinary computation major focuses on the growing relationship between computation and performance scenography and the multiple applications of software technologies to stage design. It offers a sequenced, stage design-based curriculum while also providing students with exposure to the theory and practice of dance, acting, choreography, and directing. Students should begin by taking Theater and Dance 113 or 114, and Computer Science 151 in their first year, then Theater and Dance 135 and Computer Science 231 (fall) and 251 (spring) in their second year. The remaining requirements may be taken in any other semester in consultation with the major advisors in theater and dance and computer science.

Required Courses in Theater and Dance

Theater and Dance 113 or 114; 135; 171 or two courses chosen from 115, 116, and 117; 281 or 285; 235 or 365

Required Courses in Computer Science

Computer Science 151, 231, 251, 351, and 369 or 451

Senior Capstone (four credits)

Designed in consultation with major advisors in both departments

Requirements for the Minor in Theater and Dance

A six-course* (24-credit) minor with the addition of two faculty-led production experiences in the areas of performance, stage management, or design/technical production.

*All courses below are four credits unless otherwise noted.

**Fulfills core or focus curriculum but not both.

Core Curriculum (16 credits, with four credits in each of the following four areas):

- Dancing or Acting: 115, 116, 117, 118 (all two credits); or 171**
- Design or Stagecraft: 135, 139
- Directing or Choreography: 258**, 281**, 285**
- Performance History: 224, 226

Focus Curriculum (four credits):

- Acting/Directing: 171**, 261, 271, 281, 361
- Dancing/Choreography: 258**, 262, 285**, 355, 361
- Design/Stagecraft: 235, 239, 265, 339, 365
- Scripting: 141, 241
- History/Literature/Theory: 261, 361, English 271

Elective (four credits):

- Must be chosen in consultation with the minor advisor
- Preferably at the 200 or 300 level
- Can be taken in another department with prior approval

Honors in Theater and Dance

Theater and dance majors with a minimum cumulative grade point average in the major of 3.5 and an overall GPA of 3.25 at the end of the January term of the junior year and with unanimous approval of the department faculty are eligible to apply for the honors thesis. Honors projects signify a serious engagement with independent research, 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 by March 1. With unanimous approval from the department, students can register for Theater and Dance 483. Students wishing to change their honors project must petition the department for approval. Honors research projects will be a total of six to eight credits and will be conducted during the student's last two semesters (one of which may be Jan Plan). Successful completion of the honors thesis will include an approved thesis and an oral presentation at the Colby Liberal Arts 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, e.g. dramatic literature, acting, dance, design, history, technical direction, or sound), please consult faculty in the Department of Theater and Dance.

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

Course Offerings

[TD013] Introduction to the Alexander Technique The Alexander Technique is an educational method that focuses on teaching individuals efficient, coordinated use of their bodies in everyday activities. Whether standing, sitting, bending, or lifting, students learn to accomplish activities from a place of balance and support. Enhances performance in music, dance, theater, and sports as it minimizes effort, tension, and fatigue. Simple principles realign the body for maximum health and function, thereby reducing stress and injury and improving mental acuity and physical appearance. *Noncredit.*

[TD111] Articulating the Physical Addresses writing as process of discovery, expression of creative and critical thought, and embodied pursuit. Opinion, authorship, and identity are interwoven and grounded in the body. Through movement, experiential anatomy, and choreographic thought, explore the language of/from the body and understand the textual nature of written words, body, self, society, landscape, visual frame, and dance performance. Look at how choreographic thought informs writing. Translations between the visual and the visceral develop active, individual, confident, and vivid writing voices. No prior dance experience required. *Four credit hours.*
A, W1.

[TD113] The Dramatic Experience In the digital age, why do people continue to create live performance? What makes the dramatic experience unique? This introductory course surveys the field of contemporary theatrical production and offers students the chance to experiment with acting, directing, playwriting and/or design projects. By watching a range of live performance works and surveying the history, literature and visual recordings of dramatic performance traditions, students learn to analyze aesthetic and cultural contexts and to discuss and write confidently about their experiences as audience members. Concludes with the creation of an original piece of theatrical performance or design. *Four credit hours.* **A.**

[TD114] The Dance Experience A broad introduction to the field of contemporary dance including opportunities to experiment with studio practices (dance techniques and creative choreographic exercises) and to study and analyze the form's history and theory. No prior dance training necessary. Students with dance training are invited to enroll, understanding that technique will be taught at an introductory level but incorporating valuable exercises in contextualizing and discussing dance. At the end students will be able to demonstrate the fundamentals of contemporary dance movement, communicate (in verbal and written form) aesthetic ideas, and meaningfully engage in the creative research process. *Four credit hours.* **A.**

TD115Af Theater Technique Lab: Confident and Connected Voice Students will learn a comprehensive vocal warm-up that includes techniques for identifying and releasing tension, expanding breath awareness and capacity, exploring resonance, supporting appropriate volume, and developing strong articulation skills. In-class exercises, discussions, and weekly journal responses will help students begin to observe their own vocal habits and analyze both theories about and practical approaches to owning the voice as an instrument of powerful creative expression. By the end, students will lead peers in effective vocal warm-up, share orally and in writing observations about vocal habits and perceived changes, and present a memorized text with clear speech and strong vocal connection. May be taken a total of four times for credit. *Two credit hours.* WEINBLATT

TD115Bs Theater Technique Lab: An Actor Prepares Students will learn practical skills and strategies for understanding and engaging in "actor homework." We will explore the actor's preparation for a production cycle beginning with auditioning, continuing through rehearsal and into performance. Using tools such as deep text analysis, physical and vocal exploration of character, and identifying and experimenting with active choices, students will gain confidence in their abilities to bring their own creative ideas to the artistic process and to become true collaborators with directors and fellow actors. Culminates in a showcase of monologues and scenes from contemporary dramatic literature. May be taken a total of four times for credit. *Two credit hours.* WEINBLATT

TD116Af Ballet Forms Technique Lab: Beginning Beginning-level ballet, focused on developing the functional anatomy of the moving body through classical ballet vocabulary. Students are introduced to the basic vocabulary of the form and encouraged to experiment with groundedness and lightness, balance and stasis, support and tension, force and energy. Students will demonstrate increased flexibility, strength, coordination, and body connectivity. May be taken a total of four times for credit. *Two credit hours.* PATTERSON

TD116Bs Ballet Forms Technique Lab: Intermediate An exploration of the principles of ballet including, but not limited to, technique, vocabulary, and history. Students will make the vital connection between theory and practice by demonstrating their knowledge of technique within the classroom and will recognize the benefits of risk-taking through theory, performance, and evaluation. They will understand the cultural history of ballet through independent practice and research, as well as synergetic discussion. May be taken a total of four times for credit. *Two credit hours.* PATTERSON

TD117Afs Contemporary Dance Technique Lab: Beginning/Partnering An introductory contemporary/modern studio course geared toward students with little or no dance experience, but also open to those looking to deepen their practice or practice partnering. Explore contemporary dance movement from a variety of lenses with a special focus on the fundamentals of contemporary partnering—bearing and sharing weight, engaging and following momentum. Look at the athletics and aesthetics of the moving body, develop anatomical, sensory, and spatial awareness, execute increasingly complex movement sequences, and examine the metaphoric expressive potential of bodies in action. May be taken a total of four times for credit. *Two credit hours.* KLOPPENBERG, MCDONOUGH

TD117Bf Contemporary Dance Technique Lab: Intermediate/Ballet In this studio practicum, students with prior experience will develop greater facility with contemporary/modern dance choreography and a clearer understanding of anatomical structures at work. We will begin with a ballet barre, focusing on increasing efficiency of movement articulation at the joints and progressively warming up the body. The contemporary/modern center work will focus on complex movement patterns in a dynamic range of qualities, exploring how to apply the principles of ballet vocabulary practiced at the barre in choreography that takes the body off center, to the floor, and into the air. May be taken a total of four times for credit. *Two credit hours.* KLOPPENBERG

[TD118] Dance Technique Lab: Dance Forms of the African Diaspora In this studio-based course, students will learn movement techniques rooted in Afro-diasporic aesthetic and physical qualities including groundedness, curvilinearity, polyrhythm, syncopation, and polycentrism. Class is movement-centered, but also emphasizes understanding the historical and cultural contexts. Open to all levels. No previous dance experience required, but those with dance experience are welcome. May be taken a total of four times for credit. *Prerequisite:* Concurrent registration in Theater and Dance 197. *Two credit hours.*

TD135s 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 and choreographer to life through the use of space, light, and clothing. Historical and contemporary texts are explored through lectures, critical research, discussions, and projects. Students learn to use their unique creative potential to research and define a design concept, express this concept orally and in writing, and present the concept visually using sketching, rendering, computer visualization, and scenic modeling. *Four credit hours.* A. THURSTON

TD139fs Stagecraft I Introduces students to scenic construction, theatrical rigging, lighting production, and prop-making concepts, techniques, equipment, and materials, emphasizing problem solving through research, experimentation, and collaborative learning while considering the environment, economic choices, and safety. Students will learn to appreciate the performative aspects of stagecraft by participating in a behind-the-scenes role during the construction period, technical rehearsals, and performances of a faculty-directed, department production. Independent out-of-class work is essential. Previous experience is not necessary. *Four credit hours.* A. ERVIN

TD141f 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. OLDHAM

TD164fs Applied Performance/Production Students participating in Theater and Dance Department productions as performers, designers, stage managers, theater technicians, and other production positions may register for credit. May be taken up to eight times for credit. Nongraded. *Prerequisite:* Permission of the instructor. *One credit hour.* THURSTON

TD171f Acting I Explores the use of the body, voice, emotion, and intellect to create a theatrical character. Through close study of Stanislavski's system, students prepare monologues and scenes to articulate possible interpretations of a play script or performance clearly and effectively. In-class performances further an awareness of individual and ensemble physicality in order to communicate emotion, thought, aesthetic intention, and mind-body awareness. Emphasis on analysis and concentration. Final performances stress the benefits

and consequences of creative and aesthetic risk. No prior experience necessary. *Four credit hours.* A. BERCOVICI

TD223j Critical Race Feminisms and Tap Dance Listed as Women's, Gender, and Sexuality Studies 223. *Three credit hours.*
A, U. THOMAS

TD224f Performance History I Explores world performing traditions from c. 534 BCE to c. 1700 CE 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. OLDHAM

TD226s Performance History II Explores world performing traditions from 1700 to the early 1970s by examining the ways theater, dance, and other types of live performance arise out of and give expression to their surrounding cultures. Using multiple media (text, video, artifacts), students develop a familiarity with aesthetic and social values within specific eras and across time. Oral and written research projects (individual and group) further analytical and collaborative skills and develop cogent and expressive writing and speaking. Exposure to different cultures increases diversity awareness and the capacity for self-reflection. *Four credit hours.* L. OLDHAM

[TD235] Intermediate Design: Interactive Performance 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, projection, costumes, and light. Students will learn to analyze research for creative design potential, formulate complex design solutions, integrate a more sophisticated understanding of the principles of design using computation and digital media, and express final design ideas in an interactive performance staged in the Cellar Theater. *Four credit hours.* A.

TD239fs Stagecraft II Further exploration of scenic construction, theatrical rigging, lighting production, and prop-making concepts, techniques, equipment, and materials, emphasizing problem solving through research, experimentation, and collaborative learning while considering the environment, economic choices, and safety. An expansion of the course of study from Stagecraft I in which students will examine scene painting and computer-assisted woodworking. Independent out-of-class work is essential. *Prerequisite:* Theater and Dance 139. *Four credit hours.* ERVIN

[TD241] Playwriting Workshop: Solo Performance and Devised Theater Explores two potent resources for theatrical writing: the individual and the collective. Half of the course is devoted to solo performance, in which the life experience of the writer provides the basis for a unique form of storytelling. We will study representative one-person shows and performance art before putting it into practice ourselves. The other half investigates collaborative storytelling, in which the entire class contributes to the process. Taking as examples the work of renowned theater collectives and collaborative playwrights, we turn ideas generated by the group mind into a scripted performance. *Four credit hours.* A.

TD258s Improvisational Practices in Dance Approaches improvisation as a compositional, formal performance form and, metaphorically, as a means to open to the unknown, prepare to live in unpredictable environments, recognize options as they exist around us, imagine possible futures, and make clear choices. Students cultivate heightened awareness, develop a receptive, responsive bodymind—open, playful, daring, associative, resourceful, and able to craft choices based on instinct and design. Students remain in process and take risks nonjudgmentally, with courage putting those skills to the test in formal performances, carefully crafting each work as it emerges. *Four credit hours.* A. KLOPPENBERG

TD261s Topics in Performance: The Musical as Dramatic Literature The Broadway musical is arguably America's most significant contribution to performance history, but it has only recently begun to receive serious scholarly attention. We will examine the form as a major contribution to American art and literature. By looking at representative examples of musicals over the last hundred years, we will explore how this unique combination of song, dance, and story has shaped generations of performance practice. We will also identify key aesthetic trends, locating the ways in which the American musical has reflected and contributed to larger conversations of cultural identity. *Four credit hours.* A. OLDHAM

TD261Jj Topics in Performance: Activist Storytelling Workshop Students will create original story-based performance pieces inspired by their own passion — issues such as the environment, race, poverty, reproductive justice, freedom of speech, LGBTQ+ rights, disability, diversity, access to education, etc. Students will explore a variety of writing and performance styles and techniques to engage in creative process and generate material. Culminates in a showcase presentation of solo and small group pieces at Colby and at a professional performance venue in Portland, which will require additional travel and rehearsal time the final week of Jan Plan. No previous writing or performance experience necessary. *Prerequisite:* Permission of the instructor. *Three credit hours.* A. WEINBLATT

[TD262] Topics in Dance: Collaborative Company Experience Offers students the chance to learn and practice a range of dance production topics. Since content will vary, can be repeated once. Students will experience choreography as an unfolding process, creative research, and a collaborative endeavor. At the end, students will be able to demonstrate fundamentals of theatrical production, communicate aesthetic ideas, and collaborate with artistic team colleagues. *Prerequisite:* Permission of instructor. *Four credit hours.*

TD264Af Applied Performance/Production: Fall Performance Projects Three creative processes: First-Year Theater Project, First-Year Dance Project, and Majors and Minors Project. All rehearse separately (rehearsals will not conflict), but perform together at Family Homecoming weekend, October 27 and 28. The Majors and Minors Project provides an opportunity for students from all areas in theater and dance to engage in shared creative research, building on traditions from devised theatrical and collaborative choreographic practices; students collaborate to develop text, movement, and design elements. Students participating as stage managers, performers, designers, theater technicians, and production assistants may register for credit. Nongraded. *Prerequisite:* Audition. *Two credit hours.*
KLOPPENBERG

TD264Bf Applied Performance/Production: *The Taming of the Shrew* The story of Katherina Minola, a fiercely independent young woman held in captivity by her father and then sold into marriage to the highest bidder. Her husband, Petruchio, recognizes her brilliance, and, in his words, the "two raging fires meet together [and] consume the thing that feeds their fury." Shakespeare's passionate love story and searing critique of gender roles is turned here into a fresh and politically relevant musical adaptation. Parts for 10-20 actors. Performances Dec. 1-2. Students participating as stage managers, performers, designers, theater technicians, and production assistants may register for credit. Nongraded. *Prerequisite:* Audition. *Three credit hours.* BERCOVICI

TD264Cj Applied Performance/Production: *Scenes from an Execution* Playwright Howard Barker's portrait of a fictional 16th-century artist who is commissioned by the Doge of Venice at great risk to his political future™ to paint a grand mural in celebration of a major naval victory. The painter is a woman, a realist, a rebel, and a free spirit, so the government does not get the jingoistic celebration of political and military might it expects. Instead, she reveals war in all its horror, cruelty, and suffering, and chooses prison over changing the mural. This fascinating parable raises issues of contemporary resonance and espouses the paradoxical mystery of art: that works exist independently of their creators. Performances February 9-10. Students participating as stage managers, performers, designers, theater technicians, and production assistants may register for credit. Nongraded. *Prerequisite:* Audition. *Three credit hours.* ERVIN

TD264Ds Applied Performance/Production: *The Wonderful World of Dissocia* Anthony Neilson's colorful modern play sends its main character, Lisa Jones, on a journey to a curious land unlike any place else. There she discovers that nothing is as it seems. As the playwright has said, "if you like Alice in Wonderland but there's not enough sex and violence in it, then Dissocia is the show for you." Performances March 15-17. Students participating as stage managers, performers, designers, theater technicians, and production assistants may register for credit. Nongraded. *Prerequisite:* Audition. *Two credit hours.* OLDHAM

TD264Es Applied Performance/Production: *How to Start Over* An audience-immersive experience written and directed by Katie Monteleone '18. Audience members are led through a series of initiation processes to become new citizens of a utopian society called Ephiria. In addition to rehearsals, performers will attend workshops to develop their work with emotional memory, audience interaction, status, world-building, and immersive theatre. Designers will attend some of the workshops, as well as production meetings. Rehearsals begin February 20. Performances are April 20-21. Students participating as stage managers, performers, designers, theater technicians, and production assistants may register for credit. Nongraded. *Prerequisite:* Audition. *Two credit hours.* BERCOVICI

TD264Fs Applied Performance/Production: *Quicksand: A Dance Concert* Live performance is ephemeral: sometimes we slip into it and sometimes it drips through our grasp; we experience its impact more palpably than we can recreate individual moments. This evening of new work highlights that ephemeral process of meaning-making as performers, audience members, and student choreographers together negotiate performances of passing realities. Performances April 27-28. Students participating as stage managers, performers, designers, theater technicians, and production assistants may register for credit with approval of the instructor. Nongraded. *Prerequisite:* Permission of the instructor. *Two credit hours.* KLOPPENBERG

TD264Jj Applied Performance/Production: Portland Ballet Students will spend Jan Plan in Portland, Maine where they will participate in daily company classes with the Portland Ballet Professional Company, in a new creative project with a visiting choreographer, and will have part-time internships in a variety of areas. Interested students should contact Professor Kloppenberg early in the fall and are strongly encouraged to enroll in TD116 and/or TD117 in the fall semester to be ready to work at a high level. Nongraded. Cost in 2018: \$750
Prerequisite: Audition. *Three credit hours.* YANOWSKY

[TD265] Topics in Design A chance to learn and practice a range of theater production topics. Content will change each semester and the course can be taken up to two times. *Four credit hours.* A.

TD271s Acting II: The Psycho-Physical An investigation of the use of movement and development of outer form to create character

psychology. Techniques explored include those of Anne Bogart, Michael Chekhov, Mary Overlie, Tadashi Suzuki, and Ruth Zaporah. Working with extant text and creating original work, students will develop mind/body and compositional awareness. They will display an understanding of aesthetic knowledge and sensibility by participating in and observing each other's work. May be taken a total of two times for credit. *Prerequisite:* Theater and Dance 171 or two different sections of 115, 258, or 261. *Four credit hours.* BERCOVICI

[TD281] Directing Emphasizes the collaborative nature of theater. Allows students to explore a wide variety of performance styles. Practical matters such as casting, the design process, and working with actors will be discussed along with historical and contemporary roles of the director. Students will cast and direct scenes in class and present a final directing concept for a longer, more substantial piece of work. Equal parts studio and lecture, requires stringent attendance and preparatory/rehearsal time outside of class. Students will be able to demonstrate fundamentals of composition and blocking, communicate aesthetic ideas, and collaborate with artistic team colleagues. *Four credit hours.*

TD285f Choreographic Process This introduction to dance-making examines the creative process focusing on physical language, dynamics, and spatial arrangements as possibilities for constructing meaning. We look at movement vocabulary as something that is invented, created personally, crafted carefully in time, space, dynamic arrangement, and relationship to other bodies, always holding the potential for surprise from inside and out. We explore movement ideas, construct and deconstruct movement phrases, discuss readings, choreography, processes, class studies, and roadblocks. Students will begin to discover individual, choreographic points of view and will learn about a diverse set of contemporary choreographers and their work. *Four credit hours.* A. KLOPPENBERG

TD339s Stagecraft III Further exploration of scenic construction, lighting production, and prop-making concepts, techniques, equipment, and materials. In addition to expanding their studies from Stagecraft II, students will examine welding and three-dimensional computer-assisted wood carving. Out-of-class work is essential. *Prerequisite:* Theater and Dance 239. *Four credit hours.* ERVIN

[TD355] Applied Choreography Students with previous experience in contemporary choreography at the college level will create original works for formal performance through a rigorous creative process that includes feedback from faculty and peers, presentation of design concepts, and collaboration with student lighting designers. Course will address contemporary issues in dance including viewings of work by active, acclaimed, and emerging professional choreographers. *Prerequisite:* Theater and Dance 285, or 258 with permission of instructor. *Four credit hours.*

TD361s Directing II: Vision and Pedagogy In this advanced directing course, students will develop and hone aesthetic vision through a variety of different creative invitations. They will simultaneously explore the pedagogy of directing: the skills needed to identify and dismantle actor habits and hangups. *Prerequisite:* Theater and Dance 281 or 285. *Four credit hours.* BERCOVICI

TD365f Advanced Topics in Design: Architectural Imaging An intensive study of the integrated use of computer-aided design (CAD). Centering on an architectural concept developed through research and contextual study, students utilize CAD to investigate and test design assumptions and to fully conceive multidimensional architectural expression. Students use their own creative potential to develop virtual architectural models, allowing imagination, critical thinking, and an understanding of traditional and contemporary presentation techniques to define final design expression. Students must have access to a laptop for the semester. *Prerequisite:* Permission of the instructor. *Four credit hours.* A. THURSTON

TD483f, 484s Honors Thesis in Theater and Dance Majors may apply for admission in spring of their junior year. Requires research conducted under the guidance of a faculty member and focused on an approved topic leading to the writing of a thesis, an oral public presentation or performance, and a presentation in the Colby Liberal Arts 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.*

TD491f, 492s Independent Study Individual projects in areas where the student has demonstrated the interest and competence necessary for independent work. *Prerequisite:* Permission of the instructor. *One to four credit hours.* FACULTY

TD493s Senior Seminar This capstone experience offers students the chance to engage in seminar-level discussions on the history and aesthetics of performance and to further develop critical and analytical skills related to performance culture. Taught each year by a different member of the faculty who chooses the theme and identifies reading/viewings from a master list developed by the department. The structure includes seminar-style discussions based on significant weekly readings/viewings, a professional preparation workshop, and peer-to-peer tutorial sessions wherein the reading/viewing material is chosen by the students (with the guidance of the professor) and the discussion is generated and moderated by the students (with input from the professor). *Prerequisite:* Senior standing as a theater and dance major. *Four credit hours.* THURSTON

WOMEN'S, GENDER, AND SEXUALITY STUDIES

Director, Associate Professor Lisa Arellano

Appointments in Women's, Gender, and Sexuality Studies: Associate Professor Lisa Arellano; Assistant Professor Sonja Thomas

Program Faculty for Women's, Gender, and Sexuality Studies: Professors Kimberly Besio (East Asian Studies), Lyn Mikel Brown (Education), Cedric Gael Bryant (English), Ben Fallaw (Latin American Studies), James Fleming (Science, Technology, and Society), Cheryl Townsend Gilkes (Sociology and African-American Studies), Jill Gordon (Philosophy), Paul Josephson (History), Elizabeth Leonard (History), Mary Beth Mills (Anthropology), Jorge Olivares (Spanish), Laurie Osborne (English), Adrianna Paliyenko (French), Tamae Prindle (East Asian Studies), Nikky Singh (Religious Studies), Mark Tappan (Education), and Larissa Taylor (History); Associate Professors Lisa Arellano (American Studies and Women's, Gender, and Sexuality Studies), Tilar Mazzeo (English), Tarja Raag (Psychology), Anindyo Roy (English), Elizabeth Sagaser (English), Laura Saltz (American Studies), Betty Sasaki (Spanish), Katherine Stubbs (English), Andrea Tilden (Biology), and John Turner (History); Assistant Professors Dean Allbritton (Spanish), Rebeca Hey-Colón (Spanish), Jay Sibara (English), and Sonja Thomas (Women's, Gender, and Sexuality Studies); Faculty Member without Rank Marilyn Pukkila (Library)

The Women's, Gender, and Sexuality Studies Program is a feminist interdisciplinary program designed to acquaint students with scholarship on women, gender, sexuality, and feminist theory. The program mission is to teach students about the ways gender is culturally constructed and intersects with other systems of social difference such as race, ethnicity, class, sexual orientation, and ability.

A WGSS major graduates with a strong grounding in a variety of feminist research methodologies. Core courses train students in interdisciplinary methods and rigorous theoretical reading and writing. Students draw on courses in other programs and departments for training in empirical methods and for topical breadth. A WGSS major graduates having completed a program that is tailored to the student's developing interests. Our program's graduates are trained to think independently, courageously, and boldly about their own subjectivities and the world around them.

Requirements for the Major in Women's, Gender, and Sexuality Studies

Twelve courses, including an introductory course (WGSS 201); a course in feminist theory (WGSS 311); a senior seminar (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 3.50 major average at the end of the senior year and a public oral presentation of the project are conditions for successful completion of this program. Honors course credits do not count toward elective credits in the major. The final project will usually consist of 50 pages or more of superior quality.

