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Colby

Colby College
4000 Mayflower Hill
Waterville, Maine 04901

2018-2019 Colby College Catalogue

ABOUT COLBY

The 12th-oldest independent liberal arts college in the nation and one of the most selective, Colby offers an academic program rooted in the deep exploration of ideas, enriched by partnerships with world-class faculty scholars, and deliberately and thoughtfully connected to the world.

Founded in 1813, Colby has a deep and defining history of inclusiveness. In 1833 students formed the nation's first college-based anti-slavery society. Colby alumnus Elijah Parish Lovejoy, Class of 1826, became known as the nation's first martyr to freedom of the press when he was killed, in 1837, for publishing abolitionist editorials. In the fall of 1871, Colby was the first all-male college in New England to accept women students and several buildings on campus are named for early female graduates.

The academic experience is built around students and professors working 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, support intense interaction among students and professors and provide unparalleled research opportunities. Undergraduates enjoy easy access to world-class research institutions through partnerships with Bigelow Laboratory for Ocean Sciences, The Jackson Laboratory, 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. About two-thirds 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, civic engagement, and research. A new residential complex in downtown Waterville further supports local civic engagement partnerships and opportunities.

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 ideas, 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, veteran or military status, 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 or Intimidation

Harassment or intimidation based on race, age, color, sex, sexual orientation, gender identity, religion, national or ethnic origin, parental or marital status, political beliefs and ideas, veteran or military status, 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 or intimidation as defined in relevant College these policies. Both racial and sexual harassment are illegal under state and federal law. Harassment or intimidation 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 or intimidation 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. For additional details, see the sexual misconduct policies in the [Student, Staff, and Faculty](#) Handbooks.

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, honoring the principles of free expression and free inquiry, 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 93.7 percent. The average six-year graduation rate is 92 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: Jan. 15
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 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. 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.

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

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 and Yellow Ribbon Program

First-year students receiving Veterans Administration benefits should refer to their Colby Memorandum of Understanding for information regarding major declaration.

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.

The Yellow Ribbon Program is an agreement between colleges and universities and the Veterans Administration in which higher education institutions help cover the cost of tuition and fees in excess of the amounts payable under the Post-9/11 Veterans Educational Assistance Act of 2008.

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 2018-19

	<i>Semester 1</i>	<i>Semester 2</i>	Total
Comprehensive Fee	\$34,700	\$34,700	\$69,400

Calendar of Payments 2018-19

<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	\$34,700
Jan. 2: One half of annual basic charges	\$34,700

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-Away Deposit: Students who will not be enrolled on the Waterville campus, but are participating in a Colby-billed study-away program 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 \$2,030 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 Harold and Bibby Alford Residence Complex or the Bill and Joan Alford Main Street Commons will receive a rebate of \$1,895 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](#).

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 \$1,717 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, 2018.

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 approved non-Colby off-campus programs as well as to those enrolled in Colby off-campus programs. Colby-billed study-away programs require a \$500 attendance deposit. Semester fees for the 2018-19 Colby off-campus programs are as follows:

Semester Charges

Colby at Bigelow Lab	\$34,700
Colby in Dijon	\$34,700
Colby in St. Petersburg	\$34,700
Colby in Salamanca	\$34,700

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. Beginning with the Class of 2022, this fee will increase to \$1,500 per semester.

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 \$5,880 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. 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. Nearly \$38 million in grant funding is awarded annually to approximately 42

percent of the student body. The average aid package awarded to 802 grant recipients in 2017-18 was \$46,775. 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 2017 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 Jan. 15 for Regular Decision. International students must complete and submit the International Student CSS Profile by the appropriate decision deadline. The Certification of Finances and documentation of family income (bank statements, employers' letters, and/or tax forms with translation) will be required by enrolled international students only.

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.

Institutional Refund Policy

Colby College has developed a refund policy for all students. Students who officially withdraw before the first day of classes will be refunded 100 percent of institutional charges (tuition and fees), less any non-refundable enrollment or matriculation fees. Once the semester has begun, refunds for semester charges (tuition, room, board, and the general fee) will be prorated on a weekly basis.

- Withdrawal before first day of scheduled classes—100 percent refund
- Pro-rata refunds of semester charges are calculated at 1/15 per week for students who withdraw for medical or personal reasons.

Refunds are made no later than 45 days after a student has withdrawn, if the withdrawal is official, and no later than 45 days after the institution has determined that a student has unofficially withdrawn.

Refunds will be made for students who withdraw either voluntarily or unofficially in accordance with this policy. Refunds of institutional charges are not granted to full-time students withdrawing during the January Program. No refunds are made for students who elect not to do an on-campus 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 in July of each year.

Title IV financial assistance recipients who withdraw from the College must have their aid eligibility recalculated in accordance with applicable federal laws. Please refer to the section titled *Treatment of Title IV Aid When a Student Withdraws* for more information.

Return of Title IV Funds Policy

Treatment of Title IV Aid When a Student Withdraws

The law specifies how Colby must determine the amount of Title IV program assistance that you earn if you withdraw from school. The Title IV programs that are covered by this law are Federal Pell Grants, Iraq and Afghanistan Service Grants, Direct Loans, Direct PLUS Loans, Federal Supplemental Educational Opportunity Grants (FSEOG), and Federal Perkins Loans.

Though your aid is posted to your account at the start of each period, you earn the funds as you complete the period. If you withdraw during your payment period, the amount of Title IV program assistance that you have earned up to that point is determined by a specific formula. If you received (or your school or parent received on your behalf) less assistance than the amount that you earned, you may be able to receive those additional funds. If you received more assistance than you earned, the excess funds must be returned by the school and/or yourself.

The amount of assistance that you have earned is determined on a pro rate basis. For example, if you completed 30 percent of your payment period or period of enrollment, you earn 30 percent of the assistance you were originally scheduled to receive. Once you have completed more than 60 percent of the payment period or period of enrollment, you earn all the assistance that you were scheduled to receive for that period.

If you did not receive all the funds that you earned, you may be due a post-withdrawal disbursement. If your post-withdrawal disbursement includes loan funds, your school must get your permission before it can disburse them. You may choose to decline some or all of the loan

funds so that you don't incur additional debt. Your school may automatically use all or a portion of your post-withdrawal disbursement of grant funds for tuition, fees, and room and board charges (as contracted with the school). The school needs your permission to use the post-withdrawal grant disbursement for all other school charges. If you do not give your permission (some schools ask for this when you enroll), you will be offered the funds. However, it may be in your best interest to allow the school to keep the funds to reduce your debt at the school.

There are some Title IV funds that you were scheduled to receive that cannot be disbursed to you once you withdraw because of other eligibility requirements. For example, if you are a first-time, first-year undergraduate student and you have not completed the first 30 days of your program before you withdraw, you will not receive any Direct Loan funds that you would have received had you remained enrolled past the 30th day.

If you receive (or your school or parent receives on your behalf) excess Title IV program funds that must be returned, your school must return a portion of the excess equal to the lesser of:

1. your institutional charges multiplied by the unearned percentage of your funds, or
2. the entire amount of excess funds.

The school must return this amount even if it didn't keep this amount of your Title IV program funds. If your school is not required to return all the excess funds, you must return the remaining amount. For any loan funds that you must return, you (or your parent for a Direct PLUS Loan) must repay in accordance with the terms of the promissory note. That is, you must make scheduled payments to the holder of the loan over a defined period.

Any amount of unearned grant funds that you must return is called an overpayment. The maximum amount of a grant overpayment that you must repay is half of the grant funds you received or were scheduled to receive. You do not have to repay a grant overpayment if the original amount of the overpayment is \$50 or less. You must arrange with your school or the Department of Education to return the unearned grant funds.

The requirements for Title IV program funds when you withdraw are separate from any refund policy that your school may have. Therefore, you may still owe funds to the school to cover unpaid institutional charges. Your school may also charge you for any Title IV program funds that the school was required to return. If you don't already know your school's refund policy, you should ask your school for a copy. Your school can also provide you with the requirements and procedures for officially withdrawing from school.

If you have questions about your Title IV program funds, you can call the Federal Student Aid Information Center at 1-800-4-FEDAID (1-800-433-3243). TTY users may call 1-800-730-8913. Information is also available on *Student Aid on the Web* at studentaid.ed.gov.

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, the Program for Civic Engagement and Community Partnerships, 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, flag football, volleyball, broomball, handball, basketball, softball, squash, table tennis, 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, 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 Alford Athletic Center include Wadsworth Gymnasium, Alford 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 an 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 recently resurfaced long-grass synthetic turf field and the primary field for football and men's lacrosse; newly renovated and relocated Bill Alford Field, a lighted artificial turf field, the primary field for field hockey and women's lacrosse, which opened 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 400-meter all-weather Alford Track, and created a stadium feel around Seaverns Field in the Harold Alford Stadium. In the fall of 2017, a state-of-the-art competition grass field for soccer, an oversized natural grass practice field, and a newly installed rugby pitch were added to the outdoor facilities.