Requirements for the Minor in Women's, Gender, and Sexuality Studies

Six courses, including an introductory course (WGSS 201); a course in feminist theory (WGSS 311); and a senior seminar (WGSS 493); and three additional courses designated as WGSS courses or cross-listed under WGSS, at least two of which must be at the 300 or 400 level. No more than one semester of independent study (WGSS 491 or 492) may be counted toward fulfillment of the minor requirements.

The point scale for retention of the minor applies to all courses taken toward fulfillment of the minor. Courses counted toward the minor may not be taken satisfactory/unsatisfactory.

Courses from Other Departments That May Be Applied to Women's, Gender, and Sexuality Studies Major or Minor

Note: As course offerings change yearly, this list may not be comprehensive.

American Studies

- 334 Film and Society: Films of the 1940s

- 342 Political Violence: American Cultures of Radicalism
- 375 Representing Difference in Visual Culture

Anthropology

- 373 The Anthropology of Gender and Sexuality

Cinema Studies

- 215 The Image of Women and Men in American Film

East Asian Studies

- 251 Gender Politics in Chinese Drama and Film
- 278 Language and Gender

English

- 336 Early American Women Writers
- 412 Shakespeare (when appropriate)
- 413 Author Course (when appropriate)
- 422 Queer Theory and U.S. Literature and Cultures
- 493 Seminar (when appropriate)

French

- 358 Passionate Discontent: The 19th-Century Epidemic

History

- 120B Spotlight on History: America's First Ladies
- 231 American Women's History, to 1870
- 232 American Women's History, 1870 to the Present
- 245 Science, Race, and Gender
- 313 Women in Medieval and Early Modern Europe
- 354 Skin-scapes: Beauty, Skin, and Cosmetics in East Asian History
- 413 Seminar: Joan of Arc: History, Legend, and Film

Philosophy

- 215 Feminist Philosophies
- 217 Feminism and Science

Religious Studies

- 257 Women in American Religion
- 275 Contemporary Witchcraft: Formalists, Feminists, and Free Spirits
- 312 South Asians and Global Literature, Film, Art, Environmentalism

Sociology

- 276 Sociology of Gender
- 344 Sociology of Sexualities
- 355 African-American Women and Social Change

Spanish

- 276 U.S. Latina/Chicana Women Writers
- 362 All about Almodóvar
- 364 Gender, Sex, and the Spanish Body
- 493 Seminar: Queer Spain

Course Offerings

WG201fs Introduction to Women's, Gender, and Sexuality Studies An introduction to the interdisciplinary field of women's, gender, and sexuality studies, using classical and contemporary texts. An examination of the variety of feminist and queer theoretical approaches to understanding gendered and sexual lives in historical contexts. *Four credit hours.* **U.** ARELLANO, THOMAS

[WG211] Women in Myth and Fairy Tale How are women represented in the myths and fairy tales of U.S. cultures? What is the impact of these images on our selves and our societies? What are some alternatives to the images we are familiar with? How are women using myths and fairy tales to deconstruct oppressive images based on cultural stereotypes? These questions are explored through close

examination of ancient and contemporary versions of the stories of Psyche, Beauty, and Inanna. American Indian stories and feminist fairy tales provide alternative images for discussion, as do various video versions of the stories. Normally offered every other year. *Three credit hours.* L.

WG223j Critical Race Feminisms and Tap Dance An introduction to critical race feminism and tap dance. Students will learn about the history of tap dance in the United States and abroad, black feminist thought, the concept of intersectionality, and the hypervisibility of raced bodies. Students will learn to perform and name basic tap skills and the "shim sham shimmy," a dance historically performed by African-American female tap dancers in Harlem; to perform a visual cultural analysis; to understand and think critically about concepts from critical race theory, black feminist thought, and feminist performance theory; and to know the history of tap dance and its significance to racial politics in the United States. Previously listed as WG297 (JP 2014). *Three credit hours.* A, U. THOMAS

WG225f Gender and Politicized Religion An analysis of gender, politicized religion, and secularism in a global context. We will look at justifications for patriarchal state practices that stem from particular interpretations of religious texts. We will explore feminist critiques of religious fundamentalisms, ways in which religion shapes gender roles, and international networking for both religious freedom and women's empowerment. Students will understand the concept of politicized religion in different nation-state contexts, locate how secularism is practiced differently based on particular religious, historical, and political contexts, and critically examine feminist activism globally. *Four credit hours.* I. THOMAS

WG232s 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

[WG275] Gender and Popular Culture Listed as American Studies 275. *Four credit hours.* U.

[WG276] Sociology of Gender Listed as Sociology 276. *Four credit hours.* S, U.

WG311f Feminist Theories and Methodologies Takes an interdisciplinary, intersectional, and progressively transnational approach to feminist theory of the past three decades. Equally premised in the convictions that the "personal is political" and "the political is gendered." Fosters critical consciousness of the many and varied ways in which sex, gender, and sexuality shape our daily lives. Taking seriously the challenges posed from within and outside feminism to acknowledge and grapple with the gaps between theory and practice born of the many and varied differences between and among women, we closely examine not only what Estelle Freedman terms the "historical case for feminism" but also the historical case for feminist theory. *Prerequisite:* Junior standing as a WGSS major or minor. *Four credit hours.* U. THOMAS

WG317s Boys to Men A focus on the thoughts, feelings, physical responses, life choices, and aspirations of boys and men. Explores, from an explicitly feminist and 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 lead discussion groups with boys in local schools and after-school programs. *Four credit hours.* U. TAPPAN

[WG335] Girls, Activism, and Popular Culture Provides students with the opportunity to explore how dominant cultural constructions of girlhood and popular culture impact girls' sense of agency and their chosen forms of activism. We will examine how girls accommodate, negotiate, and/or resist prevailing ideals of "girlhood," and critically examine girl-defined activism, with particular attention to social networking and media production. We will work together to create an on-campus action, participate in a current girl-driven movement via blogging, and apply feminist and developmental theories and approaches to an activist project with local girls. *Prerequisite:* Education 213 or 215, or Women's, Gender, and Sexuality Studies 201. *Four credit hours.* U.

[WG341] Gender and Human Rights Examines gender and human rights through articles in the United Nation's Universal Declaration of Human Rights. Focusing each week on a particular article of the declaration, we will examine feminist activism in the context of women's rights as human rights; question how, who, and what are protected by the declaration; and bring the particular into conversation with the universal. Students will understand the concept of universal human rights, analyze human rights abuses from multidisciplinary perspectives, and critically analyze feminist activism for social justice across local and global contexts. *Four credit hours.* S, I.

WG343s Native and Postcolonial Feminisms Covers many canonical postcolonial and indigenous feminist texts. While indigenous and postcolonial feminists share a gendered analysis of colonial practices, there are also inherent tensions between them wrought from the geographic and historic particularities of state formations. We will question how coloniality, decoloniality, and settler governance circulate (or not) between indigenous and postcolonial feminisms. How is decoloniality similar/different? What do these similarities/differences mean for

transnational feminist organizing? What types of competing imaginaries are at play in decolonial futures? Previously listed as WG398 (Spring 2017). **Origins theme course.** *Four credit hours.* I. THOMAS

[WG344] Sociology of Sexualities Listed as Sociology 344. *Four credit hours.*

[WG483] 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.*

WG491f, 492s Independent Study Individual study of special problems in women's, gender, and sexuality studies in areas where the student has demonstrated the interest and competence necessary for independent work. The instructor must be one of the faculty members in the program. *Prerequisite:* Women's, gender, and sexuality studies major or minor, permission of the instructor, and approval of the Women's, Gender, and Sexuality Studies Program. *Three or four credit hours.* FACULTY

WG493s Seminar: Identity Formation, Social Movement, and Gender An examination of current debates about social and political identity in an effort to understand the terrain of these debates by examining (and in some cases forcing) conversations between and among projects that attempt to offer ways of thinking about the relationship between identity formation and social movements. Students will complete an independent project on a topic of their own choosing. *Prerequisite:* Women's, Gender, and Sexuality Studies major or minor. *Four credit hours.* ARELLANO

WRITING PROGRAM

Director, *Stacey Sheriff*

Program Affiliated Faculty: *Assistant Professors Ghada Gherwash (Multilingual Writing Specialist, Writing Program), Meghan Hancock (Writing Program), Paula Harrington (Farnham Writers' Center Director, Writing Program, and English), and Stacey Sheriff (Writing Program and English); Visiting Assistant Professors James Barrett (Writing Program and Classics), Elizabeth Ketner (Writing Program), and Elisabeth Stokes (Writing Program)*

Writing is a crucial component of a liberal arts education. Accordingly, the mission of the Colby Writing Program is to support a culture of writing that ensures Colby students develop their writing and research abilities to become successful communicators in academic, personal, and, ultimately, professional environments after college.

The Writing Program is an academic program that draws on many disciplines, most notably the field of rhetoric and composition studies, which brings together writing and communications pedagogy, rhetorical theory, and research in writing across disciplines. It is responsible for coordinating and assessing first-year writing (W1); helping faculty develop upper-level writing in the majors and across the curriculum; offering faculty development around writing-related pedagogy and research; providing support for multilingual students through individual consultations and work with faculty; and, through the Farnham Writers' Center, providing student peer-to-peer writing tutoring and faculty support.

Colby Writing Program faculty teach writing courses at varied levels, with a particular focus on first-year writing. For more information, please see the "Colby Writing Program" and "Farnham Writers' Center" sections of the catalogue or visit the program website, colby.edu/writingprogram.

Course Offerings

WP111f Communication in Context Offered in the fall for international students who are not yet taking their first-year writing (W1) course. Introduces students to the needs and expectations for written and oral communication in American academic English. Students will read and reflect on a variety of nonfiction texts. Includes classroom discussions, reflective journals, essays, and an oral presentation. Students will write three multi-draft papers that focus on different topics. Thus, the primary goal is to hone students' communicative skills in English — both spoken and written. Previously listed as "Expository Writing Workshop." *Three credit hours.* GHERWASH

WP112fs Writers' Workshop An individualized, weekly tutorial session with a trained peer writing tutor from the Farnham Writers' Center. Meets weekly for 1 hour during the time of your choice for a total of (at least) 10 hours per semester. Open to students from first-years to seniors. Students usually take WP112 with a W1 (first-year writing), senior thesis, or other writing-intensive courses. Meetings may focus on writing assignments, reading assignments, grammar, professors' feedback or anything else related to writing or research for any

courses. May be repeated for credit. Nongraded. *One credit hour.* HARRINGTON, SHERIFF

[WP114] Global English: Contemporary Expository Writing across Media An examination of "global English" to gain a better understanding of successful written communication, especially expository writing. We will review grammar, with a focus on the most common linguistic differences from other language groups; examine traditional rhetorical forms, from argument to advertising and from polemic to parody; study new media forms such as blogs, websites, Facebook, tweets, and graphic narratives; and explore these questions: How does language construct, reflect, limit, and transcend cultural meaning? How does usage change and why? What are the arguments for and against such changes? Students with working knowledge of more than one language especially welcome. *Four credit hours.* **W1.**

[WP115] First-Year Writing Frequent practice in expository writing to foster clarity of organization and expression in the development of ideas. The assigned reading varies, but all Writing Program 115 courses discuss student writing. Students should select their first-choice course and submit alternate preferences via the Web page provided. *Four credit hours.* **W1.**

WP115As First-Year Writing: Rhetoric, Writing, and Social Change Focuses on effective writing, rhetorical analysis, and communicating with different audiences—including the Colby community. Writing projects will include three analytical essays and a final, public writing project in which each student identifies an issue in the Colby community, researches the situation, and develops a realistic proposal to improve it. Each week, we focus on a different aspect of college-level academic writing (e.g., paragraph development, sentence-level editing, analyzing research sources, making sound arguments, etc.) Readings are diverse and include non-fiction essays, newspaper journalism, videos, and scholarly writing on rhetoric, identity, and literacy. Previously listed as English 115. *Four credit hours.* **W1.** SHERIFF

[WP115B] First-Year Writing: Truths and Fictions Poem. Short Story. Essay. As we read materials from these domains, we will ask what kinds of truths fiction can tell and what sorts of fictions may pass as truth. Ongoing and sustained focus on writing forms the backbone of the course. Closely tied to the readings, frequent writing assignments—formal, informal, and creative—are directed toward developing critical thinking, persuasive argumentation, and a mastery of grammar and style. Previously listed as English 115. *Four credit hours.* **W1.**

WP115Cfs First-Year Writing: Reimagining the Essay Reconsiders the essay's potential for self-expression and analytical argumentation. Students read powerful essays of the past 70 years, write five essays, and reimagine their relationship to the genre. Of particular emphasis are clarity of expression, development of ideas, logical organization, and effective and correct use of research to support claims—both to prepare for future writing assignments and to appreciate the form as a means to express ideas complexly, gracefully, and persuasively. Previously listed as English 115. *Four credit hours.* **W1.** KETNER

WP115Dfs First-Year Writing: Food for Thought The food we interact with is an expression of our humanity, our many cultures, our selves. This peer-review and process-oriented course combines reading across genres with the development of writing skills that can be applied in all disciplines. Students will practice personal narrative, argument, synthesis, and research-based writing and read work by both new and established authors. *Four credit hours.* **W1.** STOKES

WP115Es First-Year Writing: Writing through the Multicultural Lens We will use the theme of multiculturalism/multilingualism as our framework to analyze a multitude of non-fictional texts that are composed by writers from a variety of cultural/linguistic backgrounds. The primary goal is to encourage students to question, interrogate, and challenge the stereotypes that have prevailed in the news and social media, aiming to foster cross-cultural communication. Students will write four papers that center around a topic of their choice. Students from underrepresented contexts, domestically and globally, as well as those with a functional knowledge of an additional language(s) are especially welcome. *Four credit hours.* **W1.** GHERWASH

[WP115F] First-Year Writing: Origin Stories and Graphic Novels TBD. *Four credit hours.* **W1.**

WP115Gf First-Year Writing: Rich and Poor in American Fiction Invites you to examine an American literary movement—social realism—through the lens of class extremes, looking at how fiction has helped create and reinforce cultural notions of rich^o and poor.^Æ We will read canonical works as well as contemporary popular literature with an eye toward fictional representation of class division. We will also apply class theory, such as that of Thorstein Veblen, to narrative and will contextualize texts through New Historicism. In the process, we will explore, even deconstruct, our own views of class identities. Assignments will include a short position paper, a longer research paper, a blog, a group project, and a midterm. *Four credit hours.* **W1.** HARRINGTON

WP115Hfs First-Year Writing: Writing about Writing Covers writing theory by inviting students to explore their own and scholars' conceptions of how writing gets things done, what "good" writing is, and how writing tasks and genres are defined by specific contexts, rhetorical situations, and communities. Students will think about themselves as composers—what processes work best and how their past

experiences shape their writerly identities. Major assignments include a definition paper on a writing concept, an autoethnography exploring students' writing processes, a research paper on the ways in which a discipline of interest circulates knowledge through writing, and a remediation project that transforms a previous work into a digital medium for a new audience. *Four credit hours.* **W1.** HANCOCK

WP120As Language, Thought, and Writing: Literary Conversations Individual works of literature take part in a larger literary conversation that transcends time and space. Writers join the conversation by replicating existing literary forms and conventions. They also respond to perennial themes that have sparked writers' imaginations. Literary scholars also engage in ongoing conversations about the purpose and meaning of literary texts. We will enter these conversations by reading, writing about, and discussing literary texts. We will have regular opportunities to respond creatively and analytically, in speech and writing, to some amazing poems, plays, and novels. Previously listed as English 120. *Four credit hours.* **W1.** KETNER

[WP151A] Reading and Writing about Literature: Gothic Literature We will trace the origins of the Gothic in literature and explore the human appetite for the sublime and the supernatural, reading poetry, short stories, and novel-length works. Previously listed as English 151. *Four credit hours.* **W1.**

CENTER FOR TEACHING AND LEARNING

The Center for Teaching and Learning (CTL) at Colby College enhances intellectual engagement across the liberal arts curriculum through programs and services that promote creativity, collaboration, and reflective practices that support effective teaching and learning for faculty and students. Focused primarily on supporting faculty through workshops and consultations related to effective teaching strategies, the CTL also works collaboratively with the dean of students to enhance the learning environment for all Colby students. The work of the CTL is grounded in the literature on effective teaching and learning, the experience of the CTL staff, the experiences of Colby faculty and students, and through relationships that support a strong academic culture at Colby. Visit the [CTL website](#) for more information.

FARNHAM WRITERS' CENTER

The [Farnham Writers' Center](#) is a peer-to-peer tutoring arm of the Colby Writing Program and a writing resource for students, faculty, staff, and the local community. Staff members operate the writers' center with the philosophy that writing is not a discrete skill but rather an important part of thinking and learning. We 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, peer tutors 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. Tutors are also trained as writing fellows assigned to work with faculty members and students in writing-intensive courses.

While many students use the writers' center to receive feedback on particular pieces of writing, those who seek more intensive collaboration may enroll in WP112, a one-credit course that establishes weekly meetings with designated staff members.

Writers' center tutors 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; fellowship candidates; and writers interested in developing skills specific to personal, professional, and civic contexts.

The Farnham Writers' Center, located in room 206 on the second floor of Miller Library, is open Monday through Thursday during the day and Sunday through Thursday evenings. Appointments may be made online at web.colby.edu/farnham-writerscenter.

LIBRARIES

Colby's [libraries](#)—Miller Library, the Art and Music Library, and the Science Library—have a rich collection of books, e-books, electronic and print journals, digital research collections, music scores, sound recordings, videos/DVDs, and manuscripts. Computer labs, wireless networks, laptops, study areas, and a digital media lab are available for student use in all three facilities.

[Miller Library](#) houses the humanities and social science collections, the College archives, and Special Collections. The lowest level in Miller, known as The Street, contains 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, and DVDs that support programs in the natural and physical sciences, computer science, and mathematics.

An on-campus, state-of-the-art, climate-controlled storage facility houses 40 percent of the collection. Items in the storage building may be requested and are delivered to faculty offices or to Miller Library for pickup.

In strong support of the curriculum, the libraries provide easy access to more than 1,250,000 items, including more than

- 595,000 print volumes
- 300 electronic indexes
- 13,250 sound recordings
- 13,000 videos (most on DVD)
- 515 currently received print journals
- 750,500 electronic books
- 61,500 electronic journals,
- extensive runs of periodicals, and domestic and international daily newspapers.

The Colby libraries are the only members of the [HathiTrust](#) and the [Center for Research Libraries](#) in Maine, providing increased access to otherwise unavailable primary sources.

As a member of the [Colby-Bates-Bowdoin](#) consortium and [MaineCat](#), Colby provides access to a catalog of more than eight million items and six-day-a-week courier service from libraries in Maine. Additional resources are provided through interlibrary loan.

Research and instruction [librarians](#) provide research assistance to students, faculty, and outside researchers. [Instruction](#) in the use of the library and its research materials is offered throughout the curriculum, from an introduction in beginning English classes to in-depth subject searching using sophisticated tools in upper-level classes.

Colby Libraries [Special Collections](#) has achieved international recognition for its collections of first editions and literary manuscripts.

Some highlights:

- The elegant Edwin Arlington [Robinson](#) Memorial Room, named for the Pulitzer Prize-winning Maine poet, is a venue for poetry readings and other public events, student presentations and exhibitions, and quiet study.
- A robust [archives education](#) program in Special Collections also uses the Robinson Room for archival labs that connect hundreds of students each academic year with rich archival collections and rare books, supporting innovative teaching with primary sources. Major literary collections of books, manuscripts, letters, and memorabilia include Robinson, Thomas Hardy, Vernon Lee, Sarah Orne Jewett, Henry James, and Bern Porter.
- An extensive James Augustine [Healy](#) Collection focuses on the Irish Literary Renaissance (1880-1940).
- In 2006, Special Collections acquired the personal papers of former Maine Poet Laureate [Wesley McNair](#).
- The Alfred King [Chapman](#) Room houses the College archives, which documents the College's development over 200 years. An extensive collection of alumni files is drawn upon for archival labs, student scholarship, and family history research.

Detailed information about Colby's library collections, services, and hours is provided at colby.edu/libraries/.

MUSEUM OF ART

The Colby College Museum of Art was founded in 1959 and currently consists of five wings, housing more than 9,000 artworks on rotating display in the more than 38,000 square feet of exhibition space. The extensive collection is composed of outstanding examples of American and contemporary art and additional select collections of Chinese antiquities, European paintings, and works on paper by Rembrandt, Picasso, Goya, Hiroshige, George Bellows, Mary Cassatt, and James McNeill Whistler, among the many artists and schools represented. The recent donation of more than 1,100 artworks from Paula and Peter Lunder will expand that reach, and the creation of the [Lunder Institute for American Art](#) advances the museum to another level of scholarly and creative production and global community interaction.

The museum has long been a primary teaching resource for the faculty of Colby College and is now a major [cultural destination](#) for residents of and visitors to Maine. Temporary loan exhibitions, such as the 2017 exhibitions *No Limits: Zao Wou-Ki* and *Marsden Hartley's Maine*, assemble artworks from across the globe to the galleries on Mayflower Hill.

Focusing on students, the museum works closely with faculty across various disciplines to fully integrate object-based learning into the curriculum. Between 80 and 100 academic courses from 26 different departments utilize the collection annually; bringing more than 1,000 students to learn firsthand from the art on view in the galleries or selected for study in the Landay Teaching Gallery and in the Mirken Education Center. Working with the faculty, students can help prepare exhibition texts, and senior studio art majors organize an exhibition of their works in the Davis Gallery.

Colby students are encouraged to engage in a variety of pre-professional museum experiences by participation in the museum's student docent, internship, and work-study programs, as well as through the Student Advisory Board, which is committed to establishing closer connections between the student body and the museum.

Throughout the academic year, the museum hosts a robust schedule of events, including artist talks, lectures and performances, film screenings, and concerts. Frequent partnerships with Colby's [Center for the Arts and Humanities](#) and the [Goldfarb Center for Public Affairs and Civic Engagement](#) allow for faculty and student involvement across all areas of study. The museum also coordinates special events with its arts and cultural partners in Waterville to extend programmatic offerings throughout the community and brings thousands of area K-12 students to the campus each school year.

In 2013 the Alford-Lunder Family Pavilion was inaugurated, making the Colby Museum of Art the largest museum in Maine, adding a sculpture gallery and terrace, generous exhibition galleries, classrooms, expanded collection storage, and staff offices. A three-story wall drawing by artist Sol LeWitt occupies the [glass-enclosed stairwell](#), while the pavilion's upper floor is dedicated to the College's Department of Art, providing state-of-the-art studios for photography and fine arts foundation classes. With its small café and comfortable seating, the spacious William D. Adams Gallery lobby of the pavilion has become a lively gathering place, or quiet study location, for Colby students and their guests.

CENTER FOR THE ARTS AND HUMANITIES

Colby's Center for the Arts and Humanities celebrates the pivotal role of the arts and humanities in the intellectual life of the College and the community, and it promotes the long-term benefits of the skills developed through humanistic research. Unique among its college peers, the center partners with, focuses on, and empowers students to find meaning in their lives, to engage with the world in innovative ways, and to chart a new course inspired by transformative experiences. Through exploration of the arts and humanities students develop capacities for analytical thought; the ability to read, write, and speak with critical rigor; imagination, aesthetic senses, and talents in creative expression; readiness to live in, contribute to, and profit from a diverse society; comprehension of moral, ethical, and spiritual questions; and a sense of responsibility as citizens of local, national, and global communities.

Initiatives of the center include

- Annual Theme: Each year a campus-wide, interdisciplinary theme animates our community by exploring a particular topic through exhibits, speakers, performances, and course work.
- Humanities Labs: Courses in arts and humanities build in experiential learning through observation, hands-on experimentation, and skill-building practices.
- Events: Inspirational speakers, performances, screenings, and programming enliven the campus and foster a vibrant cultural community.
- Student Research Grants: The center funds the most ambitious and brightest students to complete arts and humanities research projects almost anywhere in the world.
- Summer Internships in the Arts: Through paid internships at cultural institutions in the Waterville area, the center offers opportunities for students to gain professional experience while learning about arts administration and marketing, arts and economic development, arts and culture education, and festival management.

GOLDFARB CENTER FOR PUBLIC AFFAIRS

Founded in 2003 with a generous gift from Colby Trustee William Goldfarb '68, P'00, the Goldfarb Center for Public Affairs connects the Colby community to the world of public affairs and inspires active citizenship.

Through hundreds of events featuring world leaders, innovative thinkers, influential politicians, and cutting-edge academics, the center has set a high standard for public affairs programming at a liberal arts institution. The center bridges classroom learning and engaged citizenship. Our student engagement board facilitates effective action and develops leadership skills to influence the policy agenda. Our Goldfarb grants support research and internship opportunities in communities, capitals, and abroad.

Public Affairs Programming

The Goldfarb Center brings prominent and influential scholars and policymakers to campus each year to discuss and debate national and global events as they unfold. High profile events, such as the Senator George J. Mitchell Distinguished International Lecture Series, bring to campus leaders spanning the fields of political science, professional media, and international affairs. The William R. and Linda K. Cotter Debate Series brings national and international experts to campus for spirited discussion of controversial topics. Public affairs programming also includes a regular schedule of panels, dinners, lectures, conferences, and film screenings, providing students and faculty with many opportunities to network and share ideas.

Elijah Parish Lovejoy Award in Journalism and the Morton A. Brody Distinguished Judicial Service Award

The Lovejoy Award honors a journalist whose craft and courage display qualities exemplified by Elijah Parish Lovejoy, valedictorian of the Colby Class of 1826 and America's first martyr to freedom of the press. The Brody Award honors a state or federal jurist whose work recalls the career of Judge Morton Brody, a Waterville resident with close ties to the College. The center coordinates programs around the award programs, giving students opportunities to interact with the recipients and national leaders who come to campus to honor the winners.

Research and Scholarship

Through grants awarded over the course of the year, the center encourages collaborative, interdisciplinary research among faculty members and students as well as innovative student research. Participating faculty members are appointed as Goldfarb Center Research Fellows, and students are appointed Sandy Maisel Research Fellows. Where possible their work is integrated into other center programs.

The Sandy Maisel Student Internship Grant has offered dozens of Colby students opportunities to travel the globe to explore opportunities related to public affairs while gaining valuable career experience. The Goldfarb Center creates a space for open dialogue between theory and practice as well as conversations across political aisles.

OAK INSTITUTE FOR HUMAN RIGHTS

The Oak Institute for Human Rights, established in 1997, annually brings to campus a prominent human rights activist. While in residence, the Oak Fellow gets a chance to reflect and to participate in activities to educate the Colby community about his or her work.

The 2017 Oak Fellow is Jinyan Zeng, a Chinese filmmaker, blogger, activist, and scholar. Zeng has spent more than a decade and a half fighting for people with HIV-AIDS, women facing discrimination, factory workers suffering exploitation, a natural environment threatened by pollution, and political dissidents experiencing repression.

In 2006 Zeng made her first documentary, *Prisoners in Freedom City*, about living under house arrest in Beijing. Her most recent film, *We the Workers*, had its world premiere at the Rotterdam International Film Festival in January 2017. During the production of that film, the Chinese party-state detained several of the featured labor activists, placed a few of them under house arrest, and forced still others to make "confessions" on state television. Zeng is cofounder of the Chinese Independent Documentary Lab in Hong Kong and the leading curator of an independent film series.

In 2017 Zeng earned a Ph.D. from the University of Hong Kong, where she studied film, gender, and cyber-activism. Her dissertation focused on the work of Ai Xiaoming, a feminist professor of literature and a documentary filmmaker in China.

CENTER FOR SMALL TOWN JEWISH LIFE

The Center for Small Town Jewish Life at Colby College showcases how academic and community institutions can work together to improve the cultural life of small towns while enriching the education of college students. Building on collaboration among Colby's Jewish Studies Program, Colby Hillel, and Waterville's Beth Israel Congregation, the center provides inspiring educational and cultural programs to the Waterville community—including Colby students—and to other communities across Maine. It develops exemplary conferences, learning opportunities, leadership development initiatives, and town-gown partnerships. The center also researches and promotes best practices in programming, outreach, and leadership so that small towns and colleges across the country can apply Colby's model to invigorate Jewish life in their own communities. Keystone initiatives of the Center for Small Town Jewish Life are

Maine Conference for Jewish Life: Brings together Jews from across the region to gain familiarity with the jewels of Jewish civilization, convene with other Jews from northern New England, exchange best practices for crafting successful rural Jewish lives, experience the benefits and challenges of celebrating in a pluralistic environment, and revel in Torah learning.

The Mid-Maine Jewish Funtensive: A two-week program that provides Jewish skills and a sense of community for children throughout the state who want to learn more about Jewish culture, history, and Hebrew language.

Statewide Speakers Program: Brings top Jewish teachers, artists, and musicians to synagogues in Maine.

Waterville Jewish Leadership Initiative: Empowers two to three students each year to invigorate and enrich Jewish life in Waterville through teaching and developing Hebrew school curriculum, engaging in advanced Jewish learning, reaching out to students, and programming events for the Waterville community.

Community Conversations: An annual series of three talks bringing together Waterville faith and community institutions with Colby faculty and students to discuss major issues of common concern.

For more information about the center and its initiatives, visit the [Center for Small Town Jewish Life](#) website.

INFORMATION TECHNOLOGY

Information technology (IT) is a critical tool supporting instruction, research, and creative expression and is vital to the work of both creating and communicating knowledge. Colby makes considerable ongoing investment in IT infrastructure and professional support resources. Students, faculty, and staff have access to high-quality software, hardware, Internet resources, and to expert consultants committed to responsive delivery of innovative technology solutions.

Classrooms at Colby are all equipped with presentation technology. Academic, administrative, and residential buildings, as well as some outside areas, are blanketed by wireless access technology. The physical network between buildings on campus and to the Internet is regularly and frequently upgraded to provide the best possible connectivity to local and global resources. Information security is a priority in the handling and transmission of information pertaining to members of the community and is enabled by appropriate policy and network safeguards.

There are numerous College-provided computers distributed throughout academic buildings, many clustered in general access or discipline-specific labs and classrooms. There are IT facilities equipped specifically for video production, quantitative analysis, spatial analysis, language learning, and scientific computation. Additional high-performance computational capabilities are provided for student and faculty research locally in campus data centers and remotely from Internet resources via a dedicated research network. Laptops, digital recorders, and advanced media equipment may be borrowed from the service desk in Miller Library, and presentation technology may be requested for temporary setup in spaces where permanent technology is not available. The Mule Works Innovation Lab on “The Street” in Miller Library provides a setting for creativity and exploration with virtual reality, 3-D printing, laser cutting, 3-D scanning, and other technologies.

IT professionals at the College are continuously examining and evaluating emerging technologies and partnering with the community to integrate and apply them appropriately. Community members are encouraged to partner with these professionals to develop and refine new ideas and investigate novel approaches to problems. The ITS Support Center is the central hub to assist the community and to connect its members with the range of IT resources available. It is located in Room 146, Lovejoy Building and welcomes walkups and phone calls. Information about the Support Center and support services are available at [colby.edu/ITS](#). In addition to information about the Support Center, [colby.edu/ITS](#) has a link to our catalog of services, information about connecting to the [wireless network](#), and online help.

Decisions around IT resources and professional staff are guided by community bodies. The Information Technology Committee is composed of elected and appointed students, faculty, and key administrative staff and advises on mainly academic matters. The Information Technology Steering Group is composed of several members of the College’s senior staff and advises chiefly on administrative concerns. Colby’s chief information officer (CIO) serves on both committees, providing overall strategic leadership on all aspects of information technology planning, programs, and policy and coordinates the delivery of high-value services to the community.

CORPORATION AND TRUSTEES

Corporate Name

The President and Trustees of Colby College

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Steven M. Earle '79, M.A. '14, M.P.A., Niskayuna, New York, *Director, Office for Diversity and Access, New York State Education Department* (2018)

James A. Forese, M.A. '15, B.S., New Canaan, Connecticut, *President, Citigroup* (2019)

Michael L. Gordon '66, M.A. '04, J.D., New York, New York, *Cofounder and Chief Investment Officer, Angelo Gordon & Company* (2021)

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Seth W. Lawry, M.A. '06, M.B.A., Boston, Massachusetts, *Managing Director, Thomas H. Lee Partners, L.P.* (2019)

Paula Crane Lunder, M.A. '98, D.F.A. '98, Scarborough, Maine, *Kenilworth, Inc.* (Life Trustee)

Richard M. McVey, M.A. '16, M.B.A., Greenwich, Connecticut, *Chief Executive Officer and Chairman, MarketAxess Holdings, Inc.* (2020)

John J. O'Neil III '77, M.A. '16, Natick, Massachusetts, *Managing Partner, National Development, LLC* (2020)

Jeffrey N. Packman '88, M.A. '12, M.B.A., Weston, Massachusetts, *Chief Development Officer, Clementia Pharmaceuticals, Inc.* (2020)

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Jane Powers '86, M.A. '05, M.S.W., Medford, Massachusetts, *Director of Behavioral Health, Fenway Health* (2020)

David Pulver '63, M.A. '83, M.B.A., Palm Beach Gardens, Florida, *President, Cornerstone Capital, Inc.* (2018)

Kathleen Pinard Reed '86, M.A. '11, M.D., Woolwich, Maine (2019)

Catherine Roosevelt '89, M.A. '16, M.P.A., Seattle, Washington, *Executive Vice President, The Collins Group* (2019)

Eric S. Rosengren '79, M.A. '10, Ph.D., Sharon, Massachusetts, *President and Chief Executive Officer, Boston Federal Reserve Bank*

Peter M. Rouse '68, M.A. '14, LL.D. '13, M.P.A., Washington, D.C., *Senior Policy Advisor, Perkins Coie LLP* (2018)

Moses Silverman '69, M.A. '13, J.D., New York, New York, *Partner, Litigation Department, Paul, Weiss, Riffkind, Wharton & Garrison LLP* (2019)

Edward A. Snyder '75, M.A. '09, Ph.D., New Haven, Connecticut, *Dean and William S. Beinecke Professor of Economics and Management, Yale School of Management, Yale University* (2018)

Jessica D'Ercole Stanton '92, Wellesley, Massachusetts (2020)

Sunil H. Thakor '99, M.A. '16, M.B.A., McLean, Virginia, *Senior Portfolio Manager, Sands Capital Management, LLC* (2019)

Joerose Tharakan '08, M.A. '13, M.B.A., Pittsburgh, Pennsylvania, *Account Executive, Microsoft Corporation* (2019)

Tanya E. Williams, M.D., New York, New York, *Chief Administrative Officer, Secretary-Treasurer, and Director, R2T2 Laboratories, Inc.* (2021)

Anne Clarke Wolff '87, M.A. '02, M.B.A., Brooklyn, New York, *Managing Director and Head of Global Corporate Banking, Bank of America Merrill Lynch* (2018)

TRUSTEES EMERITI

Richard L. Abedon '56, M.A. '86, J.D., 1986-1994
J. Robert Alpert '54, M.A. '81, 1981-1985
Frank O. Apantaku '71, M.A. '87, M.D., 1987-1993, 1994-1997
Carol M. Beaumier '72, M.A. '97, 1997-2003
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
Julie Sands Causey '85, M.A. '10, M.B.A., 2010-2016
Jane Whipple Coddington '55, M.A. '94, M.L.S., 1994-1998
Susan Comeau '63, M.A. '87, 1987-1993, 1994-2000, 2001-2009
Ann Marie Connolly, M.A. '07, M.Ed., 2007-2015
Rebecca Littleton Corbett '74, M.A. '06, 2006-2014
John R. Cornell '65, M.A. '97, LL.M., J.D., 1997-2003
James E. Cowie '77, M.A. '05, M.B.A., 2005-2011
Andrew A. Davis '85, M.A. '99, 1999-2006
John B. Devine Jr. '78, M.A. '06, 2006-2012
Gerald Dorros, M.A. '02, Sc.D. '01, M.D., 2002-2010
Robert M. Furek '64, M.A. '90, M.B.A., 1990-1999
Robert Sidney Gelbard '64, M.A. '04, LL.D. '02, M.P.A., 2004-2012
Anne Ruggles Gere '66, M.A. '98, Ph.D., 1998-2004
Jerome F. Goldberg '60, M.A. '89, J.D., 1989-1994
William H. Goldfarb '68, M.A. '85, J.D., 1985-1993, 1994-2002, 2003-2006, 2010-2016
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
Todd W. Halloran '84, M.A. '06, M.B.A., 2006-2012
Eugenie Hahlbohm Hampton '55, M.A. '72, 1972-1978
Peter D. Hart '64, M.A. '89, LL.D. '85, 1989-1993, 1995-1999
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
Emma J. James '04, M.A. '07, J.D., 2007-2013
Nancy Joachim-Ventura '98, M.A. '02, J.D., 2001-2007
Audrey Hittinger Katz '57, M.A. '96, 1996-2001
Colleen A. Khoury '64, M.A. '95, J.D., 2004-2012
Harry F. Krensky '85, M.A. '09, M.B.A., 2009-2017
Beverly Nalbandian Madden '80, M.A. '86, 1986-1992, 1994-2002
David M. Marson '48, M.A. '84, 1984-1993
Lawrence C. McQuade, M.A. '81, LL.B., 1981-1989
William J. Montgoris, M.A. '99, B.B.A., 1999-2007, 2008-2015
Betsy L. Morgan '90, M.A. '09, M.B.A., 2009-2017
Paul A. Nussbaum, M.A. '98, J.D., 1998-2002
Kate P. Lucier O'Neil '85, M.A. '00, M.B.A., 2000-2006
Patricia Rachal '74, M.A. '80, Ph.D., 1980-1986
Lou Richardson '67, M.A. '11, 2011-2017
William J. Rouhana Jr. '72, M.A. '99, J.D., 1999-2007
Robert C. Rowell '49, M.A. '61, 1961-1967
Robert A. Rudnick '69, M.A. '04, J.D., 2004-2010
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, M.A. '91, LL.D. '06, B.A., 1991-2001, 2002-2006
Dilan V. K. Siritunga '92, M.A. '09, M.B.A., 2009-2015
Paul G. Spillane Jr. '79, M.A. '05, M.B.A., 2005-2013
Albert Stone '51, M.A. '96, M.B.A., 1996-1999
W. Clarke Swanson Jr., M.A. '70, LL.B., 1970-1976
Michael S. Sylvester '63, M.A. '03, M.B.A., 2003-2011
M. Anne O'Hanian Szostak '72, M.A. '74, Ph.D., 1974-1982, 1995-2002
Charles Terrell '70, M.A. '06, Ed.D., 2006-2014
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
Richard Y. Uchida '79, M.A. '06, J.D., 2006-2016
Peter A. Vlachos '58, M.A. '77, 1977-1980
Amy E. Walter '91, M.A. '11, Litt.D. '17, 2011-2017
Nancy Greer Weiland '65, M.A. '02, Ph.D., 2002-2010
Joshua C. Woodfork '97, M.A. '09, Ph.D., 2007-2013
John R. Zacamy Jr. '71, M.A. '92, M.B.A., 1992-1996, 1996-2001, 2002-2003

OVERSEERS

James Patrick Allen IV '86, Dover, Massachusetts, *Retired Managing Director, Credit Suisse* (2021), Visiting Committee on Spanish

Jonathan K. Barry '98, M.Sc., New Canaan, Connecticut, *Managing Director, Goldman Sachs and Company* (2019), Visiting Committee on Student Affairs

Jeremiah S. Burns Jr. '81, Falmouth, Maine, *Senior Vice President and Senior Portfolio Manager, Morgan Stanley Smith Barney* (2018)

Robert E. Compagna '76, Wethersfield, Connecticut, *Retired North East Division Sales President, Rexel CLS, Inc.* (2019), Visiting Committee on Jewish Studies

Eric M. DeCosta '93, M.A., Owings Mills, Maryland, *Assistant General Manager, Baltimore Ravens* (2021)

David M. Descoteaux '91, M.B.A., New York, New York, *Managing Director, UBS* (2020), Visiting Committee on Communications

David C. Fernandez '89, Mansfield, Massachusetts, *Vice President and Manager, Liberty Mutual* (2018), Visiting Committee on Women's, Gender, and Sexuality Studies

Mark D. Gildersleeve '77, M.A., South Dartmouth, Massachusetts, *President, WSI Corporation* (2019), Visiting Committee on Libraries

Lisa C. Hook '88, M.B.A., Yarmouth, Maine, *Senior Vice President, People's United Bank* (2018), Visiting Committee on Computer Science

Chih Chien Hsu '80, Taipei, Taiwan, *Managing Director, Eddie Steamship Co., Ltd.* (2021), Visiting Committee on Government

Tucker Kelton '07, Boston, Massachusetts, *Director, Charles River Realty Investors* (2020)

Kirk J. Koenigsbauer '89, Seattle, Washington, *Corporate Vice President, Microsoft Corp.* (2020), Visiting Committee on the Career Center

Michael E. Koester '94, M.B.A., Bronxville, New York, *Partner and Managing Director, Merchant Banking Division, Goldman Sachs and Company* (2019)

William H. Koster '66, Ph.D., Boston, Massachusetts, *President and Chief Executive Officer, Northern Pilot Company LLC* (2018). Visiting Committees on Physics and Astronomy and on Mathematics and Statistics

Miguel Leff '98, J.D., La Jolla, California, *Attorney, Law Office of Miguel Leff* (2021)

Peter H. Lunder '56, D.F.A. '98, Scarborough, Maine, *Chairman, Kenilworth, Inc.* (Life Overseer)

Joseph F. Meyer '79, Tokyo, Japan, *Chief Financial Officer, Chi-X, Asia Pacific Holdings* (2018), Visiting Committee on Government

Thadeus J. Mocarski '84, J.D., Providence, Rhode Island, *Senior Partner, Novacap* (2021), Visiting Committee on Computer Science

Daniel B. More '78, M.B.A., Greenwich, Connecticut, *Principal, DBM Capital, LLC* (2020), Visiting Committee on Economics

Teresa K. Olsen '01, M.S., Hamilton, New York, *Assistant Vice President and Director of Career Services, Colgate University* (2021)

Anthony W. Pasquariello '99, New York, New York, *Partner and Managing Director, Goldman Sachs and Company* (2021)

Michael T. Patsalos-Fox, M.B.A., Bernardsville, New Jersey, *CEO, Stroz Friedberg, LLC* (2017)

Katherine S. Pope '71, Ph.D., Falmouth, Maine, *Anesthesiologist, Spectrum Medical Group* (2019), Visiting Committee on Psychology

Elizabeth K. Raftery '98, Wilton, Connecticut, *Secretary/Treasurer, The Oaklawn Foundation* (2018), Visiting Committee on Latin American Studies

Glenn T. Rieger '80, M.B.A., Wayne, Pennsylvania, *General Partner, NewSpring Capital* (2019), Visiting Committee on Philosophy

Michelle S. Riffelmacher '03, New York, New York, *Vice President Portfolio Solutions, Macquarie Group* (2018), Visiting Committee on Music

Jennifer Alford Seeman '92, Weston, Massachusetts, *Cofounder, Art2You*, (2022)

Maura A. Shaughnessy '83, M.B.A., Weston, Massachusetts, *Senior Vice President, Massachusetts Financial Services Investment Management* (2018), Visiting Committee on Administrative Science

Nicholas C. Silitch '83, New York, New York, *Senior Vice President and Chief Risk Officer, Prudential Financial* (2018)

Jeremy P. Springhorn '84, Ph. D., Guilford, Connecticut, *Partner, Corporate Development, Flagship Ventures* (2021)

Benjamin W. Thorndike '78, Boston, Massachusetts, *North American Alternative Investments Leader, Mercer Investment Management* (2020)

Andrew A. Weber '97, M.B.A., London, England, *Partner, Orchard Global Asset Management, LLP* (2020), Visiting Committee on Mathematics and Statistics

Thomas A. Whidden '70, Essex, Connecticut, *Chief Executive Officer, North Technology Group* (2020), Visiting Committee on Student Affairs

Jacquelyn Lindsey Wynn '75, M.B.A., Springdale, Maryland, *Independent Consultant* (2019), Visiting Committees on Education and on Spanish

Overseer Visiting Committees, 2016-17

Government (April 2-4, 2017), Joseph F. Meyer '79, chair; Chih Chien Hsu '80, Barbara Trish, Grinnell College

Music (Nov. 13-15, 2016), Jason A. Klein '97, chair; Michelle S. Riffelmacher '03, Kathryn Libin, Vassar College, Joti Rockwell, Pomona College.

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Brooke McNally Thurston '03, *chair, Colby Fund Committee*

Jennifer Robbins '97, *member at large?*

Tim Williams '08, *engagement strategy and analysis officer*

FACULTY

The faculty is arranged alphabetically. In parentheses are listed colleges and universities from which earned degrees have been received.

Hideko Abe, Ph.D. (Shikoku Christian [Japan], Arizona State), 1993-1995; 2006-
Associate Professor of East Asian Studies

Syed Tariq Ahmad, Ph.D. (Aligarh Muslim [India], PGIMER, Chandigarh [India], Notre Dame), 2009-
Associate Professor of Biology

Khalid A. Ali (Ajman University of Science and Technology), August-December 2016
Oak Human Rights Fellow

Bobby Dean Allbritton, Ph.D. (Valdosta State, Syracuse, Stony Brook), 2011-
Assistant Professor of Spanish

Mariola V. Alvarez, Ph.D. (Florida at Gainesville, California at San Diego), 2015-
Visiting Assistant Professor of Art

Marta E. Ameri, Ph.D. (Bryn Mawr, Institute of Fine Arts, New York University), 2014-
Assistant Professor of Art

David R. Angelini, Ph.D. (St. Mary's of Maryland, Indiana), 2012-
Assistant Professor of Biology

Jacquelyn Ardam, Ph.D., (Tufts, California at Los Angeles), 2016-
Visiting Assistant Professor of English

Lisa Arellano, Ph.D. (Bryn Mawr, San Francisco State, Stanford), 2005-
Associate Professor of American Studies and Women's, Gender, and Sexuality Studies

Martha Arterberry, M.A. '07, Ph.D. (Pomona, Minnesota), 2006-
Professor of Psychology

Joseph E. Atkins, Ph.D. (Vassar, Rochester), 2002-
Visiting Assistant Professor of Psychology; Coordinator of Multicultural Student Programs and Support

Valentine Balguerie, Ph.D. (Paris III [France], Sorbonne Nouvelle [France], Illinois at Chicago, Brown), 2016-
Visiting Assistant Professor of French

Debra A. Barbezat, M.A. '04, Ph.D. (Smith, Michigan), 1992-
Mitchell Family Professor of Economics

James C. Barrett, Ph.D. (California at Santa Cruz, Cornell), 2000-
Visiting Assistant Professor of Classics

Justin M. Becknell, Ph.D. (Minnesota), 2017-
Assistant Professor of Environmental Studies

Jared R. Beers '01, B.A. (Colby), 2006-
Adjunct Assistant Professor in Athletics

James Behuniak Jr., Ph.D. (Southern Maine, Hawaii at Manoa), 2006-
Associate Professor of Philosophy

Angela C. Bell, M.S. (California State at Northridge, Oklahoma State), 2016-
Visiting Instructor in Psychology

Saskia Beranek, Ph.D. (Pittsburgh), 2017-
Visiting Assistant Professor of Art

Toby V. Bercovici, M.F.A. (Smith, Massachusetts at Amherst), Spring 2016-
Visiting Assistant Professor of Theater and Dance

Kimberly A. Besio, M.A. '10, Ph.D. (Hawaii at Manoa, California at Berkeley), 1992-
Ziskind Professor of East Asian Studies

Catherine L. Besteman, M.A. '05, Ph.D. (Amherst, Arizona), 1993-
Francis F. Bartlett and Ruth K. Bartlett Professor of Anthropology

Catherine R. Bevier, Ph.D. (Indiana, Connecticut), 1999-
Professor of Biology

Chandra D. Bhimull, Ph.D. (Kenyon, Michigan), 2008-
Associate Professor of Anthropology and African-American Studies

Pamela Blake, Ph.D., (Saint Lawrence, Cornell), 2016-
Visiting Assistant Professor of Sociology

Adrian Blevins, M.F.A. (Virginia Intermont, Hollins, Warren Wilson), 2004-
Associate Professor of English [Creative Writing]

Lucinda W. Bliss, M.F.A.¹ (Skidmore, Vermont College of Fine Arts), 2016-
Visiting Assistant Professor of Art

Robert T. Bluhm Jr., M.A. '03, Ph.D. (New York University, Princeton, Columbia, Rockefeller), 1990-
Sunrise Professor of Physics

Nicholas Boekelheide, Ph.D. (Carleton, California Institute of Technology), 2013-2017
Assistant Professor of Chemistry

Maria Dolores Bollo-Panadero, Ph.D.¹ (Seville [Spain], Michigan State), 2008-
Assistant Professor of Spanish

Bradley R. Borthwick, M.F.A. (Guelph [Canada], Cornell), 2013-
Assistant Professor of Art

Rachel Bouvier, Ph.D. (Massachusetts at Amherst, New Hampshire), Spring 2018
Visiting Associate Professor of Economics

Rory E. Bradley, Ph.D. (Duke and North Carolina, Chapel Hill), 2017-
Visiting Assistant Professor of German

Sarah Braunstein, M.F.A., (Mount Holyoke, Iowa Writers' Workshop), 2016-
Assistant Professor of English [Creative Writing]

Otto K. Bretscher, Ph.D.¹ (Zurich [Switzerland], Harvard, Zurich [Switzerland]), 1998-
Assistant Professor of Mathematics and Statistics

Lyn Mikel Brown, M.A. '05, Ed.D.² (Ottawa, Harvard), 1991-
Professor of Education

Denise A. Bruesewitz, Ph.D. (Winona State, Notre Dame), 2012-
Assistant Professor of Environmental Studies

Michael R. Buccigrossi, Ph.D.¹ (Columbia), 2017-
Visiting Assistant Professor of Psychology

Audrey Brunetaux, Ph.D. (Poitiers [France], Michigan State), 2008-
Associate Professor of French