Other outdoor facilities include the newly resurfaced Alford-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

Satisfactory Academic Progress

As required by federal law, and as a condition of the institution's Program Participation Agreement with the U.S. Department of Education, and to maintain the College's participation in Title IV, Higher Education Act (HEA) programs, Colby College has established this Satisfactory Academic Progress (SAP) policy to determine whether a student is making satisfactory academic progress toward graduation in his or her educational program and may receive assistance under Title IV of the HEA. This policy follows the federal guidelines that became effective July 1, 2011. Colby's SAP policy is maintained by the SFS Office, coordinated with the Admissions and Financial Aid office, and guidelines are published annually in the Colby College Catalogue.

To be eligible to receive federal financial aid, a student is required to maintain satisfactory academic progress in his or her course of study according to these standards.

SAP standards are based on cumulative measures of a student's qualitative (grade-based), and quantitative (time-based) progress toward degree completion. The SFS Office is responsible for evaluating students' SAP before authorizing disbursement of federal financial assistance to each student's account. Satisfactory Academic Progress is evaluated at the end of each semester.

New or conflicting information that may have an impact on SAP reviews will be taken into consideration when evaluating SAP, even if the information is provided after SAP has been calculated. For example, if after SAP has been calculated at the end of a term, and the SFS Office receives late notification of a grade change from the previous fall or spring term, SAP will be rechecked using the new information.

Application of Standards

Colby's SAP policy applies to all students receiving federal financial assistance, regardless of enrollment status or degree major. SAP standards apply to all federal financial assistance programs, including Federal Pell Grant, Federal Work-Study, Federal Supplemental Educational Assistance Opportunity Grant (FSEOG), Federal Perkins Loan, Federal Direct Loans, including Subsidized, Unsubsidized and Parent PLUS Loans, and financial assistance from the state. Students receiving aid from outside scholarships may be subject to different SAP standards as established by the agency granting the scholarship.

Academic Standards

The academic standards established by the faculty of the College apply to all students, but Colby's SAP standards are separate from, and in addition to, the academic standards. The College's SAP policy is stricter than the institution's standards for a student enrolled in the same educational program who is not receiving assistance under a Title IV, HEA program as required by federal regulations. Students who fail to meet these academic standards may be subject to academic probation or dismissal from the College.

Students whose semester GPA falls below a 2.0 in a semester will be placed on academic probation. Students whose semester GPA falls below 1.7 or 2.0 while on probation may be academically dismissed from the College.

Good Standing \Rightarrow 2.0 Semester GPA and \Rightarrow 12 Semester Credits

Academic Probation 1.70 - 1.99 and/or <12 Semester Credits

Academic Dismissal <1.70 or 2.0 while on probation

Graduation Requirements

To be considered a candidate for graduation, students must successfully complete 128 credits with a cumulative GPA of 2.0 or better.

Qualitative Progress Standards

The following qualitative standards were designed to assess the quality of coursework completed by students as they progress toward degree completion. The College measures a student's progression toward degree completion using a fixed grade point standard on a 4.0 grade point average scale. For qualitative purposes, satisfactory academic progress requires a cumulative GPA of 2.00 or better at each evaluation point. By the end of a student's second academic year, students must have a cumulative GPA of at least a "C" (2.0) or have an academic standing consistent with Colby's graduation requirements.

Minimum GPA = 2.0

Colby College does not offer remedial coursework; thus, such coursework is not included in the qualitative assessment of SAP. Similarly, audited classes are not included.

Transfer credits accepted by Colby College which count toward a student's program count as both credits attempted and credits completed when calculating qualitative progress. Non-accepted credits are not included in the qualitative calculation.

Course incompletes will be converted to failing grades after the end of the semester and will count as credits attempted but not earned when qualitative progress is assessed.

Course withdrawals will count as credits attempted but not earned.

Students may receive financial aid to retake coursework in previously passed or failed courses, however aid eligibility is limited to one retake per course. If a student repeats a course where credit has not been earned such as a failed course, the higher grade will be used to calculate the student's cumulative GPA. If a student repeats a previously passed course, the higher grade will be used to calculate the student's cumulative GPA.

The director of SFS measures a student's qualitative progress by reviewing students' cumulative GPA at each evaluation point.

Quantitative Progress Standards

The following quantitative standards were designed to measure student's progress toward program completion relative to the normal pace students are expected to maintain at Colby. Thus, the quantitative standards specify the pace at which students must progress through their program to ensure they will graduate within the maximum timeframe and students who receive financial aid must meet the quantitative requirements to retain their eligibility for financial aid. The policy also specifies the maximum timeframe in which a student must complete his or her educational programs.

Maximum Timeframe

Colby College defines maximum timeframe as 110 percent of the published length of the program in attempted credits. $128 \times 1.10 = 140$ credits max timeframe

Pace

Students receiving financial assistance are expected to complete their educational program within eight semesters. Occasionally, a student may be permitted to attend a ninth semester when unusual circumstances exist, provided the student has obtained permission from the Dean of Studies. $128/8 = 16$, $16 \times 9 = 140$ credits attempted.

Students must successfully complete at least 90 percent of their cumulative attempted credits to maintain satisfactory academic progress. Attempted credit hours are totaled and multiplied by 0.90 to determine the number of credit hours a student must have earned to be considered making progress. Pace is calculated by dividing the cumulative number of credits successfully completed by the cumulative number of credits attempted.

For example: a student who has taken six semesters and attempted 96 credits must have successfully completed at least 87 credits to be considered making satisfactory pace toward completion.

Colby College does not offer remedial coursework; thus, such coursework is not included in the quantitative assessment of SAP. Similarly, audited classes are not included.

Transfer credits accepted by Colby College which count toward a student's program count as both credits attempted and credits completed when calculating pace for SAP. Non-accepted credits are not included in the pace calculation.

Course Incompletes will be converted to failing grades after the end of the semester and will count as credits attempted but not earned when Pace is calculated.

Course withdrawals will count as credits attempted but not earned.

If a student repeats a course, both the original course and the retaken course will be counted as attempted credits when calculating pace.

The director of SFS measures a student's quantitative progress by reviewing completed credits as a percentage of attempted credits after each semester.

Failure to Maintain Satisfactory Academic Progress

At the time of each evaluation, a student who has not achieved the required GPA, or who is not successfully completing his or her educational program at the required pace, will be notified in writing of the results of an evaluation that impacts their eligibility for federal, state, and institutional financial assistance.

SAP Statuses

Students' SAP reviews will result in a student being placed on one of the following statuses:

Making SAP

Not Making SAP – Financial Aid Warning

Not Making SAP – Financial Aid Suspension

Not Making SAP – Financial Aid Probation

Making SAP

A student who has met the SAP qualitative and quantitative standards of this policy is making satisfactory academic progress toward degree completion. This student is in good financial aid standing with the College and is eligible to receive assistance under federal Title IV, state, and institutional financial aid programs during the next semester of enrollment, providing the student remains in good academic standing with the College and meets all other program requirements.

Not Making SAP – Financial Aid Warning

The first time a student fails to meet either the qualitative or quantitative standards of this policy at any evaluation point they will be automatically placed on financial aid warning for one semester. Students on warning will remain eligible for financial aid for the remainder of the semester in which they are placed on warning. Students cannot be placed on financial aid warning for more than one semester back-to-back, thus it is imperative that students engage with the appropriate resources on campus to ensure their success. A student who has returned to good financial aid standing for at least one term but later does not meet SAP standards can be placed on a second term of financial aid warning.

Not Making SAP – Financial Aid Suspension

Students who do not meet the SAP benchmarks for a second consecutive evaluation will be placed in a status called financial aid suspension. Students in this status are ineligible for financial assistance unless the student has appealed and has been placed on financial aid probation. Students may continue at Colby without financial assistance provided the student remains in good academic standing with the College and meets all other program requirements.

Not Making SAP – Financial Aid Probation

Students in a Financial Aid Suspension status will be notified in writing and given the opportunity to appeal. If the student's appeal is successful, their status will be changed to financial aid probation and they will regain Title IV eligibility for one semester.

All SAP appeals must be submitted to the director of SFS according to the process outlined in the appeals section of this policy. If the director of SFS after consultation with student's advising dean, approves an appeal, the student will be placed on financial aid probation. A student on financial aid probation temporarily regains their eligibility to receive assistance under federal Title IV, state, and institutional financial aid programs for one semester of enrollment.

Regaining Eligibility

A student not making SAP may re-establish eligibility for aid and SAP by meeting qualitative and quantitative components of the SAP policy.

Appeals

Students may appeal a determination that they are not making SAP to the director of SFS to account for mitigating circumstances (i.e. family member's death, injury, illness, or other special circumstances). To be eligible for an appeal, the director of SFS must determine that the student will be able to meet SAP standards by the next evaluation point. If it is not possible for the student to meet SAP standards by the end of the semester but it is determined that his/her deficiencies may be cured with more time, students may be placed on an academic plan at the discretion of the director of SFS. An academic plan must ensure that, if followed, a student will be making SAP by a specified point in time. Students who successfully appeal an SAP determination will be placed on *financial aid probation* and will remain eligible for aid for one semester or until the end of the semester specified in their academic plan. Students who do not successfully appeal remain ineligible for aid until they meet the minimum SAP criteria.

Students must submit a written appeal to the director of SFS within seven calendar days after the beginning of the term. The director of

SFS, in coordination with the director of New Student Financial Aid, will respond to all appeals within seven days of receipt of a request for SAP appeal. As with any professional judgment decision, appeals are only considered on a case-by-case basis, to account for unusual circumstances.