Cedric Gael Bryant, M.A. '05, Ph.D. (San Diego State, California at San Diego), 1988-
Lee Family Professor of English

Patricia A. Burdick, A.L.M. (Cedar Crest, Georgia Institute of Technology, Simmons, Harvard), 2001-
Faculty Member without Rank: Assistant Director for Special Collections

Michael D. Burke, M.A. '09, M.F.A.¹ (California at Berkeley, Massachusetts at Amherst), 1987-
Professor of English

Karlene Burrell-McRae '94, Ed.D. (Colby, Pennsylvania), 2016-
Faculty Member without Rank: Dean of the College

Thomas K. Burton, B.A. (Hamilton), 1999-
Adjunct Associate Professor of Athletics; Associate Director of Athletics, 2002-

Debra Campbell, M.A. '02, Ph.D. (Mt. Holyoke, St. Michael's [Canada], Boston University), January-June 1983, 1986-
Professor of Religious Studies

Gail Carlson, Ph.D.¹ (St. Olaf, Wisconsin at Madison), 2004-
Assistant Professor of Environmental Studies

Nathan W. Chan, Ph.D. (California Institute of Technology, Columbia, Yale), 2014-
Assistant Professor of Economics

Jennifer Coane, Ph.D. (Illinois State, Washington [St. Louis]), 2008-
Associate Professor of Psychology

Zadia Codabux, M.S. (Mauritius, Mississippi State), February 2017-
Visiting Instructor in Computer Science

Daniel H. Cohen '75, M.A. '00, Ph.D. (Colby, Indiana), 1983-
Professor of Philosophy

Jason M. Cohen, B.S. (Stevenson), 2015-
Adjunct Instructor in Athletics

Lynne Conner, M.A. '13, Ph.D. (Oberlin, Stony Brook, Pittsburgh), 2008-
Professor of Theater and Dance

Charles Conover, M.A. '04, Ph.D. (Middlebury, Virginia), 1990-
William A. Rogers Professor of Physics

Rebecca R. Conry, Ph.D. (Eastern Washington, Washington), 2000-
Associate Professor of Chemistry

Megan L. Cook, Ph.D. (Michigan, New York University, Pennsylvania), 2013-
Assistant Professor of English

Anthony J. Corrado Jr., M.A. '01, Ph.D. (Catholic University, Boston College), February 1986-
Professor of Government

Sharon L. Corwin, M.A. '06, Ph.D. (New College of Florida, California at Berkeley), 2003-
Professor of Art; Carolyn Muzzy Director of the Colby College Museum of Art and Chief Curator

Tracey A. Cote, M.S. (Northern Michigan, Wyoming), 1998-
Adjunct Associate Professor of Athletics; Associate Director of Athletics 2008-

David M. Cusano Jr., M.A. (Maine), 2015-
Adjunct Instructor in Athletics

Guilain P. Deneoux, 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

Valerie M. Dionne, Ph.D. (Montreal [Canada], Princeton), 2007-
Associate Professor of French and Italian

Sahan Tharanga Dissanayake, Ph.D. (Ohio Wesleyan, Illinois), 2012-
Assistant Professor of Economics

Kathryn B. Donahue, M.S. (Bowdoin, Simmons), 2015-
Faculty Member without Rank: Technical Services and Metadata Librarian

Michael R. Donihue '79, M.A. '07, Ph.D. (Colby, Michigan), 1989-
Herbert E. Wadsworth Professor of Economics; Associate Vice President for Academic Affairs and Associate Dean of Faculty, 2008-2010

Linwood C. Downs '83, M.A. (Colby, Columbia, Maine), 2003-
Assistant Professor of Economics

Greg T. Drozd, Ph.D. (Carnegie Mellon), 2017-
Assistant Professor of Chemistry

Tasha L. Dunn, Ph.D. (Tulane, Tennessee at Knoxville), February 2014-
Clare Boothe Luce Assistant Professor of Geology

Caitron E. Eaton, Ph.D. (South Florida), 2017-
Assistant Professor of Computer Science

Wayne A. Edwards, Ph.D. (Ball State, Nebraska), 2016-
Visiting Associate Professor of Economics

Alicia E. Ellis, Ph.D. (Amherst, Yale), 2016-
Assistant Professor of German

Nadia R. El-Shaarawi, Ph.D. (McMaster [Canada], Oxford [UK], Case Western Reserve), 2015-
Assistant Professor of Global Studies

Bevin L. Engman, M.A. '11, M.F.A. (William and Mary, Portland School of Art, Pennsylvania), 1996-
Professor of Art

Margaret D. Ericson, M.L.S. (Florida State), 1998-
Faculty Member without Rank: Arts Librarian

Ben W. Fallaw, M.A. '14, Ph.D. (North Carolina at Chapel Hill, Chicago), 2000-
Professor of Latin American Studies

Frank A. Fekete, M.A. '96, Ph.D. (Rhode Island, Rutgers), 1983-
Professor of Biology

Serena Ferrando, Ph.D.¹ (Texas at Austin, Stanford), 2015-
Assistant Professor of Italian

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-
Charles A. Dana Professor of Science, Technology, and Society

Patrice M. Franko, M.A. '00, Ph.D. (Bucknell, Notre Dame), 1986-
Grossman Professor of Economics

David M. Freidenreich, Ph.D. (Brandeis, Columbia), 2008-
Pulver Family Associate Professor of Jewish Studies

Richard B. Fuller, M.S.¹ (Maine, Thomas), 2012-2017
Visiting Instructor in Mathematics and Statistics

Yuri Lily Funahashi, D.M.A. (Wisconsin at Madison, California at Los Angeles, Julliard), 2009-
Assistant Professor of Music

Brittany Gaetano, M.A. (St. Lawrence, Massachusetts at Amherst), 2016-
Adjunct Instructor in Athletics

Pablo Garcia-Pinar, Ph.D. (Granada [Spain], Cornell), 2015-
Visiting Assistant Professor of Spanish

Robert A. Gastaldo, M.A. '99, Ph.D. (Gettysburg, Southern Illinois), 1999-
Whipple-Coddington Professor of Geology

Mary Ellis Gibson, Ph.D. (North Carolina at Chapel Hill, Chicago), 2016-
Visiting Professor of English

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: Scholarly Resources and Services, Humanities Librarian

Melissa J. Glenn, Ph.D. (Memorial [Canada], Concordia [Canada]), 2007-
Associate 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. Gouvea, M.A. '01, Ph.D. (Sao Paulo [Brazil], Harvard), 1991-
Carter Professor of Mathematics

Gary M. Green, M.F.A.¹ (SUNY Empire State, Bard), 2007-
Associate Professor of Art

David A. Greene, M.A. '14, Ed.D. (Hamilton, Harvard), 2014-
President; Professor of Social Sciences

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; Senior Associate Provost and Dean of Faculty, 2011-
2016

Neil L. Gross, M.A. '15, Ph.D. (California at Berkeley, Wisconsin at Madison), 2015-
Charles A. Dana Professor of Sociology

Samara R. Gunter, Ph.D. (Chicago, Michigan), 2008-
Associate Professor of Economics

Clement P. Guthro, Ed.D. (Manitoba [Canada], Point Loma Nazarene, Western Ontario [Canada], Nova Southeastern), 2003-2017
Faculty Member without Rank: Director of the Colby Libraries

Raynee S. Gutting, Ph.D. (California at Los Angeles, Stony Brook), 2016-2017
Visiting Assistant Professor of Government

Jonathan F. Hallstrom, Ph.D. (Oregon State, Iowa), 1984-
Associate Professor of Music

Aaron R. Hanlon, Ph.D. (Bucknell, Dartmouth, Oxford [UK]), 2015-
Assistant Professor of English

Lynn Hannum, Ph.D. (Bates, Yale), 2001-
Associate Professor of Biology

Daniel E. Harkett, Ph.D. (Edinburgh [UK], Brown), 2016-

Visiting Associate Professor of Art

Walter F. Hatch, Ph.D. (Macalester, Washington), 2002-
Associate Professor of Government

Karen L. Henning, M.A. (Maryland, Adelphi), 2007-
Adjunct Assistant Professor in Athletics

Rebeca L. Hey-Colon, Ph.D. (Haverford), 2015-
Assistant Professor of Spanish

Jan E. Holly, M.A. '11, Ph.D. (New Mexico, Illinois), 1996-
Associate Professor of Mathematics and Statistics

M. Adam Howard, M.A. '16, Ed.D. (Berea, Harvard, Cincinnati), 2003-2004, 2008-
Professor of Education

Timothy P. Hubbard, Ph.D. (New Hampshire, Iowa), 2012-
Associate Professor of Economics

Reuben Hudson, Ph.D. (Vassar, McGill [Canada]), 2016-
Visiting Assistant Professor of Chemistry

Thomas A. Hulse '07, Ph.D. (Colby, Brown), 2015-
Visiting Assistant Professor of Mathematics and Statistics

Rachel M. Isaacs, M.A.¹ (Wellesley, Jewish Theological Seminary), 2011-
Dorothy "Bibby" Alford Assistant Professor of Jewish Studies

Jaya Jha, Ph.D. (Delhi [India], Pune [India], Minnesota), 2015-2017
Visiting Assistant Professor of Economics

Russell R. Johnson, M.A. '14, Ph.D. (Colorado College, Washington State), 1996-
Professor of Biology, Associate Provost for Academic Programs, 2017-

Paul R. Josephson, M.A. '08, Ph.D. (Antioch, Harvard, MIT), 2000-
Professor of History

Jeffrey L. Katz, M.A. '15, Ph.D. (Pennsylvania, Harvard), 2002-
Professor of Chemistry

Martin F. Kelly, M.L.S. (New College of Florida, San Jose State), 2006-
Faculty Member without Rank: Assistant Director for Digital Collections

Christel D. Kesler, Ph.D. (California, Berkeley), 2017-
Assistant Professor of Sociology

Elizabeth Ketner, Ph.D.¹ (Georgia, Vermont, Minnesota), 2012-2013, Spring 2014-
Visiting Assistant Professor of Writing

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, M.A. '10, Ph.D. (Vassar, California at Berkeley), 2010-
Professor of Economics, Provost and Dean of Faculty, 2010-2017

Ann Marie Kloppenberg, M.F.A. (Middlebury, Ohio State), 2010-
Associate Professor of Theater and Dance

Bess G. Koffman, Ph.D. (Maine, Orono), 2017-
Assistant Professor of Geology

Dalibor Kocevski, Ph.D. (Michigan, Hawaii at Manoa), 2014-
Assistant Professor of Physics and Astronomy

Arne Koch, Ph.D. (Kenyon, Pennsylvania State, North Carolina at Chapel Hill), 2007-
Associate Professor of German; Dean for Global Engagement, 2017-

David Krumm, Ph.D. (Costa Rica, Georgia Institute of Technology, Georgia), 2015-2016, 2017-
Visiting Assistant Professor of Mathematics and Statistics

Kara Kugelmeyer, M.L.I.S., (Amherst, Syracuse), 2016-
Faculty Member without Rank: Science Librarian

Karen Kusiak '75, (Colby, Lesley, Maine), 1990-
Assistant Professor of Education

Elizabeth LaCouture, Ph.D. (Barnard, Columbia, Illinois at Urbana-Champaign), 2009-2017
Assistant Professor of History and East Asian Studies

Daniel R. LaFave, Ph.D. (Boston College, Duke), 2012-
Assistant Professor of Economics

Jordan Lavender, Ph.D. (New York at Albany), 2017-
Visiting Assistant Professor of Spanish

Elizabeth D. Leonard, M.A. '05, Ph.D. (New Rochelle, California at Riverside), 1992-
John J. and Cornelia V. Gibson Professor of History

Carrie A. LeVan, Ph.D. (California, Los Angeles), 2017-
Assistant Professor of Government

Matthew R. LeVan, M.L.I.S. (California, Los Angeles), 2017-
Faculty Member without Rank: Digital Archives and Exhibitions Librarian

Robert B. Lester, Ph.D. (Montana, Notre Dame), 2015-
Assistant Professor of Economics

Ying Li, Ph.D. (Hubei University of Technology [China], New Hampshire), 2015-
Assistant Professor of Computer Science

James D. Libby, Ph.D.¹ (Maine, St. Bonaventure University) Spring 2017-
Visiting Professor of Economics

Benjamin D. Lisle, Ph.D. (Carleton, Virginia, Texas at Austin), 2011-
Visiting Assistant Professor of American Studies

Leo Livshits, M.A. '08, Ph.D. (Waterloo [Canada], Toronto [Canada]), 1994-
Professor of Mathematics and Statistics

Lu Lu, Ph.D. (Zhejiang [China], Connecticut), 2013-
Assistant Professor of Mathematics and Statistics

Daniel G. Lugo, J.D., (Carleton, Minnesota), 2015-
Faculty Member without Rank: Vice President for College and Student Advancement

Blaise J. MacDonald, B.A. (Rochester Institute of Technology), 2012-
Adjunct Assistant Professor of Athletics

G. Calvin Mackenzie, M.A. '86, Ph.D. (Bowdoin, Tufts, Harvard), 1978-2017
The Goldfarb Family Distinguished Professor of American Government; Vice President for Development and Alumni Relations, 1985-1988

L. Sandy Maisel, M.A. '83, Ph.D. (Harvard, Columbia), 1971-

The Goldfarb Family Distinguished Professor in American Government; Director, Colby in Washington Program, 1987-1995; Director, Goldfarb Center for Public Affairs and Civic Engagement, 2003-2012

Carleen R. Mandolfo, Ph.D. (California State at San Francisco, Jesuit School of Theology, Emory), 2002-
Professor of Religious Studies; Associate Provost for Faculty Development, 2017-

Yannick Marshall, Ph.D. (Columbia), 2017-

Visiting Assistant Professor of African-American Studies and Anthropology

Joshua P. Martin, Ph.D. (Ohio State, Arizona), 2016-

Assistant Professor of Biology

Michael Martinez-Raguso, Ph.D. (Loyola [Chicago], SUNY at Buffalo), 2016-

Visiting Assistant Professor of Spanish

Catherine C. Marvin, Ph.D. (Marlboro, Houston, Iowa, Cincinnati), 2016-

Visiting Professor of English [Creative Writing]

Rodolfo Mata, Ph.D. (Texas at El Paso, Alaska at Fairbanks, California at San Diego), 2016-

Visiting Assistant Professor of Spanish

D. Benjamin Mathes, M.A. '03, Ph.D. (Middlebury, New Hampshire), 1990-

Professor of Mathematics

Benedicte Mauguere, M.A. '09, Ph.D. (d'Angers [France], Paris-Sorbonne [France]), 2009-

Professor of French

Bruce A. Maxwell, M.A. '12, Ph.D. (Swarthmore, Cambridge [UK], Carnegie Mellon), 2007-

Professor of Computer Science

Lindsay R. Mayka, Ph.D. (Carleton, Berkeley), 2013-

Assistant Professor of Government

Damon W. Mayrl, Ph.D. (California, Berkeley), 2017-

Assistant Professor of Sociology

Tilar J. Mazzeo, Ph.D. (New Hampshire, Washington), 2004-

Clara C. Piper Associate Professor of English

Loren E. McClenachan, Ph.D. (Middlebury, Oregon, Scripps Institution of Oceanography), February 2012-

Elizabeth and Lee Ainslie Assistant Professor of Environmental Studies

Jonathan H. McCoy, Ph.D. (Haverford, Maryland, Cornell), 2009-

Associate Professor of Physics and Astronomy

Lisa C. McDaniels, M.L.S. (Bridgewater, James Madison, Florida State, Tallahassee), 2014-2017

Faculty Member without Rank: Assistant Director of Scholarly Resources and Services

William McDowell, Ph.D., (Williams, Georgia), 2015-

Visiting Assistant Professor of Environmental Studies

Margaret T. McFadden, M.A. '15, Ph.D. (Wells, Duke, Yale), 1996-

Professor of American Studies; Associate Provost and Dean of Faculty for Curricular Planning, 2016-2017; Provost and Dean of Faculty, 2017-

C. Andrew McGadney, Ed.D. (Wesleyan, Columbia, Pennsylvania), 2014-

Faculty Member without Rank: Vice President and Dean of Student Advancement

Elizabeth McGrath, Ph.D. (Vassar, Hawaii at Honolulu), 2012-

Clare Boothe Luce Assistant Professor of Physics

Michael C. McGuire '89, M.L.S. (Colby, Syracuse), 2000-
Faculty Member without Rank: Systems and Emerging Technologies Librarian

Christian Seabird H. McKeon, Ph.D. (Evergreen State, East Carolina, Florida), 2016-2017
Visiting Assistant Professor of Biology

Karena A. McKinney, Ph.D. (California, Irvine), 2017-
Associate Professor of Chemistry

Suzanne Menair, Ph.D.,¹ (Antioch, Virginia), 2016-
Visiting Assistant Professor of Anthropology

Leticia Mercado, Ph.D. (Boston College), 2017-
Visiting Professor of Spanish

Jonathan Patrick Michael, 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, M.A. '12, Ph.D. (Pontificia Catolica [Peru], Stanford), 1998-
Charles A. Dana Professor of Spanish

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-
Associate Professor of Art

Lydia Moland, Ph.D. (Boston University), 2008-
Associate Professor of Philosophy

Allison E. Moloney (Galanis), Ph.D.¹ (Bridgewater State, Johns Hopkins School of Medicine), 2015-
Visiting Assistant Professor of Biology

Elena I. Monastireva-Ansdell, Ph.D. (Piatigorsk State Institute of Foreign Languages [Russia], Iowa, Indiana), 2009-
Assistant Professor of Russian

Sylvain J. Montalbano, Ph.D. (Brown, Oregon), 2017-
Visiting Assistant Professor of French

Christopher M. Moore, Ph.D. (Nevada, Reno), 2017-
Assistant Professor of Biology

Ian M. Mullins, M.A.¹ (Minnesota, California State at San Diego), Fall 2016-
Visiting Instructor in Sociology

Erin Murphy, M.A.¹ (North Carolina State, Texas at Austin), 2014-
Visiting Instructor of Cinema Studies

Benjamin P. Neal, Ph.D.¹ (Dartmouth, Scripps Institution of Oceanography, California at San Diego), 2012-2016
Visiting Assistant Professor of Environmental Studies; Research Scientist in Environmental Studies

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. (Gaston Berger [Senegal], East Tennessee State, Wisconsin at Madison), 2009-
Associate Professor of French

Suegene Noh, Ph.D. (Connecticut), 2017-
Assistant Professor of Biology

Ana Noriega, (CUNY, New School), 2014-
Faculty Member without Rank: Assistant Director of Collections Management

Lindsey K. Novak, Ph.D. (Minnesota, Graduate Institute), 2017-
Assistant Professor of Economics

Daniel W. Noyes '02, M.Ed. (Colby, St. Lawrence), 2007-
Adjunct Assistant Professor of Athletics

Steven R. Nuss, Ph.D. (Wisconsin at Madison, CUNY), February 1996-
Associate Professor of Music

Philip Nyhus, Ph.D. (St. Olaf, Wisconsin at Madison), 1999-2001; 2004-
Associate Professor of Environmental Studies

Liam O'Brien, Ph.D. (Colorado School of Mines, Harvard), 2003-
Associate Professor of Statistics

Thomas Oldham, Ph.D. (Nebraska, Columbia, Indiana), 2016-
Visiting Assistant Professor of Theater and Dance

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 [Dublin, Ireland], Cornell), 1992-
Julian D. Taylor Associate Professor of Classics; Director, Center for the Arts and Humanities, 2013-

Charles Orzech, Ph.D.¹ (Chicago), 2017-
Professor of Religious Studies

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-

Youngseok Park, Ph.D. (Rutgers), 2017-
Visiting Assistant Professor of Economics

Luke P. Parker, Ph.D. (Stanford), 2017-
Assistant Professor of Russian

Ronald F. Peck, Ph.D. (Linfield, Wisconsin), 2012-
Assistant Professor of Biology

Keith R. Peterson, Ph.D.¹ (Kent State, Louisiana State, DePaul), 2008-
Associate Professor of Philosophy

Veronique B. Plesch, M.A. '08, Ph.D. (Swiss Maturite Federale [Switzerland], Geneva [Switzerland], Princeton), 1994-
Professor of Art

Dale Plummer, B.S. (Maine), 2007-
Adjunct Instructor in Athletics

Tamae K. Prindle, M.A. '98, Ph.D. (SUNY at Binghamton, Washington State, Cornell), 1985-
Oak Professor of East Asian Language and Literature [Japanese]

Matthew T. Proto, Ed.D., (Yale, Wesleyan, North Carolina at Chapel Hill), 2015-
Faculty Member without Rank: Vice President and Dean of Admissions and Financial Aid

Darylne M. Provost, M.L.S.¹ (Trinity, Maryland at College Park), 2007-
Faculty Member without Rank: Interim Director of the Colby Libraries

Marilyn R. Pukkila, M.L.S.¹ (Michigan, Aberystwyth [Wales], Columbia), March 1984-
Faculty Member without Rank: Scholarly Resources and Services Librarian, Social Sciences and Humanities

Tracy Quan, M.A. (California at San Diego, New York University of Madrid [Spain], California at Davis), 2016-2017
Visiting Professor of Spanish

Isabel Quintana Wulf, Ph.D. (Illinois), 2017-
Visiting Assistant Professor of English

Tarja Raag, Ph.D. (Skidmore, Indiana), 1995-
Associate Professor of Psychology

Jean Paul Rabanal, Ph.D. (California at Santa Cruz), 2017-
Visiting Assistant Professor of Economics

Evan D. Randles, Ph.D. (Cornell), 2017
Assistant Professor of Mathematics

Maple J. Razsa, Ph.D. (Vassar, Harvard), 2007-
Associate Professor of Global Studies

Erik Reardon, Ph.D. (Maine), 2017-
Visiting Assistant Professor of History

Scott H. Reed III, M.F.A.¹ (South Florida, Rhode Island School of Design), February 1987-
Associate Professor of Art

Allecia E. Reid McCarthy, Ph.D. (Connecticut, Arizona State), 2013-
William and Margaret Montgoris Assistant Professor of Psychology

Joseph R. Reisert, Ph.D. (Princeton, Harvard), 1997-
Associate Professor of Government and Christian A. Johnson Associate Professor of Integrative Liberal Learning

Travis W. Reynolds, Ph.D. (Brown, Vermont, Washington), 2011-
Assistant Professor of Environmental Studies

Erin N. Rhodes ¹ (Earlham, South Connecticut State), 2014-
Faculty Member without Rank: Archives Education Librarian

Kevin P. Rice '96, Ph.D. (Colby, Wisconsin at Madison), 2005-
Associate Professor of Chemistry

Gianluca Rizzo, Ph.D. (Bologna [Italy], California at Los Angeles), 2013-
Paul D. and Marilyn Paganucci Assistant Professor of Italian Language and Literature

Kenneth A. Rodman, M.A. '98, Ph.D. (Brandeis, MIT), 1989-
William R. Cotter Distinguished Teaching Professor of Government

Hanna Roisman, M.A. '94, Ph.D. (Tel Aviv [Israel], Washington at Seattle), 1990-
Arnold Bernhard Professor in Arts and Humanities, Professor of Classics

Joseph Roisman, M.A. '94, Ph.D. (Tel Aviv [Israel], Washington at Seattle), 1990-
Professor of Classics

Anindy Roy, Ph.D. (Delhi [India], Illinois, Texas at Arlington), 1995-
Associate Professor of English

Elizabeth H. Sagaser, Ph.D. (Brown, Brandeis), 1994-
Associate Professor of English

Laura Saltz, Ph.D. (Chicago, Yale), 2001-
Associate Professor of American Studies

Betty G. Sasaki, Ph.D. (California at Santa Barbara, California at Berkeley), 1991-
Associate Professor of Spanish

Steven E. Saunders, M.A. '04, Ph.D. (Carnegie Mellon, Pittsburgh), 1990-
James M. Gillespie Professor of Art and American Studies, Music

Anita J. Savo, Ph.D. (Boston University, Yale), 2014-
Assistant Professor of Spanish

Raffael M. Scheck, M.A. '06, Ph.D. (Kantonsschule Wettingen [Switzerland], Zurich [Switzerland], Brandeis), 1994-
Audrey Wade Hittinger Katz and Sheldon Toby Katz Professor of History

Elizabeth N. Schiller, M.F.A. (Iowa), 1987-
Faculty Member without Rank: Registrar

James Carl Scott, Ph.D. (Macalester, California at Berkeley), 2009-
Associate Professor of Statistics

Ewan J. Seabrook, M.A. (SUNY at Oneonta, New Hampshire), 2014-
Adjunct Instructor in Athletics

Laura E. Seay, Ph.D. (Baylor, Yale, Texas at Austin), 2013-
Assistant Professor of Government

Elizabeth Seto, Ph.D. (Texas A&M), 2017-
Assistant Professor of Psychology

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

Kristin E. Shaw, M.B.A. (Washington, Colorado), 2016-
Adjunct Instructor in Athletics

Daniel M. Shea, M.A. '12, Ph.D. (West Florida, SUNY at Oswego, SUNY at Albany), 2012-
Director of Goldfarb Center for Public Affairs and Civic Engagement; Professor of Government

Tanya R. Sheehan, Ph.D. (Georgetown, Brown), 2013-
William R. Kenan Jr. Associate Professor of Art

Erin S. Sheets, Ph.D. (Duke, Colorado at Boulder), 2010-
Associate Professor of Psychology

Daniel A. Sherwood, Ph.D. (Drew, New School), 2014-2016
Visiting Assistant Professor of Sociology

J.C. Sibara, Ph.D. (Swarthmore, Southern California), 2014-
Assistant Professor of English

Nikky-Guninder K. Singh, M.A. '99, Ph.D. (Wellesley, Pennsylvania, Temple), 1986-
Crawford Family Professor of Religion

James R. Siodla, Ph.D. (California State at Chico, California at Irvine), 2013-
Assistant Professor of Economics

Dale J. Skrien, M.A. '97, Ph.D. (Saint Olaf, Washington), 1980-
Professor of Computer Science

Mark D. Sokolsky, M.A. (McMaster [Canada], Toronto [Canada]), 2016-2017
Visiting Instructor in History

Christopher J. Soto, Ph.D. (Harvard, California at Berkeley), January 2009-
Associate 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-
Visiting Assistant Professor of Writing

Stewart M. Stokes, M.A. (Massachusetts at Amherst, Trinity), 2000-
Adjunct Associate Professor of Athletics

Judy L. Stone, M.A. '13, Ph.D. (Michigan, Yale, Stony Brook), 1999-
Professor of Biology and Dr. Charles C. and Pamela W. Leighton Research Fellow

Damien B. Strahorn '02, B.A. (Colby), 2011-
Adjunct Assistant Professor of Athletics

David J. Strohl, Ph.D. (Texas, Virginia), 2012-
Assistant Professor of Anthropology

Katherine M. Stubbs, Ph.D. (Swarthmore, Duke), 1996-
Associate Professor of English

David B. Suchoff, M.A. '02, Ph.D. (California at Berkeley), 1993-
Professor of English

Walter A. Sullivan, Ph.D. (Concord, Virginia Tech, Wyoming), 2007-
Associate Professor of Geology

Mark B. Tappan, M.A. '05, Ed.D.² (Oberlin, Ohio State, Harvard), 1991-
Professor of Education

Duncan A. Tate, M.A. '06, Ph.D. (Oxford [England]), 1992-
Professor of Physics

Winifred L. Tate, Ph.D. (Wesleyan, New York University), 2008-
Associate 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-
Associate Professor of Mathematics

Stephanie R. Taylor, Ph.D. (Gordon, California at Santa Barbara), 2008-
Associate Professor of Computer Science

Kelly Terwilliger, M.S.A. (Ohio State, Ohio), 2016-
Adjunct Instructor in Athletics

Douglas C. Terp '84, M.B.A. (Colby, Thomas), 1987-
Vice President for Administration and Chief Financial Officer; Professor of Economics

Dasan M. Thamattoor, M.A. '12, Ph.D. (Government Arts and Science [India], Karnatak [India], Princeton), 1999-
Associate Professor of Chemistry

Elaine S. Thielstrom ¹ (Washington, San Jose State), Oct. 2013-
Faculty Member without Rank: Humanities Librarian

Sonja M. Thomas, Ph.D. (Minnesota, New York University, Rutgers), 2012-
Assistant Professor of Women's, Gender, and Sexuality Studies

James C. Thurston, M.F.A. (Ohio Wesleyan, Northwestern), 1988-
Adjunct Associate Professor of Theater and Dance

Andrea R. Tilden, Ph.D. (Alma, Oklahoma), 1999-
The J. Warren Merrill Associate Professor of Biology

Daniel J. Tortora, Ph.D. (Washington and Lee, South Carolina, Duke), 2011-2017
Assistant Professor of History

John P. Turner, Ph.D. (Furman, Michigan at Ann Arbor), 2006-
Associate Professor of History

Holley H. Tyng, B.A. (Providence College), 2017-
Adjunct Instructor in Athletics

Guy Van Arsdale, B.A. (Hobart), 2016-
Adjunct Instructor in Athletics

Arnout H.C. van der Meer, Ph.D. (SUNY at Albany), 2014-
Assistant Professor of History

Weston D. Viles, Ph.D. (Boston University, Maine), 2017-
Visiting Assistant Professor of Statistics

Andreas Waldkirch, Ph.D. (Tuebingen [Germany], Boston College), 2005-
Associate Professor of Economics

Lisa-Ann Wallace, B.S. (Westfield State), 2015-
Adjunct Instructor in Athletics

Fang Wang, M.A. (Wuhan [China], Hubei [China]), 2016-
Instructor in East Asian Studies

James L.A. Webb Jr., M.A. '03, Ph.D. (Johns Hopkins), 1987-
Professor of History

Robert S. Weisbrot, M.A. '90, Ph.D. (Brandeis, Harvard), 1980-
Christian A. Johnson Distinguished Teaching Professor of History

Ankeney Weitz, M.A. '12, Ph.D. (Cornell, Kansas), 1998-
Ellerton M. and Edith K. Jette Professor of Art

George Welch, Ph.D. (Cornell, Vermont, Alaska, Dartmouth), 1992-
Associate Professor of Mathematics and Statistics

Chelsea R. Wessels, Ph.D. (Willamette, Western Washington, St. Andrews [UK]), 2016-2017
Visiting Assistant Professor of Cinema Studies

Bretton Jessica White, Ph.D. (Amherst, Pennsylvania State, Wisconsin at Madison), 2011-
Assistant Professor of Spanish

W. Herbert Wilson Jr., M.A. '02, Ph.D. (North Carolina, Johns Hopkins), 1990-
Leslie Brainerd Arey Professor of Biosciences

Steven James Wurtzler, M.F.A. (Wisconsin at Madison, Iowa, Columbia), 2010-
Associate Professor of Cinema Studies

Edward H. Yeterian, M.A. '91, Ph.D. (Trinity, Connecticut), 1978-
Professor of Psychology; Vice President for Academic Affairs and Dean of Faculty, 1998-2010

Jennifer A. Yoder, M.A. '11, Ph.D. (Akron, Maryland), 1996-
Robert E. Diamond Professor of Government and Global Studies

Nora E. Youngs, Ph.D. (Smith, Nebraska at Lincoln), 2016-
Assistant Professor of Mathematics

Natalie K. Zelensky, Ph.D. (Northwestern), 2012-
Assistant Professor of Music

Hong Zhang, Ph.D. (Huazhong Normal [China], Wuhan [China], Columbia), 1995-1999, 2000-
Associate Professor of East Asian Studies

¹ Part time.

² Professors Lyn Brown and Mark Tappan share a joint appointment.

SABBATICALS AND LEAVES 2017-18

Sabbaticals

Semester I

Herbert W. Wilson Jr., Biology

Semester II

Anthony Corrado, Government
Leo Livshits, Mathematics and Statistics
Lydia Moland, Philosophy
David Suchoff, English

Full Year

Marta E. Ameri, Art
Chandra D. Bhimull, Anthropology / African-American Studies
Debra Campbell, Religious Studies
Valerie M. Dionne, French and Italian
Melissa J. Glenn, Psychology
Lori G. Kletzer, Economics
Lindsay R. Mayka, Government
Tilar J. Mazzeo, English
Julie T. Millard, Chemistry
Mary Beth Mills, Anthropology
Robert E. Nelson, Geology
Kerill N. O'Neill, Classics
Véronique B. Plesch, Art
J.C. Sibara, English
Judy L. Stone, Biology
Duncan A. Tate, Physics and Astronomy
Larissa J. Taylor, History
Andrea R. Tilden, Biology
Arnout van der Meer, History

Other Scheduled Leaves

Fall Semester

Lydia Moland, Philosophy

Full Year

Paul Greenwood, Biology
Rebecca Hey-Colón, Spanish

ASSOCIATES AND ASSISTANTS

Lyndell M. Bade, M.S., 2016-
Laboratory Instructor I in Biology

Tina M. Beachy '93, M.S., 1999-
Senior Laboratory Instructor in Biology

Susan Childers, Ph.D., 2011-
Laboratory Instructor I in Biology

April T. Chiriboga, B.A., 2016-
Laboratory Instructor in Biology

John D. Ervin, M.A., 1989-
Technical Director, Theater and Dance

Megan E. Fossa, M.B.A., 2014-
Center for the Arts and Humanities Coordinator

Scott L. Guay, M.A., 1993-
Senior Laboratory Instructor in Biology

Victoria L. Hepburn, M.S., 2015-
Laboratory Instructor I in Chemistry

Emma A. Hunter, M.S., 2017-
CAPS Program Coordinator

Charles W. Jones, 1994-
Instrument Maintenance Technician

Amanda L. Kimball, B.A., 2011-
Lab and Research Coordinator

Edmund J. Klinkerch, M.S., 2009-
Laboratory Instructor II in Chemistry

Lisa M. Lessard, B.A., 2000-
Senior Laboratory Instructor in Physics and Astronomy

Delaney L. McDonough, B.A., 2016-
Teaching Artist in Theater and Dance

Lisa M. Miller, M.S., 1999-
Senior Laboratory Instructor in Chemistry

Lia Macpherson Morris, M.A., 2010-
Environmental Studies Coordinator

Joanna Patterson, B.A., 2017-

Teaching Artist in Theater and Dance

Abby O. Pearson, B.S., 2011-
Laboratory Instructor II in Environmental Studies

Bruce F. Rueger, Ph.D., 1984-
Visiting Assistant Professor of Geology, 2003- ; Senior Laboratory Instructor

Sarah G. Staffiere, M.S., 2007-
Senior Laboratory Instructor in Biology

Lori Weinblatt, M.F.A., 2010-
Teaching Artist in Theater and Dance

FELLOWS AND INTERNS

Mahmoud A. Ahmed, 2016-2017
Language Assistant in Arabic

Natalie B. Aviles, M.A., 2016-
Postdoctoral Fellow in Sociology

Juliette Bouanani, 2017-2018
Language Assistant in French

Margherita Carlotti, 2016-2017
Language Assistant in Italian

Shreyashi Chakdar, Ph.D., 2017-
Faculty Fellow in Physics and Astronomy

Wen-Hui Chen, 2017-2018
Language Assistant in Chinese

Katherine L. Clonan-Roy, M.A., 2016-
Faculty Fellow in Education

Michael W. Dacey, Ph.D., 2016-
Faculty Fellow in Philosophy

Nicole G. Denier, B.A., 2016-
Postdoctoral Fellow in Sociology

Sarah E. Duff, Ph.D., 2017-
Faculty Fellow in History

Natalia Fernandez-Fraile, 2016-2017
Language Assistant in Spanish

Roseen H. Giles, B.M., 2016-
Faculty Fellow in Music

Britt E. Halvorson, Ph.D., 2010-2013, 2015-2016, 2017-
Faculty Fellow in Global Studies, Faculty Fellow in Anthropology

Meghan L. Hancock, Ph.D., 2017-
Writing Program Postdoctoral Fellow, Assistant Professor of Writing

Camille Herault, 2016-2017
Language Assistant in French

Charlotte C. Klemp, 2016-2017
Language Assistant in German

Amanda January Lilleston, M.F.A., 2017-
Faculty Fellow in Art

Hui-Ching Lu, M.A., 2013-2014, 2015-
Faculty Fellow in East Asian Studies

Yurino Matsumura, M.A., 2014-2015, 2015-2016, 2016-
Language Assistant in Japanese, Faculty Fellow in East Asian Studies

Amanda F. Murphy, Ph.D., 2012-2013, 2015-
Faculty Fellow in Russian

Ekaterina Nikiforova, 2017-2018
Language Assistant in Russian

Sean S O'Neil, Ph.D., 2017-
Faculty Fellow in Religious Studies

Federica Parodi, 2017-2018
Language Assistant in Italian

Marcos E. Perez, M.A., 2016-
Postdoctoral Fellow in Sociology

Johanna Pimpi, 2017-2018
Language Assistant in German

Ines Sanz Ranz, 2017-2018
Language Assistant in Spanish

Akari Shibata, 2016-2017, 2017-2018
Language Assistant in Japanese

Polina Shilova, 2016-2017
Language Assistant in Russian

Alison M. Stigora, M.F.A., 2016-
Faculty Fellow in Art

Meghant Sudan, Ph.D., 2017-
Faculty Fellow in Philosophy

Christopher A. Walker, 2017-
Mellon Postdoctoral Fellow in Environmental Humanities

Melissa Jane Walt, Ph.D., 2010-2012, 2015-
Research Assistant in Art

Anthony C. Wexler, Ph.D., 2016-
Faculty Fellow in Religious Studies

Shao Cian You, 2016-2017
Language Assistant in Chinese

Jinyan Zeng, 2017-2018
Oak Human Rights Fellow

APPLIED MUSIC ASSOCIATES

Applied Music Associates

Yuri Lily Funahashi, 1999, 2009-
Assistant Professor, Piano Studio and Department Co-Chair

Mark Leighton, 1981-
Applied Music Associate in Guitar

Jinwook Park, 2016-
Applied Music Associate in Violin and Viola; Director of the Orchestra

Eric Christopher Perry, 2017-
Applied Music Associate in Voice; Director of the Choirs

Nicole Rabata, 2007-
Applied Music Associate in Flute

Anna Beth Rynders, 1996-
Applied Music Associate in Organ, Departmental Accompanist

Eric B. Thomas, 1998-
Applied Music Associate in Clarinet and Saxophone; Director of Band Activities

Applied Music Instructors

Gustavo A. Aguilar Jr., 2016-
Applied Music Instructor in Drum Set

Michael P. Albert, 2006-
Applied Music Instructor in Oboe, Voice

Messan Jordan Benissan, Master Drummer, 1999-
Applied Music Instructor in African Drumming; Director of the African Drumming Ensemble

Timothy A. Burris, 2011-
Applied Music Instructor in Lute

Marilyn Buzy, 1999-2002; 2005-
Applied Music Instructor in Percussion

Angela Capps, 1995-
Applied Music Instructor in Bassoon

Duane B. Edwards, 2016-
Applied Music Instructor, Bass Guitar

D. Loren Fields, 2008-
Applied Music Instructor in French Horn

Sebastian Jerosch, 2000-
Applied Music Instructor in Trombone

Timothy N. Johnson, 2014-
Applied Music Instructor in Voice

Hyun Jung Kwon, 2016-

Applied Music Instructor in Flute

Amos Libby, 2014-
Applied Music Instructor in Tabala and Oud

Alexandra Lorimer, 2016-
Applied Music Instructor in Violin

Joelle Morris, 2014-
Applied Music Instructor in Voice

Danielle Langord Paus, 2009-
Applied Music Instructor in Harp

Paul Ross, 1986-
Applied Music Instructor in Cello

Joann Westin, 1996-
Applied Music Instructor in Piano

William E Whitener, 2013-
Applied Music Instructor in Trumpet

FACULTY EMERITI

Faculty Emeriti

William D. Adams, M.A. '00, Ph.D., 2000-2014
President, Emeritus; Professor of Philosophy, Emeritus

Donald B. Allen, M.A. '82, Ph.D., 1967-2007
Professor of Geology, Emeritus

Debra A. Aitken, M.A. '01, B.A., 1985-2016
Adjunct Professor of Athletics, Emerita

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

Teresa J. Arendell, M.A. '99, Ph.D., 1994-2014
Professor of Sociology, Emerita

Tom C. Austin, B.S., 1986-2005
Adjunct Associate Professor of Physical Education and Athletics, Emeritus

Thomas R. Berger, M.A. '95, Ph.D., 1995-2006
Carter Professor of Mathematics, Emeritus

Patrick Brancaccio, M.A. '79, Ph.D., 1963-2003
Zacamy Professor of English, Emeritus

Murray F. Campbell, M.A. '92, Ph.D., 1980-2011
William A. Rogers Professor of Physics, Emeritus

F. Russell Cole, M.A. '90, Ph.D., 1977-2016
Oak Professor of Biological Sciences, Emeritus

Susan Westerberg Cole, M.S., 1978-2016
Faculty Member without Rank: Scholarly Resources and Services, Sciences Librarian, Emerita

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
President, Emeritus; Professor of Government, Emeritus

Suellen Diaconoff, M.A. '00, Ph.D., 1986-2006
Professor of French, Emerita

Priscilla Doel, M.A. '93, M.A., 1965-2010
Professor of Portuguese and Spanish, Emerita

Sidney W. Farr '55, M.A. '95, M.B.A., 1960-1995
Professor, Emeritus; Alumni Secretary; Secretary of the Corporation

Charles A. Ferguson, Ph.D., 1967-1995
Associate Professor of French and Italian, Emeritus

Guy T. Filosof, M.A. '81, Ph.D., 1969-2001
Professor of French, Emeritus

David H. Firmage, M.A. '88, Ph.D., 1975-2010
Clara C. Piper Professor of Environmental Studies, Emeritus

Bruce E. Fowles, Ph.D., 1967-2003
Associate Professor of Biology, Emeritus

Henry A. Gemery, M.A. '77, Ph.D., 1961-2002
Pugh Family Professor of Economics, Emeritus

Natalie B. Harris, Ph.D., 1978-1980, 1982-1985, 1986-2016
Associate Professor of English, Emerita

Peter B. Harris, M.A. '89, Ph.D., 1974-2016
Zacamy Professor of English, 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

Toni D. Katz, M.S., 1983-2014
Faculty Member without Rank: Assistant Director for Technical Services, Colby Libraries, Emerita

Susan McIlvaine Kenney, M.A. '86, Ph.D., 1968-2007
Dana Professor of Creative Writing, Emerita

Hubert C. Kueter, Ph.D., 1965-1997
Associate Professor of German, Emeritus

Charles R. Lakin, M.L.S., 1985-2007
Faculty Member without Rank: Reference Librarian, Emeritus

Eva Linfield, Ph.D., 1993-2008
Associate Professor of Music, Emerita

Thomas R.W. Longstaff, M.A. '84, Ph.D., 1969-2003
Crawford Family Professor of Religious Studies, Emeritus

Paul S. Machlin, M.A. '87, Ph.D., 1974-2012
Arnold Bernhard Professor of Arts and Humanities, Professor of Music, Emeritus

Phyllis Mannocchi, M.A. '96, Ph.D., 1977-2015
Professor of English, Emerita

Michael Marlais, M.A. '95, Ph.D., 1983-2015
James M. Gillespie Professor of Art, Emeritus

Harriett Matthews, M.A. '84, M.F.A., 1966-2014
Professor of Art, Emerita

Marilyn S. Mavrinac, Ph.D., 1963-1995
Associate Professor of Education and Human Development, Emerita

Robert L. McArthur, M.A. '83, Ph.D., 1972-2007
Christian A. Johnson Professor of Integrative Liberal Learning, Emeritus; Dean of Admissions and Financial Aid, 1982-1985; Vice President for Academic Affairs and Dean of Faculty, 1988-1998

Sheila M. McCarthy, Ph.D., 1987-2009
Associate Professor of Russian, Emerita

James R. McIntyre, Ph.D., 1976-2006
Associate Professor of German, Emeritus, Director of Career Services, 1982-1991

Abbott Meader, M.A. '96, M.F.A., 1983-1998
Professor of Art, Emeritus

James W. Meehan, M.A. '82, Ph.D., 1973-2012
Herbert E. Wadsworth Professor of Economics, Emeritus

Margaret P. Menchen, M.L.S., 1989-2014
Faculty Member without Rank: Assistant Director for Public Services, Colby Libraries, Emerita

David H. Mills '57, M.A., 1980-1981, 1984-2016
Adjunct Assistant Professor of English for Speech and Debate, Emeritus

Thomas J. Morrione '65, M.A. '85, Ph.D., 1971-2015
Charles A. Dana Professor of Sociology, Emeritus

Jane M. Moss, M.A. '90, Ph.D., 1979-2009
Robert E. Diamond Professor of Women's Studies, Professor of French, Emerita

Richard J. Moss, M.A. '90, Ph.D., 1978-2005
John J. and Cornelia V. Gibson Professor of History, Emeritus

Suanne Wilson Muehlner, M.L.S., 1981-2003
Faculty Member without Rank: Director of the Colby Libraries, Emerita

Bradford P. Mundy, M.A. '92, Ph.D., 1992-2003
Miselis Professor of Chemistry, Emeritus

Elisa M. Narin van Court, Ph.D., 1996-2011
Associate Professor of English, Emerita

Barbara Kuczun Nelson '68, M.A., 1978-2014
Associate Professor of Spanish, Emerita

Carl E. Nelson, M.Ed., 1967-1993
Adjunct Professor of Physical Education, Emeritus; Director of Health Services

Stanley A. Nicholson, M.A. '81, Ph.D., 1981-1990
Professor of Economics, Emeritus; Vice President for Administration, Emeritus

Patricia A. Onion, M.A. '00, Ph.D., 1974-2008

Professor of English, Emerita

Frances M. Parker, M.L.S., 1974-2002

Faculty Member without Rank: Assistant Director for Public Services, Library, Emerita

Harold R. Pestana, M.A. '85, Ph.D., 1959-1997

Professor of Geology, Emeritus

Thane S. Pittman, M.A. '04, Ph.D., 2004-2013

Professor of Psychology, Emeritus

Leonard S. Reich, M.A. '95, Ph.D., February 1986-2014

Professor of Administrative Science and of Science, Technology, and Society, 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

Ira Sadoff, '88, M.F.A., 1977-2015

Arthur Jeremiah Roberts Professor of Literature, Emeritus

Jean Donovan Sanborn, M.A. '97, Ph.D., 1984-2005

Professor of English, Emerita

Mark R. Serdjenian '73, 1982-2016

Adjunct Associate Professor of Athletics, Emeritus

Richard C. Sewell, M.A., 1974-2003, 2004-2005

Adjunct Associate Professor of Theater and Dance, Emeritus; Director of Powder and Wig, Emeritus

David L. Simon, M.A. '88, Ph.D., 1981-2014

Ellerton and Edith Jetté Professor of Art, Emeritus

Sonia Chalif Simon, Ph.D., 1982-1996

Associate Professor of Art, Emerita

Earl H. Smith, M.A. '95, B.A., 1962-2002

Professor; Dean of the College, Emeritus; College Historian

Wayne L. Smith, M.A. '83, Ph.D., 1967-2001

Professor of Chemistry, Emeritus

John R. Sweney, M.A. '82, Ph.D., 1967-2004

NEH/Class of 1940 Distinguished Teaching Professor of Humanities, English, Emeritus

Linda Tatelbaum, M.A. '04, Ph.D., 1982-2007

Professor of English, Emerita

Thomas H. Tietenberg, M.A. '84, Ph.D., 1977-2008

Mitchell Family Professor of Economics, Emeritus

Dace Weiss, M.A., 1981-2001
Assistant Professor of French, Emerita

Jonathan M. Weiss, M.A. '86, Ph.D., 1972-2008
NEH/Class of 1940 Distinguished Professor of Humanities, French, Emeritus

Christine M. Wentzel, M.A. '94, M.A., 1973-2011
Adjunct Professor of Theater and Dance, Emerita

Richard L. Whitmore Jr., M.A. '90, M.Ed., 1970-2011
Adjunct Professor of Athletics, Emeritus; Director of Athletics, 1987-2002

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

NAMED FACULTY CHAIRS

Named Chairs, Their Donors, and Current Chairholders 2017-18

The Elizabeth and Lee Ainslie Professorship in Environmental Studies (2010) by Elizabeth McKenna Ainslie '87 and Lee S. Ainslie III. Loren McClenachan, environmental studies.

The Dorothy "Bibby" Levine Alford Professorship of Jewish Studies (2015) by the Harold Alford Foundation and alumni, parents, and friends of the College. Rabbi Rachel M. Isaacs, Jewish studies.

The Allen Family Chair in Latin American Literature (1993) by Leon and Karen Allen P '86. Jorge Olivares, Spanish.

The Todger Anderson Professorship in Investing and Behavioral Economics (2014) by Todger Anderson '67. Vacant

The Leslie Brainerd Arey Chair in Biosciences (1993) by Mary E. Arey in memory of her husband, Colby Class of 1912. W. Herbert Wilson Jr., biology.

The Francis F. Bartlett and Ruth K. Bartlett Professorship (2003) through a bequest from Francis F. Bartlett Jr. '56. Catherine L. Besteman, anthropology.

The Arnold Bernhard Professorship in Arts and Humanities (1997) by A. Van Hoven Bernhard '57 in memory of his father. Hanna M. Roisman, classics.

The Carter Professorship in Mathematics and Computer Science (1985) by Clark H. Carter '40, Colby trustee, and William C. Carter '38 to recognize their family's 85-year relationship with the College. Fernando Q. Gouvêa, mathematics.

The William R. Cotter Distinguished Teaching Professorship (2000) by members of the Colby community. Kenneth A. Rodman, government.

The Crawford Family Chair in Religion (1994) by James B. Crawford '64, chair of the Colby Board of Trustees, and Linda Johnson Crawford '64 in memory of Colby Professor Gustave H. Todrank. Nikky-Guninder Kaur Singh, religious studies.

The Charles A. Dana Professorship Fund (1966) by the Charles A. Dana Foundation of New York City. James R. Fleming, science, technology, and society; Jill P. Gordon, philosophy; Neil L. Gross, sociology; Luis Millones, Spanish; and Adrianna Paliyenko, French.