To submit an appeal, students must follow these guidelines:

1. Submit the following to the SFS office:

Formal appeal letter describing extenuating circumstances. You must describe why progress was not made and what has changed that will allow for progress to be made at the next evaluation.

If necessary, a copy of your academic plan created with your academic advisor demonstrating how you will achieve SAP.

3. The SFS Office, in coordination with the Admissions and Financial Aid Office, will review all required documentation once submitted. If your appeal is approved, you must sign an SAP contract for the probationary period.

The SFS office will review all submitted SAP appeal forms within seven business days of receipt of the appeal. Decisions are made after a careful evaluation of the student's unique circumstances, federal Title IV requirements, and College policy. Notification will be sent in writing to the student as to the outcome of the appeal review. SAP appeal reviews will result in one of the following outcomes:

Not Approved

A student whose SAP appeal is not approved will remain on *financial aid suspension* and will not be eligible to receive financial aid until all SAP deficiencies have been repaired.

Approved with Probation

A student whose SAP appeal is approved will be placed on *Financial Aid Probation* and is eligible to receive financial aid during the next semester of enrollment, provided the student remains in good academic standing with the College and meets all other program requirements.

Approved with an Academic Plan

A student on *financial aid probation* may be required to fulfill specific terms and conditions, such as taking a reduced course load or enrolling in specific courses. In some cases, it may be mathematically impossible for a student to repair his or her SAP deficiencies with one term of enrollment. In such cases, a student's SAP appeal may be approved with an academic plan to cure SAP deficiencies over more than one term.

Students who successfully appeal a determination that he or she is not meeting SAP standards and who require more than one semester to meet the SAP standards must develop an academic plan with their advising dean to improve their academic progress. Academic plans are developed on a student-by-student basis and designed in such a way that, if followed, the student meet SAP standards by the specified evaluation point included in the scope of the plan. Plans may be as simple as a mathematical calculation that specifies the percentage of coursework the student must complete or as detailed as a course-by-course plan toward certificate completion.

A student on an approved academic plan will be placed on *financial aid probation and temporarily regains their eligibility* to receive financial aid provided the student meets the SAP standards outlined in the student's academic plan. The student must also remain in good academic standing with the College and meet all other program requirements.

Notices

Updates to the Title IV Satisfactory Academic Progress Policy will be published in updates to the Financial Aid Policy and Procedures Manual, Colby Catalogue, and the Colby website as applicable.

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 (Excellent) earns four points
- B (Very Good to Good) earns three points
- C (Satisfactory) earns two points
- D (Minimally acceptable) earns one point
- F (Seriously deficient, not acceptable) earns zero points
- Each plus mark (after A, B, C, or D) earned adds .3 quality point per credit hour
- Each minus mark (after A, B, C, or D) 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.

First-year students receiving VA benefits should refer to their Colby Memorandum of Understanding for information regarding major declaration.

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
- English
- Environmental Computation
- Environmental Policy
- Environmental Science
- 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: Biochemistry
- 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.* A meaningful and appropriately challenging work experience that provides insight into an industry and career path of interest, most frequently at an off-campus job site and monitored by an onsite 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 DavisConnects. 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 DavisConnects website, colby.edu/davisconnects/internships.
- *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 2019-20 are due by Feb. 20, 2019, 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 2019-20, a preliminary application must be filed with the Office of Off-Campus Study by Nov. 15, 2018, and a final application or request for program approval must be submitted by Feb. 20, 2019. 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 (Eligibility, Adding, Dropping, Withdrawal)
- Satisfactory/Unsatisfactory Grading
- Repeated Courses
- Exemption by Examination
- Auditing Courses
- Attendance
- Religious Holidays
- Academic Honesty

- Warnings
- Exams (Hour, Quizzes, Semester)
- Marks, Incomplete Grades, Changes in Grades
- Transcripts
- Academic Review and Standing, Probation, Dismissal
- Class Standing
- Transfer Credits
- Leave of Absence

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 (but see

Repeated Courses in this section).

Eligibility

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 Student Affairs and Campus Life section.)

Adding Courses

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

Dropping Courses

All students enrolled full time at Colby 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.

Satisfactory/Unsatisfactory Grading

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.

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.

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.

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.

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 (unless approved by the Academic Review Board).

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.

Students who are found responsible for academic dishonesty in a course, while that course is still in session, are not allowed to complete a course evaluation for that course.

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

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.

Exams

Hour Exams and Quizzes

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

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 in the Academic Requirements section.)

A Excellent work in meeting the goals of the course, in mastering the course material, in critical analysis, in written and oral communication, or in other forms of creative expression, within the context of the course expectations. (The grade of A+ is awarded only in very rare instances when a student exceeds the highest reasonable expectations for undergraduates.)

B Very Good to Good work in meeting the goals of the course, in mastering the course material, in critical analysis, in written and oral communication, or in other forms of creative expression, within the context of the course expectations.

C Satisfactory work in meeting the goals of the course, in mastering the course material, in critical analysis, in written and oral communication, or in other forms of creative expression, within the context of the course expectations.

D Minimally acceptable work in meeting the goals of the course, in mastering the course material, in critical analysis, in written and oral communication, or in other forms of creative expression, within the context of the course expectations. (While the grade of D counts as a passing grade for any individual course, a student receiving D grades in multiple classes may be at risk of falling below the minimum 2.0 GPA required for graduation.)

F Seriously deficient work that is not acceptable. No credit is awarded. F may also indicate abandonment of a course without formal withdrawal.

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. Grades are due within one week of the work deadline. After that, 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.

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.

Academic Review and Standing

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.

	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		

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. (See Major Requirement in the Academic Requirements section).

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.

Class Standing

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

First-year standing: fewer than two semesters or fewer than 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.

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 (the courses may not be taken with pass/fail or satisfactory/unsatisfactory grading), may be credited toward the Colby degree under the conditions and circumstances listed below and those specified in Residence Requirement and Quantity Requirement in the Academic Requirements section. 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. Course descriptions and syllabi are helpful and may be required. 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 Admission section of 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 (the courses may not be taken with pass/fail or satisfactory/unsatisfactory grading), may be credited toward the Colby degree under the conditions and circumstances listed below and those specified in Residence Requirement and Quantity Requirement in the Academic Requirements section. 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. Course descriptions and, in some cases, syllabi are required. 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.

Leave of Absence

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. Courses intended to transfer must be pre-approved (see Transfer Credits).

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 Fees and Charges section). 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.

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, Associate Professor Melissa Glenn, chair, includes the departments of Anthropology, Economics, Government, History, Psychology, and Sociology.

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

Division of Interdisciplinary Studies, Associate Professor Lisa Arellano, 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., *Introduction to Sociology* is *Sociology 131* and would appear in the curriculum as *SO131*.

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 academic 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 Course Subject Areas

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) and Associate Professor Chandra Bhimull (African-American Studies and Anthropology)*

Affiliated Faculty and Advisory Committee: *Professors Catherine Besteman (Anthropology), Cedric Gael Bryant (English), Jill Gordon (Philosophy), Bénédicte Mauguière (French), and Robert Weisbrot (History); Associate Professors Mouhamédoul 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 or with affiliated 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

American Studies

- 276 African-American Culture in the United States

Anthropology

- 231 Caribbean Cultures
- 258 Anthropology, History, Memory
- 333 Contemporary Theory
- 341 Culture, Mobility, Identity: Encounters in the African Diaspora
- 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

Global Studies

- 316 Religion and Social Change in Contemporary Africa

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
- 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.**
- [AA223] **Critical Race Feminisms and Tap Dance** Listed as Women's, Gender, and Sexuality Studies 223. *Three credit hours.*
A, U.
- AA231s **Caribbean Cultures** Listed as Anthropology 231. *Four credit hours.* **I.** BHIMULL
- [AA236] **Introduction to the Francophone World: The Americas** Listed as French 236. *Four credit hours.* **I.**
- AA237f **Introduction to the Francophone World: Africa** Listed as French 238. *Four credit hours.* **I.** NIANG
- 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
- [AA256] **African-American Art** Listed as Art 256. *Four credit hours.* **A, U.**
- [AA258] **Anthropology, History, Memory** Listed as Anthropology 258. *Four credit hours.*
- AA276s **African-American Culture in the United States** Listed as American Studies 276. *Four credit hours.* **S, U.** GILKES
- AA297f **Introduction to African History to 1880** Listed as History 297B. *Four credit hours.* **H, I.** DUFF
- AA298s **Introduction to African History, 1800-1994** Listed as History 298. *Four credit hours.* **H, I.** DUFF
- AA333f **Contemporary Theory** Listed as Anthropology 333. *Four credit hours.* BHIMULL
- [AA336] **Politics of Development in Africa** Listed as Government 336. *Four credit hours.* **I.**
- AA338j **Field Study in African Development** Listed as Government 338. *Three credit hours.* SEAY
- AA341s **Culture, Mobility, Identity: Encounters in the African Diaspora** Listed as Anthropology 341. *Four credit hours.* **S, I.**
BHIMULL
- [AA342] **Crisis and Reform: American Society and Politics in the 1960s** Listed as History 342. *Four credit hours.* **H.**
- [AA343] **African-American Literature: Speaking in Tongues** Listed as English 343. *Four credit hours.* **L, U.**
- AA344f **Black Radical Imaginations** Listed as Anthropology 344. *Four credit hours.* BHIMULL
- AA352f **Hang and Rattle: The West in the American Imaginary** Listed as English 352. *Four credit hours.* **L, U.** BRYANT
- [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
- AA357fs **Civil Rights, Black Power, and Social Change** Listed as Sociology 357. *Four credit hours.* **S, U.** GILKES

- [AA358] **The Sociology of W.E.B. Du Bois** Listed as Sociology 358. *Four credit hours.* **S, U.**
- [AA359] **Sociologies of Slavery and Slave Communities in the United States** Listed as Sociology 359. *Four credit hours.* **S, U.**
- AA361s **Creolization, Culture, and Society in the Indian Ocean Islands** Listed as French 361. *Four credit hours.* **I.**
MAUGUIERE
- AA370s **Corps, Espace, et Genre: Postcolonial Space in Francophone Africa** Listed as French 370. *Four credit hours.* **I.**
NIANG
- [AA375] **Narratives of Identities in Francophone African Literature** Listed as French 375. *Four credit hours.*
- AA398s **South African Women's Memoir** Listed as History 398B. *Four credit hours.* **H, I.** DUFF
- [AA413] **Author Course: Toni Morrison** Listed as English 413A. *Four credit hours.* **L.**
- [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 Professors Laura Fugikawa and 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*), 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

- 232 Oral History Ethnographic Research Lab: Waterville Main Street
- 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
- 361 Militaries, Militarization, and War
- 365 Space, Place, and Belonging
- 373 The Anthropology of Gender and Sexuality
- 374 Public Anthropology
- 421 Anthropology of Creativity

Art

- 216 Facing America: Race and Representation, 1492 to the Present
- 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
- 247 Visual Storytelling: Found Materials and the Archive
- 248 Digital Publishing: Telling Stories Online
- 251 History of International Cinema I
- 284 Documentary Film: History and Theory
- 286 U.S. Cinema: The Studio System, 1930-1960
- 287 1930s U.S. Media
- 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
- 2XXD History of Educational Activism
- 2XXE Achievement Gap
- 322 Social Class and Schooling
- 324 Elite Schooling in Global Context

English

- 239 Literature Against Distortion

- 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
- 331 Nathaniel Hawthorne and Herman Melville
- 333 Environmental Revolutions in American Literature and Culture
- 336 Early American Women Writers
- 337 Climate Fiction
- 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
- 352 Hang and Rattle: The West in the American Imaginary
- 353 The American Short Story
- 354 Slavery and the American Literary Imagination
- 369 Reading Race Now: 21st-Century Multiethnic-American Literature
- 413A Author Course: Toni Morrison
- 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
- 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
- 248 Nuclear Visions, Environmental Realities
- 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
- 397 U.S. Environmental History
- 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
- 297 Philosophy of Sex and Gender
- 328 Radical Ecologies
- 352 American Philosophy

Psychology

- 253 Social Psychology

Religious Studies

- 217 Religion in the Americas
- 221 The Jews of Maine
- 256 The African-American Religious Experience
- 257 Women in American Religion
- 297 Religion and the American Lyric: Poetry and Popular Music
- 312 Global South Asia: Literature, Art, Environment
- 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
- 262 Comparative Perspectives on Inequality
- 266 Gender, Work, and Family
- 268 Social Policy and Inequality
- 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

- 276 U.S. Latina/Chicana Women Writers
- 338 The Diasporic Imagination: Cubans beyond Cuba

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
- 397A Native American Women and Two Spirit Writers
- 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. HARPER

[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.

[AM222] Maine's Musical Soundscapes: Ethnography of Maine Listed as Music 222. *Four credit hours.* A.

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.**

AM229f 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? In this interdisciplinary humanities lab that foregrounds experiential and community-oriented learning, we will examine artistic, political, and community-based organizations in other cities as models to help us develop our own projects for a more just and equitable Waterville. Previously listed as American Studies 297 (Fall 2017). *Four credit hours.* **LISLE**

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

[AM236] Introduction to the Francophone World: The Americas Listed as French 236. *Four credit hours.* **I.**

[AM256] African-American Art Listed as Art 256. *Four credit hours.* **A, U.**

AM258f American Art 1650-1900 Listed as Art 158. *Four credit hours.* **A.** SPERLING

AM259s American Art since 1900 Listed as Art 159. *Four credit hours.* **A.** SPERLING

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

AM285f History of Photography Listed as Art 285. *Four credit hours.* **A.** SALTZ

AM297f Introduction to Asian American Studies Using an interdisciplinary approach, we ask who is Asian American, what does it mean to be Asian American and what are the diverse experiences of Asian Americans in contemporary society? We look at these questions through history, literature, culture, social movements, and the lens of genders and sexualities. Students will discuss the significance of key historical, cultural, social and political moments in Asian American history and experiences; have a deeper understanding of how ethnicity, region and religion in confluence with the co-construction of race, class, gender, sexuality, & citizenship impact Asian American experiences. *Four credit hours.* **U.** FUGIKAWA

[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.**

[AM342] 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.**

AM344f Black Radical Imaginations Listed as Anthropology 344. *Four credit hours.* **BHIMULL**

[AM347] Art and Maine Listed as Art 347. *Four credit hours.*

[AM348] Race, Sex, and Violence in Popular Culture Draws together work on histories of racialization, sexual representation, and visual narrative analysis in order to consider how popular culture teaches us to see and understand bodies. With support from Academic Information Technology, we will focus centrally on the production of critical viewing guides (video essays) and the development of a website. *Prerequisite:* American Studies 171 or WG 201. *Four credit hours.* **U.**

[AM355] African-American Women and Social Change Listed as Sociology 355. *Four credit hours.* **U.**

AM357s Civil Rights, Black Power, and Social Change Listed as Sociology 357. *Four credit hours.* **S, U.** **GILKES**

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

[AM375] 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.**

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.*

AM457s American Gothic Literature Listed as English 457. *Four credit hours.* **L, U.** **BRYANT**

[AM458] American Art in a Global Context Listed as Art 458. *Four credit hours.* **U.**

[AM483] 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.*

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

[AN145] Between Revolution and Tradition: Julius Caesar and Augustus Listed as Classics 145. *Two credit hours.*

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.** WELSER

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.** WELSER

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

AN297f Life in the Ancient City The story of Greco-Roman civilization can be told in terms of the life and death of the city as a form of social organization. We examine how people—men and women, rich and poor, slave and free—lived in the great cities of antiquity. Using literary and archaeological evidence, we will deal with such topics as physical organization, urban administration, living spaces, work and leisure, class divisions, gender roles, and ethnic diversity. Students will create the characters of three individual residents of the three great cities of Athens, Alexandria, and Rome, and imagine each character’s perspective on his or her city as a whole. *Four credit hours.* **H.** WELSER

[AN342] 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.**

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

AN398s Athenian Democracy as Reality and Idea Listed as Classics 398. *Four credit hours.* **H.** WELSER

ANTHROPOLOGY

Chair, Professor Mary Beth Mills

Professors Catherine Besteman and Mary Beth Mills; Associate Professors Chandra Bhimull and Winifred Tate; Assistant Professor David Strohl; Visiting Assistant Professor Suzanne Menair

Anthropology pursues empirically grounded, critical analysis in order to understand cultural systems, illuminate social worlds, and lovingly question how these shape and are shaped by lived experience. As such, anthropology is a critique for the purpose of building knowledge, enacting kindness, pursuing mutuality, stretching our imaginations, and creating a better future. 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. 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 at the 400 level taken in the second semester of the senior year; 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 week of the fall semester. In addition to receiving 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

AY211s Human Rights and Social Justice in Global Perspective Listed as Global Studies 211. *Three credit hours.* **W2.** RAZSA

AY221j 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. Previously offered as AY297J (Jan Plan 2018). *Prerequisite:* Anthropology 112 or Philosophy 113 or 114. *Three credit hours.* MENAIR

[AY222] Maine's Musical Soundscapes: Ethnography of Maine Listed as Music 222. *Four credit hours.* **A.**

[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.** BHIMULL

AY232f Oral History Ethnographic Research Lab: Waterville Main Street In this ethnographic research lab, students will explore the theory and practice of oral history. They will read from a range of sources about the challenges of producing oral history, and they will conduct both archival research and produce oral histories examining the history of Waterville Main Street using Colby's Special Collections and with Waterville residents. Drawing on Digital Maine's previous projects (including American Studies 221, "Mapping Waterville"), the class will produce a collective project presenting oral histories of Waterville Main Street. **The Presence of the Past humanities lab.** *Prerequisite:* Anthropology 112. *Two credit hours.* TATE

AY236f 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.* TATE

[AY242] 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.*

[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

[AY246] 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.**

[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.*

[AY251] Global Displacement, Understanding Refugees and Refugee Policy Listed as Global Studies 251. *Four credit hours.*
S, I.

[AY252] 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.*

AY253f Goods, Gifts, and Globalizing Consumers Listed as Global Studies 253. *Prerequisite:* Anthropology 112. *Four credit hours.* HALVORSON

[AY255] Global Health: Critical Perspectives on Health, Care, and Policy Listed as Global Studies 255. *Four credit hours.*
S, W2.