The Robert E. Diamond Professorship (1993) by Robert E. Diamond Jr. '73, Colby trustee, in memory of his father. Jennifer A. Yoder, government and global studies.

The Dr. Gerald and Myra Dorros Chair in Life Sciences (1996) by Gerald and Myra Dorros P'93,'96,'98,'01. Julie T. Millard, chemistry.

The Douglas Chair in Investment and/or Finance (1994) by an anonymous alumnus. Randy A. Nelson, 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. Steven E. Saunders, music.

The Goldfarb Family Distinguished Professorship in American Government (1991) by William H. Goldfarb '68, Colby trustee. L. Sandy Maisel, government.

The Grossman Professorship of Economics (1976) by Nissie Grossman '32 in honor of his parents, Reuben and Lizzie Grossman. Patrice M. Franko, economics.

The Ellerton and Edith Jetté Professorship in Art (1993) through a bequest from Edith M. Jetté, M.A. '62. Mrs. Jetté and her husband, Ellerton M. Jetté, LL.D. '55, were longtime friends of the College and supporters of the Colby College Museum of Art. Ankeney Weitz, 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. Joseph R. Reisert, government.

The Audrey Wade Hittinger Katz and Sheldon Toby Katz Professorship for Distinguished Teaching (1994) by Audrey Hittinger Katz '57, Colby trustee, and Sheldon T. Katz. Raffael M. Scheck, history.

The William R. Kenan Jr. Professorship Fund (1979) by the William R. Kenan Jr. Charitable Trust. Tanya Sheehan, art.

The Lee Family Chair in English (1993) by Robert S. Lee '51, Colby trustee, and his wife, Jean. Cedric Gael Bryant, English.

The Clare Boothe Luce Professorships (1988) through a bequest from Clare Boothe Luce. Cathy D. Collins, biology; Tasha L. Dunn, geology; and Elizabeth McGrath, physics.

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 Montgoris Chair (2004) by William J. Montgoris P'99 and Margaret Montgoris P'99 in support of pre-tenure faculty. Allecia E. Reid McCarthy, psychology.

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. Vacant.

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. Gianluca Rizzo, 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. Tilar J. Mazzeo, English.

The Pugh Family Professorship in Economics (1992) by Lawrence R. Pugh '56, chair of the Colby Board of Trustees, and Jean Van Curan Pugh '55. David W. Findlay, economics.

The Pulver Family Chair in Jewish Studies (1996) by David Pulver '63, Colby trustee, and Carol Pulver. David Freidenreich, religious studies.

The Arthur Jeremiah Roberts Professorship of Literature (1928) by the Board of Trustees as an expression of their regard for the late President Roberts, Colby's 13th president, who had taught English literature at Colby. Mary Ellis Gibson, English.

The William A. Rogers Professorship in Physics (2000) by an anonymous donor. Charles Conover, physics.

The Sunrise Chair (2000) by anonymous parents of Colby alumni. Robert T. Bluhm Jr., physics.

The Julian D. Taylor 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. Michael R. Donihue '79, 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. Vacant

The Zacamy Chair in English (1993) by John R. Zacamy Jr. '71, Colby trustee. Vacant.

The Ziskind Professorship of East Asian Studies (1963) by the Jacob Ziskind Trust. Kimberly A. Besio, East Asian studies.

ADMINISTRATION

President, David A. Greene, M.A. '14, Ed.D., 2014-

Executive Assistant to the President, Regina M. Ouimette, A.S., 2004-
Special Advisor to the President, Jennifer F. Boylan, M.A. '01, M.A., 1998-
College Historian, Earl H. Smith, M.A. '95, B.A., 1962-

Vice President of Planning, Brian J. Clark, M.A., 2014-

Director of Commercial Real Estate, Paul E. Ureneck, 2016-
Executive Assistant, Gayle N. Maroon, A.S., 2006-

Carolyn Muzzy Director and Chief Curator of the Museum of Art, Sharon L. Corwin, M.A. '06, Ph.D., 2003-

Executive Assistant, Karen K. Wickman, B.S., 1993-
Assistant for Special Projects, Anna S. Fan '15, 2016-
Lunder Curator of American Art, Elizabeth J. Finch, Ph.D., 2008-
Lunder Curator of Whistler Studies, Justin B. McCann, M.A., 2014-
Katz Curator, Diana K. Tuite, M.A., 2013-
Registrar for Collections, Paige M. Doore, B.A., 2014-
Curricular Registrar, Paige M. Doore, B.A., 2014-
Registrar for Exhibitions and Loans, Lorraine DeLaney, M.A., 2013-
Mirken Director of Academic and Public Programs, Lauren K. Lessing, Ph.D., 2007
Curator of Academic Programs, Shalini Le Gall, Ph.D., 2014-
Linde Family Foundation Coordinator of School and Teacher Programs, Margaret M. Aiken, M.A., 2015-
Mirken Coordinator of Academic and Public Programs, Jordia C. Benjamin, M.S., 2016-
Director of Museum Operations, Gregory J. Williams, 1990-
Senior Preparator, Stewart W. Henderson, B.A., 2015-

Provost and Dean of Faculty, Margaret T. McFadden, M.A. '15, Ph.D., 1996-

Executive Assistant, Samantha A. Grant, B.A., 2017-
Associate Provost and Dean of Faculty, James M. Sloat, Ph.D., 2012-

Director of Institutional Research and Assessment, Rebecca H. Brodigan, M.P.A., 2015-
Director for the Center for Teaching and Learning, Carol A. Hurney, Ph.D., 2016-
Director of Off-Campus Study, Nancy Downey, Ph.D., 2007-
Assistant Director of Off-Campus Study, Eva McVicar, M.A., 2016
Director of Colby in Dijon, Jonathan M. Weiss, M.A. '86, Ph.D., 1972-
Registrar, Elizabeth N. Schiller, M.F.A., 1987-
Associate Registrar, Valerie M. Sirois, M.S., 2008-
Director of the Colby Writing Program, Stacey E. Sheriff, Ph.D., 2012-
Multilingual Writing Specialist, Ghada Gherwash, Ph.D., 2016-
Writing Program Postdoctoral Fellow, Meghan L. Hancock, Ph.D., 2017-
Director of the Farnham Writers' Center, Paula Harrington, Ph.D., 2009-
Academic Environmental Safety Specialist, Jason A. Fish, B.S., 2015-
Interim Director of the Colby Libraries, Darylyne M. Provost, M.L.S., 2007-
Coordinator of Collections Management, Claire Pronnicki, B.A., 1991-
Interim Assistant Director for Customer Service and Administration, Stephanie J. Frost, 2012-
Systems Coordinator, Eileen F. Richards, 1988-
Scholarly Resources and Services, Arts Librarian, Margaret D. Ericson, M.L.S., 1998-
Scholarly Resources and Services, Social Sciences and Humanities Librarian, Marilyn R. Pukkila, M.S.L.S., 1984-
Systems and Emerging Technologies Librarian, Michael C. McGuire '89, M.L.S., 2000
Digital Production Coordinator, Lawrence W. Brown, M.A., 1994-
Assistant Director for Systems, Web, and Emerging Technologies, VACANT
Scholarly Resources and Services, Sciences Librarian, Kara M. Kugelmeyer, M.L.S., 2016-
Scholarly Resources and Services, Humanities Librarian, Karen J. Gillum '76, M.L.I.S., 1994-
Digital Collections Librarian, Martin F. Kelly, M.L.S., 2006-
Assistant Director for Special Collections, Patricia A. Burdick, M.L.S., 1998-
Visual Resources Curator, Margaret E. Libby '81, 1986-
Archives Education Librarian, Erin N. Rhodes, M.L.I.S., 2011-
Assistant Director for Scholarly Resources and Services, VACANT
Scholarly Resources and Services, Humanities Librarian, Elaine S. Thielstrom, M.L.S., 2013-
Assistant Director for Collections Management, Ana Noriega, M.L.S., 2014-
Colbiana Coordinator, Hubert J. Merrick '75, M.L.S., 2009-
Harold Alfond Director of Athletics, Jacob Olkkola, 2017-
Associate Director of Athletics and Senior Woman Administrator, Jessica L. Cherry, M.A., 2016-
Associate Director of Athletics/Budgets, Thomas K. Burton. B.A. 1999-
Assistant Director of Athletics and Sports Information Director, William C. Sodoma, M.S., 2002-
Assistant Director of Athletics/Budgets/Intercollegiate Scheduler, Nicole A. Veilleux, B.S., 2002-
Assistant Director of Athletics/Compliance, Candice B. Parent, B.S., 1993-
Strength and Conditioning Coordinator, Dawn Strout, M.S., 2011-
Assistant Strength and Conditioning Coordinator, Lanell M. Beckles, M.S., 2016-
Head Equipment Manager, Robert E. Quinn, M.S., 2016-
Director of the Oak Human Rights Institute, Walter F. Hatch, Ph.D., 2002-
Director of Center for Arts and Humanities, Kerill N. O'Neill, Ph.D., 1992-
Director of the Goldfarb Center for Public Affairs and Civic Engagement, Patrice M. Franko, Ph.D., 1986-
Assistant Director of the Goldfarb Center and Oak Institute, Amanda L. Cooley, M.S., 2013-
Assistant Director of the Oak Institute, Lindsey Cotter, M.S., 2015-
Program Coordinator for CAPS, Emma A. Hunter, M.S., 2017-

Vice President for Administration and Chief Financial Officer, Douglas C. Terp '84, M.B.A., 1987-

Executive Assistant, Rosalie A. Meunier, A.S., 1988-
Assistant Vice President for Human Resources, Mark Crosby, M.Ed., 2007-
Associate Director of Human Resources Operations, Jane Robertson, B.A., 1990-
Director of Recruitment and Employment, Maria C. Clukey, M.S., 1999-
Assistant Director of Human Resources, Erica L. Humphrey, M.B.A., M.Ed., 2007-
Assistant Director for Talent Development, Melissa A. Breger, M.S., 2015-
Director of Environmental, Health, and Safety Services, Wade P. Behnke, M.A., 2013-
Assistant Vice President for Finance, Scott H. Jones, M.B.A., 2005-
Associate Director of Financial Planning, Nora I. Dore, M.B.A., 2001-
Director of the Bookstore, Barbara C. Shutt, A.B., 1994-
Director of Special Programs and Conference Services, Brian K. Bray, M.S.W., 2017-
Associate Vice President and Chief Investment Officer, Hugh J. O'Donnell, A.B., 2012-
Director of Investments, Harris S. Sibunruang, M.B.A., 2013-

Assistant Director of Investments, Pamela J. Leo, 1981-
Controller, Ruben L. Rivera, B.S., 1994-
Director of Administrative Financial Services, Scott D. Smith '88, M.B.A., 1993-
Assistant Director of Administrative Financial Services, Amy M. Poulin, B.S., 2007-
Director of Student Financial Services, Cynthia W. Wells '83, 1983-
Associate Director of Student Financial Services, Lisa M. Fairbanks, A.S., 1990-
Assistant Director of Student Financial Services, Angel L. Spencer, 2000-
Assistant Director of Student Financial Services, Marissa L. DeCosta, M.S., 2015-
Student Financial Services Assistant, Theresa M. Hunnewell, A.S., 1976-
Student Financial Services Specialist, Salome Giorgadze '15, 2015-
ColbyCard Manager/Student Employment, William U. Pottle, 1980-
Director of Security, Peter S. Chenevert, 1980-1988, 1997-
Associate Director of Security/Museum Security Manager, Michael P. Benecke, A.S., 2013-
Assistant Director of Security, Jennifer L. Sanderson, B.A., 2015-
Chief Information Officer, Cindy J. Mitchell, M.A., 2016-
Director of Information Security, Chad L. Tracy, B.S., 2015-
Director of Academic Information Technology Services, L. Jason Parkhill, B.A., 2007-
GIS and Quantitative Analysis Specialist, Manuel Gimond, Ph.D., 2007-
High Performance Computing Applications Manager, Jacob Fosso Tande, Ph.D., 2017-
Instructional Technologist—Teaching and Learning Applications Coordinator, Ellen L. Freeman, M.Ed., 2015-
Instructional Technologist—Video Production Specialist, Timothy R. Stonesifer, B.S., 2015-
Instructional Technologist, Mark W. Wardecker, M.L.I.S., 2015-
Instructional Media Specialist, Qiuli Wang, M.A., 2009-
Director of Consulting and Solutions, Catherine L. Langlais, B.A., 1996-
Senior Systems Analyst, Elizabeth Rhinelander '93, M.S., 2006-
Information Systems Analyst, Donald J. Lecker, B.S., 2017-
Information Systems Analyst, Shara T. Marquis, M.S., 2016-
Associate Director of System Administration, Keith A. McGlauffin, B.S., 1989-
Windows/Web Server Administrator, Scott K. Twitchell, A.S., 2006-
Director of Support Services, Rurik L. Spence, A.S., 1988-
Advanced Support Services Manager, Adam C. Nielsen, B.S., 2005-
Deployment Specialist, Michael A. Miner, B.A., 2009-
Advance Services Consultant, Marc A. Cote, M.B.A., 2006-
Support Center Manager, Joseph E. de la Cruz, A.S., 2012-
User Services Consultant and Supervisor of Student Computer Services, Paula A. Lemar, 1983-
Director of Enterprise Services, Daniel S. Siff, M.S., 2002-
Network Architect, David W. Cooley, M.Div., 1978-
Network Administrator, Brian Zemrak, 1998-
Senior Systems Administrator, Sean P. Boyd, M.B.A., 2008-
Senior Systems Administrator, Jeff A. Earickson, Ph.D., 1995-
Systems Administrator, Alexander S. Lechuck, B.A., 2016-
Learning Spaces Technology Coordinator, David C. Pinkham Jr., B.S., 2003-
Event Technology Supervisor, Arleen King-Lovelace, B.A., 2007-
General Manager of Dining Services, Marietta Lamarre, B.S., 2016-
Executive Chef, James Lachance, A.O.S., 2016-
Catering Director, Anne Clarke, 2017-
Catering Chef, Lydia Kumpa, A.A., 2016-
Director of Operations, Mark Stamper, B.S., 2016-
Retail Manager, Devan Moody, M.B.A., 2016-
Manager, Dana Dining Hall, Joseph Daniels, M.A., 2016-
Manager, Dana Dining Hall, Christopher Jaramillo, B.S., 2016-
Chef Manager, Dana Dining Hall, Earl Lewis, 2016-
Chef Manager, Foss Dining Hall, Brian Beaupain, 2016-
Manager, Roberts Dining Hall, Michael Foss, 2016-
Chef Manager, Roberts Dining Hall, John Wilson, 2016-
Assistant Vice President for Facilities and Campus Planning, Minakshi M. Amundsen, S.M.Arch.S., M.C.P., 2015-
Director of Business and Administrative Services, Gordon E. Cheesman, B.S., 1987-
Director for Operations and Maintenance, Paul E. Libby, M.B.A., 1994-
Supervisor of Building Trades, Perry B. Richardson, 2009-
Supervisor of the Mechanical and Electrical Services, Anthony J. Tuell, B.S., 2006-
Director of Capital Projects and Construction, Kelly E. Doran, M.Arch.S., M.B.A., 2008-
Project Manager, Dale M. DeBlois, B.S., 1998-

Project Manager, Roger L. Scott, B.S., 2012-
Project Manager, Brian P. Lanoie, A.S., 2017-

Assistant Project Manager, Holly MacKenzie, B.S., 2012-
Assistant Director of Grounds and Custodial Services, Donald J. Zavadil, M.A. 2007
Grounds Supervisor, Custodial Supervisor, David Grazulis, A.S., 2007-
Custodial Supervisor, Keith Rankin, 2010-

Vice President for College Advancement, Daniel G. Lugo, J.D., 2015-

Executive Assistant, Andrea J. Godin, A.S., 2009-
Senior Philanthropic Advisor, Alexander P. Colhoun '91, 2016-
Presidential and Leadership Engagement Officer, Sara A. Verstynen, B.A., 2014-
Associate Vice President for College Advancement, Rachel Smith Silver, B.A., 2016-
Director of Museum Development, Elizabeth H. Menard, B.A., 2016-
Director of Milestone Reunions, Carolyn G. Kimberlin, B.A., 2003-
Associate Director of Engagement and Annual Philanthropy and Director, President's Leadership Society, Alison Brown, B.S., 2014-
Assistant Vice President for Advancement Strategy and Donor Relations, Richard M. Majerus, M.A. 2015-
Director of Donor Relations, Christine Bicknell Marden, B.A., 2001-03, 2010-
Associate Director of Donor Relations, Stacy Karp Mosher, M.S., 2016-
Assistant Director of Donor Relations, Elisabeth L. von Brecht, B.A., 2015-
Associate Director of Prospect Research and Development, Anne C. Rouse, B.A., 2015-
Assistant Director of Prospect Research and Development, Tam Thanh T. Huynh, M.S., 2014-
Director of Grants and Sponsored Programs, William C. Layton III, M.A., M.B.A., 2015-
Associate Director of Grants and Sponsored Programs, Seven S. Grenier '94, M.A., 1985-
Assistant Director of the Office of Grants and Sponsored Programs, Elizabeth S. Danner, B.A., 2006-
Director of Advancement Operations, Monica M. Keith, M.B.A., 2012-
Senior Associate Director of Advancement Operations, Lisa L. Burton, B.A., 2007-
Associate Director of Advancement Operations, Martha A. McFadden, B.A., 2015-
Associate Director of Data Services, Ann O. Hurlburt, B.S., 1980-
Senior Advancement Systems Developer/Analyst, R. Neal Patterson, B.A., 1995-
Senior Advancement Systems Developer/Analyst, Seth J. Mercier, B.S., 2005-
Director of Leadership Gifts, David P. Leach, J.D., 2017-
Senior Leadership Gift Officer, L. Elizabeth Anema, Ed.M., 2017-
Leadership Gift Officer, Carol Anne Beach '88, 2017-
Leadership Gift Officer, Elizabeth L. Bowen '96, 2013-
Leadership Gift Officer, Edgar B. Hatrick, J.D., 2013-
Director of Gift Planning, Richard A. Wells, B.S., 2017-
Director of Advancement Communications, Jennifer A. Eriksen, B.S., 2017-
Associate Director of Advancement Communications, Erin Gilligan, B.A., 2017-
Leadership Colby Fund Officer, Byron J.S. Glaus, M.Ed., 2017-
Director of Alumni Experience and Networks, Daniel J. Olds, M.A., 2015-
Associate Director of Alumni Experience and Networks, Meghan S. Gray, B.A., 2012-
Assistant Director of Alumni Experience and Networks, Mallory Y. Michaelles '05, M.A., 2014-
Director of 25th Reunion and Friends of Athletics, Peter J. Wagner, B.A., 2017-
Director of Parent Giving and Programs, Matthew R. Mullen, B.S., 2017-
Assistant Director of Parent Giving and Programs, Deborah B. Thurston P'16, B.A., 2011-
Assistant Director of Student Engagement, Amber L. Beckwith, B.S., 2016-
Assistant Director of Class Giving and Programs, Shelby L. Childs, B.S., 2015-
Assistant Director of Class Giving and Programs, Karin R. Weston, B.A., 1993-
Assistant Director of Class Giving and Programs, Lisa M. Kittredge, M.S., 2017-

Vice President, General Counsel, and Secretary of the College, Richard Y. Uchida, J.D., 2017-

Executive Assistant, Josette A. McWilliams, B.A., 2016-
Associate Secretary of the College, Heather S. Bumps, M.B.A., 1997-2006, 2015-
Director of Risk Management, William P. Saxe, J.D., 2016-

Vice President and Dean of Student Advancement, C. Andrew McGadney, Ed.D., 2014-

Director of Campus Events, Karen R. Farrar Ledger, M.P.A., 1981-
Director of the Career Center, Alisa M. Johnson, M.S., 2013-

Senior Associate Director for Employer Engagement, Lisa A. Noble, B.A., 2016-
Assistant Director for Employer Engagement, Michelle L. McFadden, B.S., 2017-
Associate Director for Careers in Health Professions, Cate T. Ashton '80, M.A., 1987-
Assistant Director for Careers in Law, Government and Policy, Sarah M. Whitfield '09, M.P.A., 2014-

Vice President for Communications, Ruth J. Jackson, M.S., 2004-

Executive Assistant, Mareisa Weil, B.A., 2016-
Director of Communications, Katherine B. Carlisle, B.A., 2016-
Managing Editor/Associate Director of Communications, Gerard E. Boyle '78, 1999-
Director of Digital Strategy, Anthony J. Ronzio, B.A., 2017-
Director of Creative Services, Barbara E. Walls, B.A., 2013-
Assistant Director of Communications, Laura D. Meader, B.A., 2001-
Associate Art Director, Kirsten S. Marjerison, B.A., 2016-
Photography and Video Specialist, Milton E. Guillen '15, 2016-
Communications Web/Multimedia Designer, Arnold H. Norris, B.F.A., 2012-
Communications Web Developer, John M. Watkins, M.F.A., 2016-

Vice President and Dean of Admissions and Financial Aid, Matthew T. Proto, Ed.D., 2015-

Executive Assistant, Jennifer H. Wood, B.S., 1999-
Director of New Student Aid, Jill A. Pierce, B.S., 2011-
Senior Assistant Director of Admissions Operations, Melissa E. Price, M.Ed., 2016-
Director of Data and Technology, David S. Jones, M.B.A., 1987-
Associate Director of Admissions, Jamie W. Brewster '00, 2000-
Senior Associate Director of Admissions for International Recruitment and Enrollment, Diva Shrestha, M.P.A., 2016-
Associate Director of Admissions, Denise R. Walden, M.A., 2003-
Assistant Director of Admissions, Liam M. Wallace, B.A., 2017-
Senior Assistant Director of Admissions for Access and Inclusion, Meghan Grandolfo, B.S., 2016-
Assistant Director of Admissions, Samuel N. Pelletier '09, 2014-
Associate Dean and Director of Admissions, Randi L. Arsenault '09, 2010-
Senior Assistant Director of Admissions for Alumni and Visitor Relations, Nicole L. Jacobson '12, M.Ed., 2015-
Assistant Director of Admissions, Elizabeth B. Atwood, B.A., 2016-
Assistant Director of Admissions, Anuli U. Iloabachie, B.A., 2015-
Senior Assistant Director of Admissions for Outreach and Communications, Fiona R. Jensen, B.A., 2016-
Assistant Director of Admissions, Kimberly A. Donaldson '16, 2016-
Senior Assistant Director of Admissions for Recruitment and Selection, Marnie C. Terhune, M.A., 2014-
Assistant Director of Admissions and Financial Aid, Amelia Conlon, B.A., 2015-
Assistant Director of Admissions, Alexander G. Zotos, M.Ed., 2016-

Dean of the College, Karlene A. Burrell-McRae '94, M.A. '14, Ed.D., 2016-

Executive Assistant, Elizabeth A. Christopher, 2014-
Dean of Studies, Barbara E. Moore, M.A., 2007-
Director of International Student Program and Associate Dean of the Pugh Center, Susan M. McDougal, B.A., 1996-
Junior and Senior Class Dean, Joseph E. Atkins, Ph.D., 2002-
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, Ryan M. Linehan, B.A., 2014-
Dean of Religious and Spiritual Life, Kurt D. Nelson, M.Div., 2012-
Associate Dean for Diversity, Inclusion, and Equity, Betty G. Sasaki, Ph.D., 2017-
Associate Director of the Pugh Center and Director of the Gender and Sexual Diversity Program, Emily E. Schusterbauer, M.A., 2013-
Associate Director of the Goldfarb Center for Community Outreach and Programming, Alice D. Elliott, B.S., 2004-
Coordinator, Colby Cares About Kids Program, Lori Morin, M.S., 2009-
Medical Director, Paul D. Berkner, D.O., 2004-
Nurse Practitioner, Lydia Bolduc-Marden, M.S.W., N.P., 1992-
Nurse Practitioner, Jennifer G. Riddle, M.S., 2011-
Head Nurse, Judith A. Whyte, B.S., 2011-
Coordinator of Alcohol and Drug Programs, Katherine L. Sawyer, M.A., 2012-
Head Athletic Trainer, Timothy S. Weston, M.A., 1992-
Staff Athletic Trainer, Kristina D. Miller, M.S., 2014-
Staff Athletic Trainer, Christopher O'Toole, B.A., 2009-
Staff Athletic Trainer, Paul M. Rucci, M.S., 2013-

Staff Athletic Trainer, Shannon M. Steelman, B.S., 2016-
Staff Athletic Trainer, Emily S. Vartabedian, M.S., 2015-
Director of Counseling Services, Eric S. Johnson, Ph.D., 2013-
Psychological Counselor, Alfonso Ortega Calderon, Ph.D., 2017-
Psychological Counselor, Jing Ye, M.A., 2000-
Administrative Coordinator, Alissa B. Benziger, B.A., 2015-

COLBY PRESIDENTS

Jeremiah Chaplin, 1822-1833

Rufus Babcock, 1833-1836

Robert Everett Pattison, 1836-1839

Eliphaz Fay, 1841-1843

David Newton Sheldon, 1843-1853

Robert Everett Pattison, 1854-1857

James Tift Champlin, 1857-1873

Henry Ephraim Robins, 1873-1882

George Dana Boardman Pepper, 1882-1889

Albion Woodbury Small, 1889-1892

Beniah Longley Whitman, 1892-1895

Nathaniel Butler Jr., 1896-1901

Charles Lincoln White, 1901-1908

Arthur Jeremiah Roberts, 1908-1927

Franklin Winslow Johnson, 1929-1942

Julius Seelye Bixler, 1942-1960

Robert Edward Lee Strider II, 1960-1979

William R. Cotter, 1979-2000

William D. Adams, 2000-2014

David A. Greene, 2014-

ACCREDITATIONS AND MEMBERSHIPS

Accredited by:

- New England Association of Schools and Colleges
Colby College is accredited by the Commission on Institutions of Higher Education of the New England Association of Schools and Colleges, Inc. Inquiries regarding the accreditation status by the commission should be directed to the administrative staff of the institution. Individuals may also contact
Commission on Institutions of Higher Education
New England Association of Schools and Colleges
3 Burlington Woods Drive, Suite 100, Burlington, Mass. 01803-4514
[781-425 7785](tel:781-425-7785) • email: cihe@neasc.org
- Maine Department of Education
- American Chemical Society

Member of:

- American Council on Education
- American Association of Colleges and Universities
- American Association of University Professors
- American Association of University Women
- American Library Association
- Association for the Advancement of Sustainability in Higher Education
- Association of Collegiate Conference and Event Directors International
- Association of Fundraising Professionals
- Association of Governing Boards of Universities and Colleges
- The College Board
- College and University Professional Association–Human Resources
- College Scholarship Service
- Consortium on High Achievement and Success
- Council for the Advancement and Support of Education
- Council of Independent Colleges
- Council of International Schools
- Council on Undergraduate Research
- Educational & Institutional Cooperative Service
- International Federation of Employee Benefit Plans
- International Institute of Education
- Maine Independent Colleges Association
- National Association for College Admission Counseling
- National Association of College and University Attorneys
- National Association of College and University Business Officers
- National Association of College and University Food Services
- National Association of Educational Procurement
- National Association of Independent Colleges and Universities
- National Collegiate Athletic Association
- National Council for Science and the Environment
- National Council of University Research Administrators
- New England Board of Higher Education
- New England Consortium on Assessment and Student Learning
- New England Council of Counsels
- New England Small College Athletic Conference
- New England Library Network
- Sharing the Annual Fund Fundamentals
- Society for College and University Planning
- Society for Human Resource Management
- U.S. Green Building Council
- University Risk Management & Insurance Association

Chapter of Phi Beta Kappa (founded in 1895)

Museum of Art accredited by the American Association of Museums

Health Center accredited by Accreditation Association for Ambulatory Health Care

ENROLLMENT BY STATES AND COUNTRIES

Forty-five U.S. states plus the District of Columbia, Puerto Rico, and the Virgin Islands and 78 countries outside of the United States were represented in the fall 2016 student body.