AY256f 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.* MILLS

[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.*

[AY259] 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.*

[AY261] Japanese Language and Culture Listed as East Asian Studies 261. Fulfills anthropology's culture area requirement. *Four credit hours.* **S.**

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

AY268f 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.** ZHANG

[AY276] African-American Culture in the United States Listed as American Studies 276. Fulfills anthropology's culture area requirement. *Four credit hours.* **S, U.**

AY277s 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. ABE

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

AY297f Gender Ideologies in Discourse Explores how gender and sexuality are mediated in discourse and interaction. We will consider how language behavior articulates gender identity as well as race, class, and social affiliation in a variety of sociocultural contexts. We will attend to gender and sexuality as they are explicitly negotiated and contested, as well as how they are presupposed in everyday interactions in homes, schools, workplaces, and media representations. *Prerequisite:* Anthropology 112. *Four credit hours.* MENAIR

AY297AJ Maine Drug Policy Lab Focuses on policy proposals developed to address the opioid crisis in Maine. Students will analyze the recommendation of the 2017 Task Force to Address the Opioid Crisis in the State, working with researchers and analysts to assess their implementation. Students will produce policy briefs and present them to the state legislature, track legislation and map political actors. Students learn the central concepts of political anthropology while developing concrete skills in policy analysis and writing. Students who have not taken AY112 but have a track record of interest in public policy or drug policy should email instructor. *Prerequisite:* Anthropology 112. *Three credit hours.* TATE

AY298s Cultural Accounting of Business and Work An intellectual opportunity to examine business and work as part of culture. We focus on the motives and methods of business with readings from Veblen, Weber, Marx, and Graeber as well as contemporary business textbooks. Students will reflect on people's lived experiences of markets and work, the culture of modern individualism, and the precarity of work in the 21st century. *Prerequisite:* Anthropology 112. *Four credit hours.* MENAIR

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 Listed as Global Studies 316. *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.* BHIMULL

AY339f 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.* MILLS

AY341s 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. BHIMULL

AY344f 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. **The Presence of the Past humanities theme course.** *Prerequisite:* American Studies 276 or Anthropology 112. *Four credit hours.* BHIMULL

[AY352] Global Activism: From Socialist Internationalism to Today Listed as Global Studies 352. *Four credit hours.* **S.**

[AY353] Globalization and Human Rights in China Listed as East Asian Studies 353. Fulfills anthropology's culture area requirement. *Four credit hours.* **S.**

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

[AY361] 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.**

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.** STROHL

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 vulnerabilities. *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.**

[AY374] 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.*

[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.*

[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.** HALVORSON

AY457f Insurgent Mobility Lab: Migrants, Activists, the Balkan Route Listed as Global Studies 457. *Four credit hours.* **S, I.** RAZSA

AY464s 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.* MILLS

[AY466] 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.*

AY483f 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

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.* CHATTI

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.* CHATTI

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.* CHATTI

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.* CHATTI

ART

Chair, Charles Orzech (Religious Studies)

Professors Sharon Corwin, Bevin Engman, and Véronique Plesch; Associate Professors Gary Green, Daniel Harkett, Garry Mitchell, and Tanya Sheehan; Assistant Professors Marta Ameri and Bradley Borthwick; Faculty Fellows Amanda Lilleston and Juliet Sperling

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. Students may count only one 100-level studio course toward the major.

III. Art History: one 100-level course, one course focused on modern/contemporary (ca. 1850 to the present) art history at the 100 or 200 level, and one additional course at the 200 level or above. Photography concentrators must take one history of photography survey (285 or 288).

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.

Students must seek the approval of the department to count courses taken off campus toward the studio art major.

Requirements for the Major in Art History

I. Historical Breadth: 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: 131, 135, 217, or 221

IV. Theories and Methods: 411

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

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

Students double majoring in studio art and art history may count a maximum of four courses toward both majors.

Students planning to continue the study of studio art, architecture, or art history in graduate school should confer with their advisors to plan an appropriate course of study.

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.** AMERI, PLESCH

AR111f 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.** PLESCH

AR112s 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.** HARKETT

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.**

AR126s 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.** AMERI

[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

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 in 2-D, 3-D, and digital media.. *Four credit hours.* **A.** MITCHELL

AR158f 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. Students will write essays that incorporate artworks in the Colby College Museum of Art and primary sources in Special Collections, and complete a final group project. Previously listed as Art 258. *Four credit hours.* **A.** SPERLING

AR159s 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. Students write essays that incorporate artworks in the Colby College Museum of Art and take an essay-based exam. Previously listed as Art 259. *Four credit hours.* **A.** SPERLING

[AR173] 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.**

AR174f 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

[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.*

AR215f 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.** AMERI

AR216f Facing America: Race and Representation, 1492 to the Present Explores how visual culture has shaped ideas of racial difference in North America, from circa 1492 to the present. Focusing on representations of bodies, we will examine prints, paintings, performances, films, and photographs that contributed to the construction of Black, Native American, Latino/a, and Asian identities and interwoven issues of class, gender, and sexuality. Students engage with original artworks, take one essay-based midterm exam, and complete two writing assignments. *Four credit hours.* **A, U.** SPERLING

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. *Three credit hours.* INSTRUCTOR

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. Materials cost: \$100. *Three credit hours.* LOCK, PRATT

AR219j 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. Previously offered as AR297B (Jan Plan 2018)
Three credit hours. EDDY

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

AR228f Print and Digital Media I Introduction to the materials, techniques, and concepts associated with the medium of printmaking in its traditional and 21st-century forms. Students learn basic print shop and digital image manipulation skills, including use of hand and power tools, paper handling and registration, hand and press printing, Photoshop, and digital laser cutting. Printmaking techniques include relief, monotype, and intaglio. Demonstrations, studio work, and critique form the foundation of this project-based course. *Four credit hours.* LILLESTON

AR229s Print and Digital Media II Continued introduction to the medium of printmaking in its traditional and 21st-century forms. Covers a variety of intaglio techniques, lithography methods, and intermediate digital image manipulation skills. Demonstrations, studio work, and critique form the foundation of this project-based course. Students develop a thematic body of work that culminates in a final portfolio. *Prerequisite:* Art 228, 234, or 235. *Four credit hours.* LILLESTON

[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 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 contributing artists, 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. *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

[AR243] Introduction to Greek and Roman Archaeology Listed as Classics 143. *Three credit hours.* H.

AR244s Moving Images: Magic Lanterns to Virtual Reality Surveys moving image technologies in art and visual media, from Renaissance pop-up books and spectacular 19th-century panoramas to experimental animation and virtual reality in the 20th and 21st centuries. Explores how and why artists used motion to contend with topics including science, medicine, religion, war, race, sexuality, and mass media. We engage with moving images through screenings, museum visits, and virtual reality sessions. Students write reading responses, make their own moving image device, and complete a final research project. Includes one required field trip to the Harvard Art Museums. *Four credit hours.* A. SPERLING

[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 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.**

[AR255] Contemporary Art Surveys the global production and reception of art since 1980. Considers the relationship between contemporary art and politics, international networks, popular culture, social activism, and new media. Students complete several writing assignments and engage with artworks at the Colby College Museum of Art. *Three credit hours.* **A.**

[AR256] 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.**

AR257s Renaissance Art Examines art created north and south of the Alps from the 14th through 16th century in relation to historical, theological, cultural, scientific, economic, social, and artistic contexts. Explores patrons' values and motives, the meanings and functions of artworks in a variety of media (painting, sculpture, architecture, decorative arts, and prints), and the interactions between European artistic centers and artists. Themes include the importance of mathematical perspective, the impact of ancient art, and the development of art's power to create a compelling illusion of reality. Students take two exams and write a research-based paper. *Four credit hours.* **A.**
PLESCH

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**

[AR267] Advanced Topics in Design: Architectural Imaging Listed as Theater and Dance 365. *Four credit hours.* **A.**

AR268s Design Thinking Studio: Performative Sculpture This hybrid studio introduces students to design process and material fabrication where sculpture studio practice interweaves with design for the stage. Informed by 20th- and 21st-century artistic practice, students design and build extensions of their own body, reshaping possibilities for expression in time and space as performance. Taught by two arts professors who understand the value of partnerships between scenography and sculpture, and the pivotal importance of interdisciplinary collaboration to effective problem solving, empathy, and innovation. Culminates with a public presentation of students' performance-based work. *Four credit hours.* **A.** **BORTHWICK, THURSTON**

AR276s Zen and the Arts in Asia 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 textual and visual analysis skills 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**

AR278f 19th-Century European Art 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 are supplemented by visits to museums. Students take two essay-based exams and write a paper. *Four credit hours.* **A.** **HARKETT**

[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 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 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:* Art major or minor, or sophomore or higher standing. *Four credit hours.* **A.** SALTZ

[AR287] The Artist's Book: Designing and Producing Publications as Art This humanities lab 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. *Prerequisite:* Any 100-level studio art course. *Four credit hours.*

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. Writing assignments and oral presentations incorporate original artworks and a variety of research sources. *Three credit hours.* **A, I.** NOLAN