Fall 2016 Enrollment: Women 985, Men 894, Total 1,879

U.S. States

Alabama
Alaska
Arkansas
Arizona
California

Countries

Afghanistan
Albania
Australia
Austria

Nepal
Netherlands
New Zealand
Nicaragua

Colorado	Bahamas	Nigeria
Connecticut	Bangladesh	Pakistan
District of Columbia	Belgium	Philippines
Delaware	Bosnia and Herzegovina	Poland
Florida	Brazil	Portugal
Georgia	Bulgaria	Romania
Hawaii	Cambodia	Russia
Idaho	Canada	Rwanda
Iowa	China	Senegal
Illinois	Colombia	Serbia
Indiana	Congo	Sierra Leone
Kentucky	Costa Rica	Slovakia
Louisiana	Czech Republic	South Africa
Maine	Denmark	Sudan
Maryland	Dominica	Swaziland
Massachusetts	Dominican Republic	Sweden
Michigan	Egypt	Switzerland
Minnesota	Ethiopia	Syria
Missouri	Finland	Taiwan
Montana	France	Thailand
Nebraska	Germany	Turkey
Nevada	Ghana	Uganda
New Hampshire	Greece	Ukraine
New Jersey	Haiti	United Kingdom
New Mexico	Hong Kong	
New York	India	
North Carolina	Iran	
Ohio	Ireland	
Oklahoma	Israel	
Oregon	Italy	
Pennsylvania	Japan	
Rhode Island	Jordan	
South Carolina	Kenya	
Tennessee	Korea, Republic of	
Texas	Lebanon	
Utah	Lesotho	
Vermont	Lithuania	
Virginia	Mauritius	
Washington	Malawi	
Wisconsin	Mexico	
Wyoming	Montenegro	
	Morocco	
Venezuela		
Vietnam		
Zimbabwe		

DEGREES AND HONORS AWARDED AT COMMENCEMENT

Honorary Degrees

Joseph R. Biden Jr. | Doctor of Laws
The 47th Vice President of the United States

Yoshihiro Takishita | Doctor of Fine Arts
Founding President, Association for the Preservation of Traditional Japanese Farmhouses

Amy E. Walter '91 | Doctor of Letters
National Editor, The Cook Political Report

Warren Washington | Doctor of Science
Senior Scientist, National Center for Atmospheric Research

Bachelor of Arts Degree Recipients

The Class of 2017

Sydney Kenyon Abrams *Lexington, Mass.*
Jaritza Arleen Abreu *Bronx, N.Y.*
Benjamin Whitney Ach *Glenview, Ill.*
Henry Maxwell Ackerman *Lake Forest Park, Wash.*
Kieran Ames Adams *Park City, Utah*
Jacob Edward Adamson *Medford, N.J.*
Abukar Awadh Adan *Portland, Maine*
Ernesto Aguilar-Arizmendi *Atlanta, Ga.*
Olivia Margaret Ainsworth *Dallas, Texas*
Farah Alalami *Amman, Jordan*
Devin Gerard Albert *Reading, Mass.*
Alexandra Christine Alman *Los Gatos, Calif.*
Olivia Susan Amber *Lake Nebagamon, Wis.*
Alyssa Sue Andrews *Norway, Maine*
Luke Perrin Andrews *Cumberland, Maine*
Madeline Margaret Andrews *Wells, Maine*
Joseph Salvatore Anile IV *Locust Valley, N.Y.*
Kimberly Huang Anker *Dobbs Ferry, N.Y.*
Nicholas Michael Archibald *Claremont, Calif.*
Solon Antonio Arguello *Miami, Fla.*
Ryder James Arsenault *New Hampton, N.H.*
Samuel Dogan Arthur *Lincoln, Mass.*
Yohannes Dires Asega *Bahir Dar, Ethiopia*
Jenna Elizabeth Athanasopoulos *Fitzwilliam, N.H.*
Michaela Brianne Athanasopoulos *Fitzwilliam, N.H.*
Cleo Tamara Aukland *Tarrytown, N.Y.*
Baturay Aydemir *Kayseri, Turkey*

Danielle Janae Bagley *Sullivan, Maine*
Elizabeth Lucy Bainbridge *San Francisco, Calif.*
Elizabeth Marcia Baker-Wacks *Los Angeles, Calif.*
Katherine Evans Balaguer *Portage, Mich.*
Grace Chandler Baldwin *Denver, Colo.*
Craig Richard Ballard *Darien, Conn.*

Alexander Karlis Balsbaugh *Gloucester, Mass.*
 Lauren Catherine Barnhart *Columbus, Ohio*
 Thomas William Barry IV *Barrington, R.I.*
 Sophia Marie Bartels *Hanover, N.H.*
 Emma Marie Bartlett *Presque Isle, Maine*
 Jessica Paly Batchelder *Kittery Point, Maine*
 Oriana Katherine Battifarano *New York, N.Y.*
 Laine Nicole Battiston *Boston, Mass.*
 Andrew James Beacham *Short Hills, N.J.*
 Anna Banks Beatty *Madison, Conn.*
 Charles Mackay Beck *Mendham, N.J.*
 Aaliyah Michele Bell *Queens, N.Y.*
 Alexandra Anne Belzer *Minneapolis, Minn.*
 Joseph Jerome Benson Jr. *Andover, Mass.*
 Emma Grace Berger *Newtonville, Mass.*
 Jacqueline Elizabeth Betz *Baltimore, Md.*
 Amy Marie Bianco *Ely, Minn.*
 Leah Catherine Bilodeau *Greenville, Maine*
 Madeline Jo Bistrong *Manchester, Mass.*
 Brandon C. Blackburn *Brooklyn, N.Y.*
 John Franklin Blackburn Jr. *Briarcliff Manor, N.Y.*
 McKayla Jo Blanch *Tewksbury, Mass.*
 Michael Joseph Boardman *Pelham, N.H.*
 Isaac John Bol *Lincoln, Neb.*
 Sarah Catherine Boland *Wakefield, Mass.*
 Ben Lerner Bostwick *Chevy Chase, Md.*
 Michelle Clarida Boucher *Fryeburg, Maine*
 James Fenwick Bowen *Gainesville, Fla.*
 Frederick MacPhee Bower *Cumberland Foreside, Maine*
 Elizabeth Deming Brady *Katonah, N.Y.*
 Gemma Elizabeth Bready *Carmel, Ind.*
 Erin Odette Breen *Westlake Village, Calif.*
 Anna Elizabeth Brogan *Cape Elizabeth, Maine*
 Acadia Claire Grace Brooks *Santa Fe, N.M.*
 Cecil Kenneth Brooks Jr. *Bronx, N.Y.*
 Victoria Evelyn Brown *Medfield, Mass.*
 Margot Miller Bruder *Fairfield, Conn.*
 Conor James Bruen *Orinda, Calif.*
 Elizabeth Morgan Bryan *Arlington, Va.*
 Yannik Buchi *Rye, N.Y.*
 Grant Nelson Burfeind *Falmouth, Maine*
 Riley John Burke *Corte Madera, Calif.*
 Jeremiah Staniford Burns III *Falmouth, Maine*
 John Daniel Burton *Reisterstown, Md.*
 Alexa Lloyd Busser *Groton, Mass.*
 Greyson Murphy Butler *Duxbury, Mass.*
 Julia Reid Butler *Yarmouth, Maine*
 Kathryn Irene Butler *Roanoke, Va.*
 Kailey Marie Buxbaum *Gloucester, Mass.*

Pedro Khalil Caballero IV *Lawrenceville, Ga.*
 Jonathan Daniel Cabour *Boxford, Mass.*
 Ariel Sarina Camacho *Riverside, Calif.*
 Zachary Thomas Cangemi *Oyster Bay, N.Y.*
 Anthony Louis Cappellino *Sayville, N.Y.*
 Catherine Elizabeth Carey *Seattle, Wash.*
 Grace Saloy Carroll *Birmingham, Ala.*
 Kathleen A. Carroll *South Salem, N.Y.*
 Justin Bisailon Cary *Cape Elizabeth, Maine*
 MaryKate Lillian Caverly *Brick, N.J.*
 Clayton Yie Chang *Palo Alto, Calif.*
 David Singe Chelimo *Nyahururu, Kenya*

Xiaojing Chen *Shanghai, China*
Yangyang Chen *Shanghai, China*
Katherine Christopher Chenail *Williamstown, Mass.*
Rebecca Jane Chmiel *East Amherst, N.Y.*
Yoona Chun *Fresh Meadows, N.Y.*
Dylan Jay Cincotta *Dayton, Md.*
Thomas Charles Cleary *Bow, N.H.*
Ryan Samuel Clemens *Lincoln, Mass.*
Christina Nicole Cobb *Monterey, Calif.*
Madeleine Helen Cohen *Lexington, Mass.*
Ashley Niner Conley *Boston, Mass.*
Joseph Angelo Connelly *Brookline, Mass.*
Abbie Leete Cooper *Guilford, Conn.*
Carmen Cordova *San Jose, Calif.*
Christine Coveney *Hingham, Mass.*
James Domingo Craig *Brookline, Mass.*
Samuel Albert Crimmins *Swampscott, Mass.*

Ant-quanique Dancy *Miami, Fla.*
Zoe Laura Daniel *New York, N.Y.*
Meera Angela Dave *Tolland, Conn.*
Wilder Robert Downs Davies *Denver, Colo.*
Jasmyn Michelle Davis *Chesterfield, Va.*
Celie Maire Deagle *Canaan, Maine*
Kay Gloekler DeGraw *San Francisco, Calif.*
Lucas Antonio de la Cruz *Key Biscayne, Fla.*
Andrew James Della Volpe *Concord, Mass.*
Patrick Connor Deniger *Dallas, Texas*
Hannah Elizabeth Dineen *Queensbury, N.Y.*
Katherine Marie Discipio *Georgetown, Mass.*
Hugh Patrick Doherty *Brooklyn, N.Y.*
Kevin William Doherty *Wakefield, Mass.*
Maeve Elizabeth Dolan *Stratham, N.H.*
Larkin Jay Domench *Camden, Maine*
Nicole Taylor Donato *Duxbury, Mass.*
Christina Tian-Hui Dong *Menlo Park, Calif.*
Roy Mumford Donnelly *Hampden, Maine*
Susannah Blythe Donoho *Wilmington, Del.*
Robert Joseph Donohue *Clinton, Mass.*
Anna Lillian Donovan *Medway, Mass.*
Natalie Louisa Doppstadt *New York, N.Y.*
Sean Thomas Dougherty *Glenmoore, Pa.*
Caroline Mercer Dove *Potomac, Md.*
Brendan Joseph Doyle *Boston, Mass.*
Francis Edward Dunham *Worthington, Mass.*
Julia Margaret Dunlavy *Natick, Mass.*
Catherine Ann Dunn *Berwick, Maine*
Eliza Temple Dunne *New York, N.Y.*
Leah Cole Durst *Cornish, N.H.*

Silas Jonathan Eastman *Chatham, N.H.*
Kerry Nelson Eaton *Rye, N.H.*
Michael Ecke *Prospect, Conn.*
Maria Ennamorati *Waldoboro, Main*
Taylor Paige Enrico *Freeport, Maine*
Muhebullah Esmat *Kabul, Afghanistan*
Harper Glenn Estey *Ardmore, Pa.*

Brandon Griffin Fahlberg *Lowell, Mass.*
Rui Fan *Shanghai, China*
Teresa Diane Farley *Kirkland, Wash.*
Grace Elizabeth Farnkoff *Scarborough, Maine*

DíMitre AlexisMelik Farthing Jr. *Los Angeles, Calif.*
Scott Alexander Fenwick *Quispamsis, N.B., Canada*
Caroline Elizabeth Ferguson *Weston, Mass.*
Lily Charlotte Fernald *Falmouth, Maine*
Maurice Eduardo Ferre *Key Biscayne, Fla.*
Jillian Elise Fleischer *Smithtown, N.Y.*
Delaney Marie Flynn *Scituate, Mass.*
Jack Conor Alden Flynn *Camden, Maine*
Jenner Lindh Foster *Old Lyme, Conn.*
Katherine Lindsey Fotos *West Hartford, Conn.*
Grace Winthrop Fowler *Langdon, N.H.*
Kai Brandon Frankville *La Jolla, Calif.*
Tristan Kali Friedman *New York, N.Y.*
Lisa Fujitake *Singapore, Republic of Singapore*
Andrew James Fullerton *Seminole, Fla.*

Griffin Scott Gagnon *Hollis, N.H.*
Shane Foley Gallagher *Needham, Mass.*
Duncan Alexander Gans *London, United Kingdom*
Michaela Mei Lin Garrett *Spruce Head, Maine*
Yuzhe Geng *Beijing, China*
Sarunas Genys *Panevezys, Lithuania*
Dana Elisabeth Getschow *Westport, Conn.*
Zoe Camille Gibson *Branford, Conn.*
Logan Michael Gillen *Ridgewood, N.J.*
Jeanne Andrea Gilliard *Rockaway, N.Y.*
Cara Gwen Goldfarb *Chappaqua, N.Y.*
Natalie Claire Goodman *Washington, D.C.*
Sarah Jane Grady *Green Village, N.J.*
Brandon Kipp Grant *Ridgewood, N.J.*
Shanna Michelle Grant *Cold Spring Harbor, N.Y.*
Rebecca Grace Gray *Rockport, Maine*
Weiqi Gu *Ningbo, China*
Anita Belen Guaman *Astoria, N.Y.*
Lucinda Rose Gulino *Huntington, N.Y.*
Weijian Guo *Ruifan Wenzhou, China*

Rebecca Sophie Haft *Larchmont, N.Y.*
Kadish Dunbar Hagley *Brooklyn, N.Y.*
Jackson Montgomery Hall *Yarmouth, Maine*
Joseph Sampson Hamilton *Falmouth, Maine*
Katelyn Rose Hamilton *Arlington, Mass.*
Tarini Shekhar Hardikar *Rajkot, India*
Lindsey Marie Harrigan *Ipswich, Mass.*
Gabriel Flynn Harrington *San Diego, Calif.*
Nathan Harper Harris *Savannah, Ga.*
James Edward Harvey *Concord, Mass.*
Mardene Asbury Haskell *Holderness, N.H.*
Sonita Hav *South Portland, Maine*
Matthew Deering Hawkins *Yarmouth, Maine*
Caitlin Molina Heaps *Bedford, N.H.*
Hannah Maguire Hearn *Auburn, Maine*
Emma Hopkins Heilbronner *Natick, Mass.*
Sara Rose Heilbronner *Natick, Mass.*
Emily Alice Held *Honeoye Falls, N.Y.*
Joshua Daniel Hews *Poland, Maine*
Lucas Allsopp Hickok *Amesbury, Mass.*
Harry Wellington Hill *Greenwich, Conn.*
Cameron James Hillier *Dallas, Texas*
Kaleigh Elizabeth Hoffman *North Chelmsford, Mass.*
Matthew Thomas Hoffman *Bronx, N.Y.*

Margaret Anne Hojlo *Wayland, Mass.*
Isabel Holland *Greenwich, Conn.*
Benjamin Henry Holtzer *North Salem, N.Y.*
Malik Horton *New York, N.Y.*
Syman Vayid Hossenbux *Mesnil, Mauritius*
Elizabeth Crosby Huber *Bangor, Maine*
Thea Sabrina Hudson *Manchester, Conn.*
Phoebe L. Hughes *Wilmette, Ill.*
Deanne Elizabeth Human *Pittsburgh, Pa.*
Jabari Torique Hurdle-Price *Bronx, N.Y.*

Hannah Michelle Insuik *Andover, Mass.*
Eleanor Louise Irish *South Hamilton, Mass.*
Katherine Rose Irwin *Hanover, N.H.*
Faiyaz Ashiq Islam *Bowmanville, Ont., Canada*

Anna Grace Jackson *Buford, Ga.*
Sophie Elizabeth Janeway *Keene, N.Y.*
Melissa Gaelle Jean *Boston, Mass.*
Laura Anne Jensen *North Conway, N.H.*
JiWoong Jeong *Paoli, Pa.*
Shangcheng Jiang *Beijing, China*
Lia Jimenez *Santo Domingo, Dominican Republic*
Madeleine Nicole Joern *Edina, Minn.*
Catherine Mary Johnson *Amesbury, Mass.*
Spencer Feick Johnson *Lake Forest, Ill.*
Preston Prakash Johnson-Chonkar *Upper Saddle River, N.J.*
Katharine Dorothy Jones *Bucksport, Maine*
William Gregory Julich *Florham Park, N.J.*

Kiana Emily Kawamura *Salem, Ore.*
Meghan Leah Kelly *Portland, Maine*
John Carlo Kensinger *Los Angeles, Calif.*
Kate Elizabeth Kerin *Lyme, N.H.*
Anne Elizabeth Kettler *Washington, D.C.*
Tae Min Kim *La Crescenta, Calif.*
Amanda Phyllis Kirsch *Atlanta, Ga.*
Emilie Anne Klein *North Andover, Mass.*
Joseph Daniel Knight *Wilbraham, Mass.*
Eleanor Jane Knutzen *Winchester, Mass.*
Alexander James Kramer *Andover, Mass.*
Anna Elizabeth Krauss *Denver, Colo.*
Emma Rose Kuehn *Atlantic Beach, Fla.*
Tanya Kureishi *Karachi, Pakistan*
Hayley Eden Kushner *Pound Ridge, N.Y.*
Hannah Rose Kwasman *Spokane, Wash.*

Hannah Katharine Lacasse *Rockland, Maine*
Albertha Ladina *Brooklyn, N.Y.*
Lucas Ming-Hao Lam *Chino, Calif.*
Tiffany Carol Lam *Andover, Mass.*
Justin Chapin Lamere *Weston, Mass.*
Elizabeth Marie Landry *Gorham, Maine*
Lydia Rose Larson *New Gloucester, Maine*
Jacob Forest Laser *Orange, Conn.*
Julien Roy Lauretti *Cohasset, Mass.*
Erin Lavoie *Pittsford, N.Y.*
Emery Moses Lawrence *Tilton, N.H.*

Phuong Minh Le *Hanoi, Vietnam*
 Emily Alcy Leach *Warren, Maine*
 John James Leahy *Cohasset, Mass.*
 Christopher Kai Lee *Medfield, Mass.*
 DaWon Lee *San Diego, Calif.*
 Samuel Carman LeFeber *Lake Oswego, Ore.*
 Simone Kathleen Leung *Mendham, N.J.*
 Henry Davis Levine *Thetford Center, Vt.*
 Robin Christopher Lewis *Camden, Maine*
 Tyler Rex Lewtan *Weston, Mass.*
 Carson Dino Rabuzzi Leydecker *Aspen, Colo.*
 Siyuan Li *Beijing, China*
 Yuxuan Li *Qingdao, China*
 Jun Sheng Lin *Brooklyn, N.Y.*
 Carl Carmelo Lipani *North Reading, Mass.*
 Madeline Sheehan Lipton *Clayton, Mo.*
 Saran Liukasemsarn *Bangkok, Thailand*
 Anoush Michelle Longersaey *Charlotte, N.C.*
 Grant Christopher Lowensohn *South Burlington, Vt.*
 Yichen Lu *Huzhou, Zhejiang, China*
 Georgia Williams Lubrano *Hanover, N.H.*
 Alexandria Haden Lucas *Yarmouth, Maine*

Nora Marie Mabie *Winnetka, Ill.*
 Lydia Tyner MacDougall *Dobbs Ferry, N.Y.*
 Nathan Lewis Madeira *Cumberland Foreside, Maine*
 Alessandro Luigi Maglione *London, United Kingdom*
 Lina Saya Makino *Boston, Mass.*
 Joseph Daniel Malionek *Hyattsville, Md.*
 Robert Malongo *Lilongwe, Malawi*
 Todd Fanton Manley *Weston, Mass.*
 James Forrest Manning V *Westport, Conn.*
 Christopher James Marano *Canton, Mass.*
 Madison Tysdal Marra *Delray Beach, Fla.*
 Luc Yuki Gwydyr Marrie *Sudbury, Mass.*
 Spencer McKelvey Martin *Barkhamsted, Conn.*
 Brian Eugene Martinez *Brooklyn, N.Y.*
 Mark Martinez *Bronx, N.Y.*
 Andrew Henry Martzolf *Darien, Conn.*
 Esther Hughes Leventhal Mathieu *Rego Park, N.Y.*
 Ryunosuke Matsuura *Fujieda, Japan*
 Patrick Cook McCarthy *Malvern, Pa.*
 Kellen Nibert McDonnell *Bangor, Maine*
 William James McElroy *New York, N.Y.*
 John Richard McGeachie *North Reading, Mass.*
 Leo ZhangJin McGuinness *Tuckahoe, N.Y.*
 Kathleen Claire McLaughlin *Glenburn, Maine*
 Abigail Greene McOsker *Norwell, Mass.*
 Jane Anne Mesna *Edina, Minn.*
 Katherine Anne Metayer *Wilbraham, Mass.*
 Emily Mary Alexandra Middendorf *Takoma Park, Md.*
 Amanda Jane Millatt *Philadelphia, Pa.*
 Molly Devine Mizusawa *Portsmouth, N.H.*
 Tommaso Montagni *Milano, Italy*
 Gregory Michael Morano *Westfield, N.J.*
 Anne Alston Morris *Wilmette, Ill.*
 Deanna Mary Morris *Mount Vernon, Maine*
 Nicholas James Morriss *Hastings-on-Hudson, N.Y.*
 Henry Tipton Morris Wallrapp *Omaha, Neb.*
 Khetiwe Moagi Motlatsi Motlana *Johannesburg, South Africa*
 Emily Oaksford Muller *Norwich, Vt.*

Jac-Antoine Muntu-Caron *Quebec City, Que., Canada*
Octavian Vlad Murad *Bacau, Romania*
Akira Thomas Murphy *Seattle, Wash.*
Liam Clark Murphy *Washington, D.C.*
Celeste Mary Murtha *Natick, Mass.*
Claire Louise Muscat *Cape Elizabeth, Maine*
Nadia Mustefa *Bronx, N.Y.*