AR323s Destroying Culture: Iconoclasm from Antiquity to Today Students in this humanities theme lab work together to create a digital map and timeline that traces the history of iconoclasm and cultural destruction from antiquity to the present. They explore the religious and political contexts linked to the production, protection, and destruction of material culture by examining specific case studies over a wide geographic and historic span. Students are encouraged to question the forces behind different instances of destruction as well as the meaning they hold for us today. Assessment consists of reading responses, short writing assignments, and a group project. **The Presence of the Past humanities lab.** *Four credit hours.* **I.** AMERI

[AR325] Inside the Museum Offered in collaboration with 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.*

AR328fs Print and Digital Media III Continuation of Art 229 that expands students' knowledge of printmaking in its traditional and 21st-century forms. Covers collagraph printing and advanced methods in intaglio and relief, such as photo polymer and chine collé. Demonstrations, studio work, and critique form the foundation of this project-based course. Students develop a thematic body of work that culminates in a midterm and final portfolio. *Prerequisite:* Art 229. *Four credit hours.* LILLESTON

AR329s Print and Digital Media IV Continuation of Art 328 that expands students' knowledge of printmaking in its traditional and 21st-century forms. This advanced course focuses on refining technique and developing a thematic portfolio. Students engage in group critique and discussions of their work in the context of contemporary printmaking. They develop a thematic body of work that culminates in a midterm and final portfolio. *Prerequisite:* Art 328. *Four credit hours.* LILLESTON

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

[AR347] Art and Maine This humanities lab explores Maine's important role in American art. 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 College Museum of Art, 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 art or American studies course. *Four credit hours.*

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 write critically and creatively for museums, galleries, and websites. The class will 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. *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

AR366s 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.* BORTHWICK

[AR375] Representing Difference in American Visual Culture Listed as American Studies 375. *Four credit hours.* U.

AR378f Chinese Visual Culture This humanities lab introduces students to art-historical research on an aspect of Chinese visual culture. Students learn about Chinese cultures of representation, visibility, and display; they identify and propose innovative research questions; and they write a series of papers answering those questions. Topic for Fall 2018: Natural Science in Chinese Painting. A large segment of Chinese paintings consists of carefully rendered botanical and avian subjects, often generically referred to as "bird and flower" paintings. We will investigate the scientific and cultural context for these images and identify the specific birds and plants. *Prerequisite:* Art 101, 173, 174, 273, 274, or 276. *Four credit hours.* WEITZ

AR381f 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 In this humanities lab 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. *Four credit hours.*

AR398s Japanese Visual Culture Introduces students to conducting art-historical research on an aspect of Japanese visual culture. While the topic changes from year to year, students learn about Japanese cultures of representation, visuality, and display. Topic for Spring 2019: In the Folds of Time: Japanese Screen Painting. Byōbu, or decorative multi-paneled screens, divided interior space in Japanese homes. The course will include two required research trips to Boston (in February) and Kamakura, Japan (over spring break). In Kamakura, we will work directly with screens. Travel expenses for the Japanese field trip will be approximately \$2400. Individual students should apply for financial support from Davis Connects (by November 15). *Prerequisite:* Art 101, 173, 174, 273, 274, or 276. *Four credit hours.* WEITZ

AR401f Studio Art Capstone In this culminating studio art experience, 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. *Two credit hours.* MITCHELL

AR402s Studio Art Capstone Continuation of 401, culminating in the Senior Art Exhibition. *Prerequisite:* Art 401 and senior standing as a studio art major. *Two credit hours.* MITCHELL

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.* PLESCH

[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.*

AR425s Intimate Things Focusing on 18th- and 19th-century Europe and America, explores the relationships between objects, intimate experience, and memory. How did everyday practices of keeping, wearing, touching, and viewing things shape personal identities, connect people, and enact stories about the past and the present? How did miniature paintings mediate relationships between lovers and among friends and family? How did albums and private museums collect and represent the past? How did death masks and hair jewelry help people come to terms with loss? Students will address such questions by reading relevant texts and developing a semester-long research project. **The Presence of the Past humanities theme course.** *Prerequisite:* Sophomore or higher standing. *Four credit hours.* HARKETT

AR428s Print and Digital Media V Continuation of Art 428 that expands students' knowledge of printmaking in its traditional and 21st-century forms. This advanced course focuses on mastering techniques, developing individual expression, and creating a body of work for the Senior Art Exhibition. *Prerequisite:* Art 329. *Four credit hours.* LILLESTON

[AR429] Print and Digital Media VI Continuation of Art 428 that expands students' knowledge of printmaking in its traditional and 21st-century forms. This advanced course focuses on mastering techniques, developing individual expression, and creating a body of work for

the Senior Art Exhibition *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

[AR444] 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.*

[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.*

[AR458] 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. Students have a unique opportunity to witness and contribute to this scholarly shift at three sites: the Smithsonian Institution in Washington, D.C.; Museum of Fine Arts, Boston; 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 158, 159, 181, 182, American Studies 171, or other modern art history or American visual culture course. *Four credit hours.* U.

[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.*

AR474f 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.* PLESCH

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. *Four credit hours.* **W3.** HARKETT

ASTRONOMY

In the Department of Physics and Astronomy

Assistant Professors Dale Kocevski and Elizabeth McGrath; Laboratory Instructor I Raymond Goulet

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 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

AS335f General Relativity and Cosmology Listed as Physics 335. *Four credit hours.* BLUHM

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.**

BC362fs 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.* MILLARD, 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.* MILLARD

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, David Angelini, Lynn Hannum, and Andrea Tilden; Assistant Professors 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, April Chiriboga, and Stefanie Farrington; Research Scientists Paul Berkner, Bets Brown, Susan Childers, Phillip de Maynadier, William Feero, Josh Kavaler, and Ross Zafonte; Research Associates Louis Bevier and Brenda Fekete

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, the Mount Desert Island Biological 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, 271, 277, 334), 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 15X, 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, 278, 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, 271, 277, 334). Seniors must enroll in Biology

401 or 402. In addition, Chemistry 141, 142, 241, 242; Mathematics 121 or 161 or equivalent; one of the following courses: Computer Science 15X, Mathematics 122, 162, 253, or 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; one course with laboratory in field biology (Biology 211, 237, 271, 277, 334); and at least two of the following courses: 225, 227, 275, 278, 279, 373, 374. 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 15X, Mathematics 122, 162, 253, or Statistics 212; Psychology 111; one course from the following: Psychology 232, 233, 242, 272, 352, 374 (this list is frequently updated as new courses are introduced; please contact your advisor if you have questions about a specific course); one elective course in psychology (200-level or above).

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

BI111j Emergency Medical Technician Training Prepares students to administer out-of-hospital emergency medical care. Provides practice in patient assessment, airway management, automatic external defibrillation, oxygen delivery, dressings and hemorrhage control, splinting, spinal immobilization, childbirth, lifting and moving patients, and extrication. Students will be expected to have separate CPR certification which will be offered to those requiring it on an additional Saturday session. Includes a combination of didactic sessions, independent online learning and simulated clinical experience using programed patient scenarios. 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, but minimal additional fee required for Saturday CPR course as needed. In addition, those interested in sitting for the National and State exams are also responsible for a separate \$80 national registry fee. 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. Cannot be counted toward the biology majors. *Three credit hours.* **N.** CHILDERS

BI147f Anatomy and Physiology of Yoga and Mindful Practice A practical study of the anatomy and physiology underpinning mindful

practices such as yoga and meditation, explores the mind-body connection fostered by mindful practice from a biological perspective. Topics include a survey of the musculoskeletal anatomy of yoga, and the physiological effects of mindful practice on the cardiovascular, respiratory, and nervous systems. With particular emphasis on helping students make their health and well-being a priority, we will explore the effects of stress on the body, strategies for mitigating this stress, and physiological aspects of nutrition, rest, and sleep. **Satisfies the Natural Science with Lab (N,Lb) requirement.** *Prerequisite:* Concurrent enrollment in Theater and Dance 147A and 147B. *Four credit hours.* **N, Lb.** KLEPACH

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, MARTIN, PECK, TILDEN

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, NOH, STONE

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

BI198s 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.*

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

BI237f 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.* STONE

[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.* MCCLLENACHAN

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.* CHILDERS

[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 laboratory. *Prerequisite:* Biology 164. *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.* TILDEN

BI276s Comparative Vertebrate Anatomy Comparative studies of basic vertebrate anatomical systems and their structural, functional, and evolutionary relationships among the major vertebrate groups. Laboratories emphasize comparisons of anatomical structure across different vertebrate species through dissection. Lecture and laboratory. *Prerequisite:* Biology 164. *Four credit hours.* BEVIER

[BI277] 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.*

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

[BI282] 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.*

[BI286] Global Change Ecology Listed as Environmental Studies 276. *Four credit hours.*

BI297Dj Global Change Impacts on Marginal Marine Ecosystems Listed as Environmental Studies 297D. *Three credit hours.*
N, Lb. PRICE

BI297Ej Comparative Biomechanics An exploration of the physical properties of the natural world to understand how they influence fundamental biological processes. Students will study the basics of animal movement through air and water, identify common biomaterials, describe their composition and how they constrain ecology and organismal growth, and dissect and reconstruct biological structures. The primary objective of this course is for students to understand each of these biomechanical principles in detail, understand when and how they vary across the tree of life, and understand how this variation influences ecology, physiology, behavior, and evolution. *Prerequisite:* Biology 163 and 164. *Three credit hours.* O'BRIEN

BI306s Topics in Epidemiology Listed as Statistics 306. *Four credit hours.* SCOTT

BI319s 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

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. *Prerequisite:* Biology 227, 279, or 327, or Biochemistry 362 or 367. *Three credit hours.* ANGELINI

BI334f 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.* WILSON

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.*

[BI348] 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.*

BI354f 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 credit hours.* WILSON

[BI356] Aquatic Ecology Listed as Environmental Studies 356. *Four credit hours.*

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

BI362fs Medical Biochemistry Listed as Biochemistry 362. *Four credit hours.* MILLARD, MOLONEY

BI367f Biochemistry of the Cell I Listed as Biochemistry 367. *Four or five credit hours.* RICE

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.* MILLARD

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

BI373f 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 or higher 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

BI375f 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.* TILDEN

[BI376] 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.*

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

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

[BI483J] Honors Research in Biology *Noncredit.*

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, COUNTWAY, NEAL, PEARSON

CHEMISTRY

Chair, Associate Professor Kevin Rice

Associate Chair, Associate Professor Karena McKinney

Professors Jeffrey Katz, Whitney King, Julie Millard, and Dasan Thamattoor; Associate Professors Rebecca Conry, Karena McKinney, and Kevin Rice; Assistant Professors Gregory Drozd and Lindsey Madison; Reuben Hudson, Research Scientist; 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 coursework 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 or Chemistry 121 and 122) 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 121 and 122, 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 (121 and 122, 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 or 121 and 122), 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 or 121 and 122), 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 one additional geology class (if student did not take CH121 and CH122).

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 or 121 and 122), 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

CH115f 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.** MILLARD

CH121f Earth Systems Chemistry I The Earth is a dynamic chemical reactor that changes on timescales of seconds to millions of years through natural and anthropogenic forcings. This two-semester sequence explores fundamental chemistry principles, including the structure of the atom, chemical bonding and reactivity, chemical equilibria, and thermodynamics through the lens of Earth's 4.56-billion-year history. By constructing quantitative models of Earth systems, students also learn how Earth processes operate over time and space, how they

shape the environments in which we live, and the theoretical and practical limits of resource utilization. *Four credit hours.* **N, Lb.**
KOFFMAN, MCKINNEY

CH122s Earth Systems Chemistry II The Earth is a dynamic chemical reactor that changes on timescales of seconds to millions of years through natural and anthropogenic forcing. This two-semester sequence explores fundamental chemistry principles, including the structure of the atom, chemical bonding and reactivity, chemical equilibria, and thermodynamics through the lens of Earth's 4.56-billion-year history. By constructing quantitative models of Earth systems, students also learn how Earth processes operate over time and space, how they shape the environments in which we live, and the theoretical and practical limits of resource utilization. *Prerequisite:* Chemistry 121. *Four credit hours.* **N, Lb.** DROZD, KOFFMAN

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.** KING, MADISON

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.** MCKINNEY, MILLARD

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

CH147s 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.** 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.*

[CH278] Joules to Dollars Listed as Economics 278. *Four credit hours.* N.

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

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

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.* MADISON

CH362fs Medical Biochemistry Listed as Biochemistry 362. *Four credit hours.* MILLARD, 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.* MILLARD

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

[CH411] 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.*

[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.*

[CH431] 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.*

CH432s Advanced Organic Chemistry The logic and methods of organic synthesis are explored. The elementary organic reactions studied in Chemistry 241, 242 are augmented and used in the synthesis of biologically and chemically important molecules. Lecture only. *Prerequisite:* Chemistry 242 or equivalent. *Four credit hours.* KATZ

[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.*

CH444s 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. RICE

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.* KING

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.* RICE

CHINESE

In the Department of East Asian Studies

Chair, Professor Hideko Abe (Japanese)

Professor Kimberly Besio; Associate Professor Hong Zhang; Assistant Professor Andie Wang; Faculty Fellow Jie Liu; 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

CN115f Conversation and Pronunciation A conversation class designed for first-year students learning Chinese as a second language. There are two course learning goals: developing students' understanding of the Pinyin system and guiding their practices of pronunciation. Students will enhance their awareness of the Pinyin system and learn a variety of strategies to improve their pronunciation. *Prerequisite:* Concurrent enrollment in Chinese 125 or 126. *One credit hour.* CHEN

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.* WANG

CN125Jj 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. *Three credit hours.* LIU

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.* LIU

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.* LIU

CN335s Chinese Conversation III Conversation class for advanced students on various contemporary social and cultural issues.

Prerequisite: Chinese 321. *One credit hour.* CHEN

CN430f 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.* ZHANG

[CN431] 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.*

CN434s 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.* ZHANG

[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.*

[CN455] 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.*

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 Dean Allbritton (Spanish) and Audrey Brunetaux (French Studies); Assistant Professor Elena Monastireva-Ansdell (Russian); Visiting Instructor Erin Murphy (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

Art

- 285 History of Photography

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

Religious Studies

- 319 Bollywood and Beyond: South Asian Religions through Film

Russian

- 242 Back to the Future: Recent Russian 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.**
WURTZLER

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.*

CI242f Back to the Future: Recent Russian 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

CI247s 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. Previously offered as CI298A (Spring 2018). *Four credit hours.* MURPHY

CI248f 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. MURPHY

[CI251] 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.

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

[CI280] Topics in Global Cinema While the specific focus will change, offerings will emphasize the history of contemporary practice of non-U.S. cinemas. Individual courses might emphasize European silent cinemas, post-war 'New Wave' cinemas, contemporary African cinemas, global 'film noir,' etc. *Prerequisite:* Cinema Studies 142 or English 142. *Four credit hours.*

[CI283] Film Authors Explores the post-World War II debate about film authors and the difficulty of assigning authorship to a single person in what is so frequently a collaborative medium. Largely inaugurated by a small group of French critics turned filmmakers, the debate about cinema authors has continued in various forms with historians, theorists, and critics looking to both cinema's rich international history and its globalized present to determine the value of authorship as a critical concept. Students will explore cinema aesthetics, economics, and spectatorship by focusing intensively on the work of one or more film authors. *Four credit hours.*

[CI284] 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.*

[CI285] 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.*

[CI286] U.S. Cinema: The Studio System, 1930-1960 Explores the most successful era of U.S. cinema and the ways in which a handful of companies were able to limit competition and largely control the production and exhibition of films in the U.S. and abroad while also making some of the most popular films of all time. Students encounter cinema as an entertainment form but also as a powerful articulation of an ideological system. The class will explore the variety of types of films (animation, newsreel, documentary, serials, feature narrative films) produced during the height of U.S. cinema's popularity and the ways in which U.S. cinema both articulated and shaped American culture. *Four credit hours.*

[CI287] 1930s U.S. Media Throughout the 1930s, filmmakers, writers, musicians, photographers, and artists grappled with the aftermath of the stock market crash of 1929 and the prospect of war in Europe. For many, forms of expression became tools to document the realities faced by U.S. citizens. Often this documentary impulse functioned at the service of various movements for social change. Media not only raised public awareness about social conditions but also served broader attempts to intervene in society. We will focus on various types of film in relation to nonfiction writing, poetry, short fiction, theater, radio, photography, and recorded sound. *Four credit hours.*

[CI321A] 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.*

CI321Cf Topics in Film Theory: Film Noir After a brief survey of the constituent features of the *film noir*, we will explore a number of different film theories for what they can reveal about this cycle of films. Genre, literary adaptation, authorship, ideology, theories of 'the gaze' and sound, as well as postmodernism provide a series of theoretical frameworks to reconsider these films and by implication the multifaceted nature of cinema. *Prerequisite:* Cinema Studies 142 or equivalent. *Four credit hours.* WURTZLER

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, Associate Professor Kerill O'Neill

Associate Professor Kerill O'Neill; Assistant Professor James Barrett; Faculty Fellow Christopher Welser; Visiting Instructor Karen Gillum

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 archaeology, 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 specially 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 pre-approved 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, 138, 143, 145, 151, 234, 236, 240, 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, 138, 143, 151, 236, 240, 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, 138, 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, 138, 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, 234, 236, 240, 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.

[CL135] 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.

CL138s Heroes of the World The Greeks, the Romans, the Irish: peoples around the globe have produced their own unique heroes appropriate to the needs and desires of their particular cultures. Nevertheless, these heroes share a variety of traits and experiences. We will examine the similarities and differences of the heroes of Ireland, Greece, Rome, and other cultures and explore why we crave heroes and how that craving has shaped us all. *Four credit hours.* L. O'NEILL

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. INSTRUCTOR

[CL145] 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.*

[CL151] 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.*

CL161f Reading Greek Philosophy Listed as Philosophy 161. *One credit hour.* TEAM

CL197j Representing Rome No bygone civilization remains as alive in the modern consciousness as that of ancient Rome. Ever since the end of the Roman Empire, people have tried to bring Rome to life again in works of the imagination. In this class, we look at representations of Rome in literary works such as Shakespeare's *Julius Caesar* and Stephen Saylor's "Roma sub Rosa" mystery novels and in films and television series including *Cabiria* (1914), *Spartacus* (1960), and HBO's *Rome* (2005-2007). We will consider how successfully various works of historical fiction achieve the often irreconcilable aims of faithfully recreating the reality of ancient Rome while telling stories with contemporary relevance and appeal. *Three credit hours.* L. WELSER

[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.