Ryota Raymond Nakada *Tokyo, Japan*
Gianna Marie Nappi *Freeport, Maine*
Madeleine Fraser Neider *Pennington, N.J.*
Eric William Nesto *Weston, Mass.*
Jiaming Ni *Shanghai, China*
Caitlyn Grace Nolan *Barrington, R.I.*
Elizabeth Anne Noyes *Nashua, N.H.*

Afia Asantewaa Obeng *Newark, N.J.*
Lucas King O'Connell *The Woodlands, Texas*
Allison Rose O'Connor *Philadelphia, Pa.*
Thomas Mark O'Donnell *Melrose, Mass.*
Madeline Claire Ojerholm *Worcester, Mass.*
Thomas Frederick O'Shea *Lynnfield, Mass.*
Alan Michael Ottenstein *Bowie, Md.*
Gerald Owusu *Bronx, N.Y.*

Catherine Grace Padgett *Grafton, Mass.*
Lawrence Joseph Patrizio *Scarsdale, N.Y.*
Sarah Archer Peck *Rye Brook, N.Y.*
Caroline Copeland Pelham *Coconut Grove, Fla.*
Julia Bella Perlmutter *Sherborn, Mass.*
Alexandra Taylor Perticone *Darien, Conn.*
Sava Petovic *Tivat, Montenegro*
Hannah Amanda Piersiak *Needham, Mass.*
Lev Samuel Pinkus *Port Washington, N.Y.*
John Joseph Pintauro *Pelham, N.Y.*
Alexandru Mihai Plesa *Craiova, Romania*
William Moriarty Polk *Dover, Mass.*
Kelseyann B. Poole *Scituate, Mass.*
Logan Barnard Poole *Andover, Mass.*
Rachel Diane Prestigiacomo *East Hanover, N.J.*
Erin Bridget Purcell Maillet *Scituate, Mass.*

William Weinan Qin *Lexington, Mass.*
Shiyun Qiu *Zhuhai, China*

Frederic T.W. Randall *Medford, Mass.*
Edward Joseph Rauseo Jr. *Methuen, Mass.*
Luke Christison Rector *Thomaston, Maine*
Allyson Marie Redhunt *Gorham, Maine*
Josiah Winship Reed *Woolwich, Maine*
Nathaniel Bartley Rees *Kensington, Md.*
Chelsea Burnett Regan *Avon, Conn.*
Carl Joel Reid *Mattapan, Mass.*
Colin Joseph Reilly *Pelham, N.Y.*
Michael Anthony Remondi *Winchester, Mass.*
Mollie Rachel Rich *Trumbull, Conn.*
Talia Maya Indigo Richkin *Lexington, Mass.*
Alexander Brian Rinker *Toledo, Ohio*

Calvin Chandler Robbins *Waldoboro, Maine*
Kenneth Wesley Robbins III *Portsmouth, N.H.*
Michael Joseph Roberts Jr. *Duxbury, Mass.*
Florence Kilbourne Robinson *Old Lyme, Conn.*
Rebecca Li Thiel Robinson *Brookline, Mass.*
Cassandra Ono Rodgers *Marblehead, Mass.*
Krenar Roka *Gjakove, Kosovo*
Nicholas Ryan Rosenberg *Bethesda, Md.*
Jenna Elizabeth Rumble *York, Maine*
Meghan Alexandra Rumph *New Castle, N.H.*
Timothy Raymond Ryan *Thornwood, N.Y.*
Eugene Hee Ryang *Brea, Calif.*

Burcu Sagiroglu *Bilecik/Bozuyuk, Turkey*
Vivek Kumar Sah *Birganj, Nepal*
Ryan Michael Salerno *Brunswick, Maine*
Austin Bartholomew Sayre IV *Summit, N.J.*
Siena Theodora Schickler *Brooklyn, N.Y.*
John Dylan Sears *Potomac, Md.*
Kumba Seddu *Freetown, Sierra Leone*
Amar Sehic *Zenica, Bosnia and Herzegovina*
Kevin Reynolds Seiler *Darien, Conn.*
Benedict Joseph Semmes *Wonalancet, N.H.*
Maxwell Eaton Senechal *Saco, Maine*
Karolina Astrid Dorothea Serhan *Needham, Mass.*
Duncan Henry Sewall *Cohasset, Mass.*
Lake Jesse Seymour *Larchmont, N.Y.*
Oliver James Shawn *New York, N.Y.*
Demosthenes Conrad Sherman *Dallas, Texas*
David Allan Sherris Jr. *Buffalo, N.Y.*
Hanjing Shi *Changzhou, China*
Lauren Christine Shirley *Rancho Palos Verdes, Calif.*
Paige Elizabeth Shortsleeves *Parsonsfield, Maine*
Natalie Claire Sill *Deephaven, Minn.*
William Raymond Simmons *Petersham, Mass.*
Edward Faran Simpson *Morristown, N.J.*
Alton Hale Sioussat *Millbrook, N.Y.*
Brendan Jay Six *Guilford, Conn.*
Oleksiy Skrynnyk *Newton, Mass.*
Daniel Christopher Smith *Bronx, N.Y.*
Kiernan John Gregory Somers *Westwood, Mass.*
Brian Michael Sommers *Acton, Mass.*
Annabelle Jiwon Song *Federal Way, Wash.*
Robin Emmons Spofford *Cohasset, Mass.*
Morgan Faith Springer *Hampden, Maine*
Myles Aaron Stephenson *New York, N.Y.*
Elisa Fumika Stern *Walnut Creek, Calif.*
Allison Emma Stertzer *Santa Fe, N.M.*
Roger Hugh Stone Jr. *Greenville, S.C.*
Thomas Albert Stone *Groton, Mass.*
Nadia Lynn Stovicek *Weehawken, N.J.*
Kathryn Owens Strawinski *Atlanta, Ga.*
Geoffrey Welch Sullivan *Topsfield, Mass.*
Landon Jack Summers *Vashon Island, Wash.*
Sophie Anna Swetz *Newton, Mass.*

Mollika Tahsin *Dhaka, Bangladesh*
Haiyang Tang *Changsha, Hunan, China*
Aremi Tapia-Torres *Inglewood, Calif.*
Mollie Mei-Ouida Taylor *Anchorage, Alaska*

Palmer Ingram Taylor *Lake Forest, Ill.*
Maya Max Terry-Shindelman *Ashland, Ore.*
Christina Ann Thomas *Tiruvalla, Kerala, India*
Travis Taylor Thompson *Los Angeles, Calif.*
Noah Xavier Tocci *Weston, Mass.*
Ester Topolarova *Brno, Czech Republic*
William Pearson Treanor *Pottersville, N.J.*
Conrad William Troast *Nantucket, Mass.*

Anh Phuong Uong *Topsfield, Mass.*
Maria Fernanda Urrutia Gonzalez *Managua, Nicaragua*

John Alexander Vailas *New Castle, N.H.*
Mary Kelton Vance *Boise, Idaho*
Ashley Wenonah Vandal *Shrewsbury, Mass.*
Aliza Kay Van Leesten *New Haven, Conn.*
Janet Grizelda Vasquez *Silver Spring, Md.*
Anne Camille Vetter *Kentfield, Calif.*
George Anton Alexander Voigt *Norwich, Vt.*
Katrina Lauren von Hahn *Toronto, Ont., Canada*

Justin Hagerty Waligory *Boxborough, Mass.*
Carina Matthews Wallack *Newton, Mass.*
Eric Sha Walton *Bethesda, Md.*
Zitong Wang *Dalian, China*
William Frederick Ware *Loudonville, N.Y.*
Kyra Ann Webb *Vail, Colo.*
Michael Charles Webber *Lakeville, Minn.*
Erin Elizabeth Whitney *Augusta, Maine*
Braden Edward Wilson *Brewster, Mass.*
Julian Wise *Salt Lake City, Utah*
Alexander Louis Wolansky *Sugar Land, Texas*

Ivan Yang *Fresno, Calif.*
Sabrina Huijue Yang *Plattsburgh, N.Y.*
Lukas Akio Yasuda *Cheshire, Conn.*
James Quillian Yates *Atlanta, Ga.*

Izza Nawazish Ali Zaidi *Newcastle, Maine*
Hanna Melissa Zayas *Wayland, Mass.*
Haoran Zhang *Nanjing, China*
Jiayi Zhang *Beijing, China*
Renjian Zhang *Changsha Hunan, China*
Shengzhong Zheng *Taizhou, China*
Xinyi Zheng *Shanghai, China*
Edward Hongping Zhou *Natick, Mass.*

Honors

Summa Cum Laude

Baturay Aydemir
Greyson Murphy Butler
Julia Reid Butler
Roy Mumford Donnelly
Catherine Ann Dunn
Rui Fan
Katherine Lindsey Fotos
Yuzhe Geng

Zoe Camille Gibson
Shanna Michelle Grant
Weiqi Gu
Joshua Daniel Hews
Laura Anne Jensen
Meghan Leah Kelly
Yuxuan Li
Ryunosuke Matsuura
Molly Devine Mizusawa
Octavian Vlad Murad
Gianna Marie Nappi
Alexandru Mihai Plesa
Rachel Diane Prestigiacomo
Colin Joseph Reilly
Amar Sehic
Ivan Yang
Hanna Melissa Zayas

Magna Cum Laude

Jenna Elizabeth Athanasopoulos
Michaela Brianne Athanasopoulos
Elizabeth Marcia Baker-Wacks
Sophia Marie Bartels
Lainey Nicole Battiston
Emma Grace Berger
Sarah Catherine Boland
Catherine Elizabeth Carey
Grace Saloy Carroll
Justin Bisailon Cary
Rebecca Jane Chmiel
Scott Alexander Fenwick
Shangcheng Jiang
Phuong Minh Le
Saran Liukasemsarn
Anoush Michelle Longerstaeey
Joseph Daniel Malionek
Akira Thomas Murphy
Madeleine Fraser Neider
Alan Michael Ottenstein
Shiyun Qiu
Ester Topolarova
Anne Camille Vetter
Shengzhong Zheng
Xinyi Zheng

Cum Laude

Yohannes Dires Asega
Alexandra Anne Belzer
Madeline Jo Bistrong
Erin Odette Breen
Anna Elizabeth Brogan
Acadia Claire Grace Brooks
Jonathan Daniel Cabour
Kathleen A. Carroll
Xiaojing Chen
Samuel Albert Crimmins
Jasmyn Michelle Davis
Celie Maire Deagle

Natalie Louisa Doppstadt
Caroline Mercer Dove
Taylor Paige Enrico
Grace Elizabeth Farnkoff
Tarini Shekhar Hardikar
Sara Rose Heilbronner
Kaleigh Elizabeth Hoffman
Phoebe L. Hughes
Eleanor Louise Irish
Kiana Emily Kawamura
John Carlo Kensinger
Robin Christopher Lewis
Jun Sheng Lin
Yichen Lu
Esther Hughes Leventhal Mathieu
Deanna Mary Morris
Claire Louise Muscat
Jiaming Ni
Julia Bella Perlmutter
Hannah Amanda Piersiak
Mollie Rachel Rich
Talia Maya Indigo Richkin
Alexander Brian Rinker
Vivek Kumar Sah
Karolina Astrid Dorothea Serhan
Hanjing Shi
William Raymond Simmons
Elisa Fumika Stern
Allison Emma Stertzer
Kathryn Owens Strawinski
Landon Jack Summers
Sophie Anna Swetz
Haiyang Tan
Carina Matthews Wallack
Kyra Ann Webb

Honors Programs

Honors in American Studies

Aliza Kay Van Leesten

Honors in Anthropology

Ester Topolarova
Anne Camille Vetter

Honors in Biology

Yoona Chun
Taylor Paige Enrico
Phuong Minh Le
Alexandru Mihai Plesa
William Raymond Simmons

Honors in Chemistry

Emma Grace Berger
Dylan Jay Cincotta
Anna Lillian Donovan
Rui Fan
Tarini Shekhar Hardikar

Honors in Computer Science

Octavian Vlad Murad
Akira Thomas Murphy
Michael Anthony Remondi
Vivek Kumar Sah

Honors in Economics

Ryunosuke Matsuura
Deanna Mary Morris

Honors in Education

Elizabeth Crosby Huber
Sarah Archer Peck

Honors in English

Kathleen A. Carroll
Catherine Ann Dunn
Leah Cole Durst
Palmer Ingram Taylor
Noah Xavier Tocci

Honors in Environmental Studies

Elizabeth Marcia Baker-Wacks
Jessica Paly Batchelder
Rebecca Jane Chmiel
Robin Christopher Lewis
Madison Tysdal Marra
Xinyi Zheng

Honors in Global Studies

Xiaojing Chen

Honors in Government

Kay Gloekler DeGraw
Madeleine Fraser Neider
Nadia Lynn Stovicek
Landon Jack Summers

Honors in Latin American Studies

Sophia Marie Bartels
Meghan Leah Kelly
Gregory Michael Morano

Honors in Mathematics

Yohannes Dires Asega
Tarini Shekhar Hardikar
Joshua Daniel Hews
Saran Liukasemsarn
Joseph Daniel Malionek
James Forrest Manning V

Honors in Physics and Astronomy

Alan Michael Ottenstein
Kenneth Wesley Robbins III
Amar Sehic

Honors in Psychology

Sarah Catherine Boland
Grace Saloy Carroll
Shanna Michelle Grant

Honors in Public Health (Independent)

Karolina Astrid Dorothea Serhan

Honors in Science, Technology, and Society

Sophie Anna Swetz
Carina Matthews Wallack

Honors in Sociology

Alexander Louis Wolansky

Honors in Spanish

Kaleigh Elizabeth Hoffman
Kiana Emily Kawamura

Honors in Theater and Dance

Kathryn Irene Butler

Distinction in Major**American Studies**

Gianna Marie Nappi
Aliza Kay Van Leesten

Anthropology

Aaliyah Michele Bell
Eliza Temple Dunne
Lucinda Rose Gulino
Sonita Hav
Allison Emma Stertzer
Ester Topolarova
Anne Camille Vetter

Art History

Leah Catherine Bilodeau
McKayla Jo Blanch
Madeleine Helen Cohen
Wilder Robert Downs Davies
Muhebullah Esmat
Tristan Kali Friedman
Sara Rose Heilbronner
Yichen Lu
Caroline Copeland Pelham

Biology

Luke Perrin Andrews
Kimberly Huang Anker
Baturay Aydemir
Greyson Murphy Butler
MaryKate Lillian Caverly
Yoona Chun
Taylor Paige Enrico
Scott Alexander Fenwick
Nathan Harper Harris
Elizabeth Marie Landry
Jacob Forest Laser
Phuong Minh Le
DaWon Lee
Samuel Carman LeFeber
Anoush Michelle Longerstaey
Celeste Mary Murtha
Alexandru Mihai Plesa
Rachel Diane Prestigiacomo
Lake Jesse Seymour
William Raymond Simmons
John Alexander Vailas

Ivan Yang

Chemistry

Samuel Dogan Arthur
Baturay Aydemir
Emma Grace Berger
Rebecca Jane Chmiel
Rui Fan
Tarini Shekhar Hardikar
Eleanor Louise Irish
Kiana Emily Kawamura
Alexandru Mihai Plesa
Haoran Zhang

Chemistry-Biochemistry

Anna Lillian Donovan

Classical Civilization

Kyra Ann Webb

Classics

Kathleen A. Carroll
Roy Mumford Donnelly
Claire Louise Muscat
Gianna Marie Nappi
John Joseph Pintauro

Computer Science

Joshua Daniel Hews
Phoebe L. Hughes
Shangcheng Jiang
Tiffany Carol Lam
Jun Sheng Lin
Joseph Daniel Malionek
Octavian Vlad Murad
Akira Thomas Murphy
Michael Anthony Remondi
Alexander Brian Rinker
Vivek Kumar Sah
Ryan Michael Salerno
William Pearson Treanor
Anh Phuong Uong

East Asian Studies

Leo ZhangJin McGuinness

Economics

Thomas William Barry IV
Alexa Lloyd Busser
Xiaojing Chen
Samuel Albert Crimmins
Yuzhe Geng
Syman Vayid Hossenbux
Grant Christopher Lowensohn
Ryunosuke Matsuura
Deanna Mary Morris
Colin Joseph Reilly
Alexander Brian Rinker
Nicholas Ryan Rosenberg
Mollika Tahsin
Haiyang Tang
George Anton Alexander Voigt

Michael Charles Webber
Shengzhong Zheng

Economics-Mathematics

Jonathan Daniel Cabour
Roy Mumford Donnelly
Weiqi Gu
Yuxuan Li
Hanjing Shi
Jiayi Zhang

Educational Studies: Human Development

Lily Charlotte Fernald
Kathleen Claire McLaughlin
Robin Emmons Spofford
Ashley Wenonah Vandal

Educational Studies: Schools, Society, and Culture

Abukar Awadh Adan
Elizabeth Crosby Huber
Sarah Archer Peck

English

Brandon C. Blackburn
Anna Elizabeth Brogan
Kathleen A. Carroll
Madeleine Helen Cohen
Jasmyn Michelle Davis
Hannah Elizabeth Dineen
Catherine Ann Dunn
Leah Cole Durst
Teresa Diane Farley
Elizabeth Crosby Huber
Georgia Williams Lubrano
Nora Marie Mabie
Lev Samuel Pinkus
William Weinan Qin
Palmer Ingram Taylor
Noah Xavier Tocci
Hanna Melissa Zayas

**Environmental Planning, Media,
and Design (Independent)**

Esther Hughes Leventhal Mathieu

Environmental Policy

Elizabeth Marcia Baker-Wacks
Anna Elizabeth Brogan
Margot Miller Bruder
Jackson Montgomery Hall
Hannah Katharine Lacasse
Robin Christopher Lewis
Erin Bridget Purcell Maillet
Maria Fernanda Urrutia Gonzalez
James Quillian Yates

Environmental Science

Jessica Paly Batchelder
Catherine Elizabeth Carey
Rebecca Jane Chmiel

Rui Fan
Katherine Lindsey Fotos
DaWon Lee
Sophie Anna Swetz

Environmental Studies-Interdisciplinary Computation

Xinyi Zheng

French Studies

Yannik Buchi
Kerry Nelson Eaton
Catherine Mary Johnson

Geology

Oriana Katherine Battifarano

German Studies

Brandon C. Blackburn
Jiaming Ni

Global Public Health: Women's Studies

Nadia Mustefa

Global Studies

Alexandra Christine Alman
Sophia Marie Bartels
Acadia Claire Grace Brooks
Alexa Lloyd Busser
Ariel Sarina Camacho
Xiaojing Chen
Catherine Mary Johnson
John Carlo Kensinger
Anne Elizabeth Kettler
Lydia Rose Larson
Simone Kathleen Leung
Carson Dino Rabuzzi Leydecker
Lydia Tyner MacDougall
Molly Devine Mizusawa
Emily Oaksford Muller
Jiaming Ni
Gerald Owusu
Sava Petovic
Meghan Alexandra Rumph
Anh Phuong Uong
Mary Kelton Vance

Government

Madeline Jo Bistrong
Ben Lerner Bostwick
Justin Bisailon Cary
Kay Gloekler DeGraw
Robert Joseph Donohue
Caroline Mercer Dove
Sophie Elizabeth Janeway
Laura Anne Jensen
Lydia Rose Larson
Patrick Cook McCarthy
Gregory Michael Morano
Emily Oaksford Muller

Madeleine Fraser Neider
Nicholas Ryan Rosenberg
Nadia Lynn Stovicek
Landon Jack Summers
James Quillian Yates

History

Lainey Nicole Battiston
Samuel Albert Crimmins
Celie Maire Deagle
Delaney Marie Flynn
Samuel Carman LeFeber
Shiyun Qiu

Latin American Studies

Sophia Marie Bartels
Meghan Leah Kelly
Julien Roy Lauretti
Lina Saya Makino
Gregory Michael Morano
Katrina Lauren von Hahn
Julian Wise

Mathematical Sciences

Yuzhe Geng
Weiqi Gu
Yuxuan Li
Jun Sheng Lin
James Forrest Manning V
Ryunosuke Matsuura
Shengzhong Zheng

Mathematics

Yohannes Dires Asega
Tarini Shekhar Hardikar
Joshua Daniel Hews
Saran Liukasemsarn
Joseph Daniel Malionek
Octavian Vlad Murad
Akira Thomas Murphy
Alan Michael Ottenstein
Allyson Marie Redhunt
Vivek Kumar Sah
Amar Sehic

Music

Lauren Christine Shirley

Philosophy

Lucinda Rose Gulino

Physics

Samuel Dogan Arthur
Thomas Charles Cleary
John James Leahy
Alan Michael Ottenstein
Kenneth Wesley Robbins III
Amar Sehic

Psychology

Jenna Elizabeth Athanasopoulos
Michaela Brienne Athanasopoulos

Elizabeth Lucy Bainbridge
Katherine Evans Balaguer
Alexandra Anne Belzer
McKayla Jo Blanch
Sarah Catherine Boland
Erin Odette Breen
Julia Reid Butler
Grace Saloy Carroll
Michaela Mei Lin Garrett
Shanna Michelle Grant
Emma Hopkins Heilbronner
Sara Rose Heilbronner
Margaret Anne Hojlo
Nicholas James Morriss
Sarah Archer Peck
Julia Bella Perlmutter
Hannah Amanda Piersiak
Mollie Rachel Rich
Talia Maya Indigo Richkin
Elisa Fumika Stern
Kathryn Owens Strawinski

Public Health: Science and Policy (Independent)

Karolina Astrid Dorothea Serhan

Russian Language and Culture

Phoebe L. Hughes

Science, Technology, and Society

Sophie Anna Swetz
Carina Matthews Wallack

Sociology

Henry Maxwell Ackerman
Oriana Katherine Battifarano
Julia Reid Butler
Anne Alston Morris
Mollie Mei-Ouida Taylor
Katrina Lauren von Hahn
Alexander Louis Wolansky

Spanish

Benjamin Whitney Ach
Griffin Scott Gagnon
Shane Foley Gallagher
Lindsey Marie Harrigan
Hannah Maguire Hearn
Kaleigh Elizabeth Hoffman
Benjamin Henry Holtzer
Anna Grace Jackson
Kiana Emily Kawamura
Justin Chapin Lamere
Henry Davis Levine
John Richard McGeachie
Meghan Alexandra Rumph
Duncan Henry Sewall
John Alexander Vailas

Studio Art

Silas Jonathan Eastman
Emily Alice Held

Theater and Dance

Leah Catherine Bilodeau
Kathryn Irene Butler
Lily Charlotte Fernald
Chelsea Burnett Regan

Urban Studies and Social Justice (Independent)

Zoe Camille Gibson

Phi Beta Kappa

Jenna Elizabeth Athanasopoulos
Michaela Brianne Athanasopoulos
Baturay Aydemir *
Elizabeth Marcia Baker-Wacks
Sophia Marie Bartels
Lainey Nicole Battiston
Emma Grace Berger
Sarah Catherine Boland
Greyson Murphy Butler
Julia Reid Butler *
Catherine Elizabeth Carey
Justin Bisailon Cary
Rebecca Jane Chmiel
Roy Mumford Donnelly
Catherine Ann Dunn
Rui Fan
Scott Alexander Fenwick
Katherine Lindsey Fotos
Yuzhe Geng *
Zoe Camille Gibson
Shanna Michelle Grant
Weiqi Gu
Joshua Daniel Hews *
Laura Anne Jensen
Shangcheng Jiang
Meghan Leah Kelly *
Phuong Minh Le
Yuxuan Li *
Jun Sheng Lin
Saran Liukasemsarn
Anoush Michelle Longersaey
Joseph Daniel Malionek
Ryunosuke Matsuura
Molly Devine Mizusawa
Octavian Vlad Murad *
Akira Thomas Murphy
Gianna Marie Nappi *
Madeleine Fraser Neider
Alan Michael Ottenstein
Alexandru Mihai Plesa *
Rachel Diane Prestigiacomo
Shiyun Qiu
Vivek Kumar Sah
Amar Sehic
Elisa Fumika Stern
Ester Topolarova
Ivan Yang
Hanna Melissa Zayas
Xinyi Zheng

* elected in junior year

Julius Seelye Bixler Scholars

Baturay Aydemir
Julia Reid Butler
Yuzhe Geng
Meghan Leah Kelly
Octavian Vlad Murad

Charles A. Dana Scholars

Catherine Ann Dunn
Joshua Daniel Hews
Yuxuan Li
Gianna Marie Nappi

Ralph J. Bunche Scholars

Abukar Awadh Adan
Ernesto Aguilar-Arizmendi
Kimberly Huang Anker
Isaac John Bol
James Fenwick Bowen
Yannik Buchi
Ariel Sarina Camacho
Jasmyn Michelle Davis
Lily Charlotte Fernald
Kadish Dunbar Hagley
Sonita Hav
Caitlin Molina Heaps
Thea Sabrina Hudson
Jabari Torique Hurdle-Price
Melissa Gaelle Jean
Tae Min Kim
Lucas Ming-Hao Lam
Molly Devine Mizusawa
Afia Asantewaa Obeng
Cassandra Ono Rodgers
Eugene Hee Ryang
Demosthenes Conrad Sherman
Paige Elizabeth Shortsleeves
Elisa Fumika Stern
Mollie Mei-Ouida Taylor
Sabrina Huijue Yang
Lukas Akio Yasuda