[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.

CL297f Life in the Ancient City Listed as Ancient History 297. *Four credit hours.* H. WELSER

[CL341] 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.

[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.

CL398s Athenian Democracy as Reality and Idea The rise of democracy in ancient Athens had radical consequences not only for Athens itself, but for the entire Greek world and the whole course of human history. In this seminar, we will explore what democracy meant to the Athenians and how they sought to realize its ideals. We will examine some of the varied presentations of Athenian democracy in Western political thought and evaluate the extent to which democracy can be held responsible for the Athenians' triumphs and failures. In so doing, we will seek to clarify our own ideas of democracy and assess conventional claims concerning democracy's strengths and weaknesses. *Prerequisite:* Sophomore standing. *Four credit hours.* H. WELSER

COMPUTER SCIENCE

Chair, Professor Bruce Maxwell

Professors Dale Skrien and Bruce Maxwell; Associate Professor Stephanie Taylor; Assistant Professors Eric Aaron, Caitrin Eaton, Oliver Layton, 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, 152, or 153; 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, 152, or 153; 231, and 251 toward both the computer science major or minor 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, (b) a four- (or more) credit independent study with a significant computing component in the student's major department, or (c) two 300-level courses. 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 (as *Environmental Computation*)," "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. Students may not receive credit for both this course and Computer Science 152 or 153. *Four credit hours.* **Q.** EATON, LAYTON

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. Students may not receive credit for both this course and Computer Science 151 or 153. *Four credit hours.* **Q.** CODABUX

CS153f Computational Thinking: Smart Systems An introduction to computational thinking: how we can describe and solve problems using a computer. 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 make use of Arduino embedded devices connected to sensors and motors to create smart systems that can sense and react to their environment. Students may not receive credit for both this course and Computer Science 151 or 152. *Four credit hours.* **Q.** EATON

CS197f Introduction to R An introduction to the programming language *R* and how it can be used for statistical analysis and visualization of data. Prepares students to use *R* in other courses they may be taking in the same semester or later. Students will learn how to write basic *R* programs that can read, write, and manipulate data. They will make use of and write their own functions for executing common statistical analysis and learn how to display the results using graphs and charts. This four-week course is built around a set of eight short projects. Students are required to attend two 50-minute lab sessions per week, one session per project, and to review and complete

preparatory materials prior to each session. *One credit hour.* MAXWELL

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, LAYTON, 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.* MAXWELL

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.* LAYTON, TAYLOR

CS267j 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. MAXWELL

[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.*

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.* TAYLOR

[CS336] 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.*

[CS341] 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.*

CS342f Embedded Systems Introduction to the design and use of embedded systems. Students will engage in hands-on exploration of the real-time control of microcontroller platforms and sensorimotor devices by designing and implementing their own electromechanical prototypes. Students will use C++ and basic circuit theory to interface with off-board sensors and actuators, giving their prototypes the ability to sense and respond to the physical world. Prototyping projects will be accompanied by student-generated technical documentation that supports the end user and ensures reproducibility. Students will become true makers and masters of any device with a data sheet. *Prerequisite:* Computer Science 231, Mathematics 122 or equivalent (can be taken concurrently), and Physics 141 or 143. *Four credit hours.* EATON

[CS351] 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.*

CS361f 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.* SKRIEN

[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.*

CS365s 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.* MAXWELL

CS375f 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.* AARON

CS375Ms Analysis of Algorithms Same as Computer Science 375, but with additional mathematics/statistics prerequisite. *Prerequisite:* Computer Science 231 and one 200-level mathematics or statistics course. *Four credit hours.* AARON

[CS378] 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.*

[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.*

[CS441] 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.**

CS442s Computational Physiology: Bioinspiration in Design and Control Application of principles learned in Computer Science 342 to biologically inspired design and control, and the use of electromechanical prototypes as testbeds for hypotheses in the biological sciences. Students will work in teams to complete a research project that tests a hypothesis from the physiology of locomotion or bioinspired robotics using an electromechanical prototype of their own design. Involves writing weekly summaries and critiques of published journal articles, designing and running physics-based simulations and electromechanical experiments, analyzing results, and presenting original research. Culminates in a poster presentation, an IEEE-format conference paper, and an oral presentation. *Prerequisite:* Computer Science 342, Mathematics 122 or equivalent, and Physics 141 or equivalent. *Four credit hours.* **EATON**

CS451f 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.* **MAXWELL**

CS461s 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.* **SKRIEN**

[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

[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**

CREATIVE WRITING

In the Department of English

Director, *Professor Michael Burke*

Advisory Committee: *Professors Michael Burke and Debra Spark; Associate Professor Adrian Blevins; Assistant Professors Sarah Braunstein and Arisa White*

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, and 386. 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, 279, and 280 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, 152, or 153; 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 Hideko Abe (Japanese)

Professors Kimberly Besio (Chinese), Tamae Prindle (Japanese), Nikky Singh (Religious Studies), and Ankeney Weitz (Asian Art History); Associate Professors James Behuniak Jr. (Philosophy), Walter Hatch (Government), Steven Nuss (Music), and Hong Zhang (Chinese); Assistant Professors Daniel LaFave (Economics) and Fang Wang (Chinese); Faculty Fellows Jie Liu (Chinese), Viktor Shimagin (History), and Junji Yoshida (Japanese); Teaching Assistants Wen-hui Chen (Chinese) and Mika Kawashima (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
- 378 Chinese Visual Culture
- 398 Japanese Visual Culture
- 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
- 297A Modern Japan
- 2xxC Revolutionary Culture in Contemporary China
- 352 Asian Migrations
- 398A Minorities in East Asia

Japanese

- All courses offered

Music

- 254 Music of Meditation
- 275 Cultured Tough Guys: Samurai Devotion, Music, Poetry, and Art

Philosophy

- 265 Chinese Philosophy
- 266 Buddhist Philosophy

Religious Studies

- 212 Religions of China, Japan, and Tibet

Course Offerings

EA150fs 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.** SHMAGIN

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. A humanities lab intended for students who are interested in second language learning and teaching. *Four credit hours.* WANG

[EA231] 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.**

[EA250] History of Modern China: Everyday Life and Revolution Listed as History 250. *Four credit hours.* **H, I.**

[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.**

[EA253] 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.**

[EA256] Introduction to East Asian Politics Listed as Government 256. *Four credit hours.* **S.**

[EA261] 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.**

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

[EA265] Chinese Philosophy Listed as Philosophy 265. *Four credit hours.*

EA266f Buddhist Philosophy Listed as Philosophy 266. *Four credit hours.* **L.** BEHUNIAK

EA268f 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.** ZHANG

[EA273] Survey of East Asian Art, to 1300 Listed as Art 173. *Four credit hours.* **A.**

EA274f East Asian Art and Architecture, 1300 to the Present Listed as Art 174. *Four credit hours.* **A.** WEITZ

EA275f 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

EA277s 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.** ABE

[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.**

EA297f Modern Japan Listed as History 297A. *Four credit hours.* **H.** SHMAGIN

EA297Dj Revolutionary Culture in Contemporary China Listed as History 297D. *Three credit hours.* **H, I.** PARKER

EA339f Asian Pacific Modernities Listed as Anthropology 339. *Four credit hours.* MILLS

[EA352] Asian Migrations Listed as History 352. *Four credit hours.* **H, I.**

[EA353] 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.**

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. **The Presence of the Past humanities lab.** *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.**

[EA358] Political Economy of Regionalism Listed as Government 357. *Four credit hours.*

EA378f Chinese Visual Culture Listed as Art 378. *Four credit hours.* WEITZ

EA398As Minorities in East Asia Listed as History 398A. *Four credit hours.* **H, I.** SHMAGIN

EA398Bs Japanese Visual Culture Listed as Art 398. *Four credit hours.* WEITZ

[EA483] 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.*

[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.* WEITZ

ECONOMICS

Chair, *Professor Andreas Waldkirch*

Associate Chair, *Associate Professor Timothy Hubbard*

Professors Michael Donihue, David Findlay, Patrice Franko, Randy Nelson, Douglas Terp, and Andreas Waldkirch; Associate Professors Samara Gunter and Timothy Hubbard; Assistant Professors Linwood Downs, Yang Fan, Erin Giffin, Daniel LaFave, Robert Lester, Jennifer Meredith, Lindsey Novak, and James Siodla; Visiting Professors James Libby and David Reifschneider; Visiting Assistant Professor Youngseok Park, and Visiting Instructor Anne Burton.

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.

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.

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, and 393; one economics senior seminar; one 300-level elective course, Mathematics 122* or 162*; Mathematics 253 and three additional elective courses selected from Economics 379, Mathematics 274, or any 300-level mathematics or statistics 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, and 393; one economics senior seminar; one 300-level elective course; Mathematics 122* or 162*; Mathematics 253 and three additional elective courses selected from Economics 379, Mathematics 274, or any 300-level mathematics or statistics course.

A student may elect only one of the majors offered by the Economics Department.

* 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, and Computer Science 15X. 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 451 and 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 451 and 484. Those completing Economics 451 and 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 451 and 491 followed by Economics 451 and 482. Further details can be obtained from the department.

Requirements for the Minor in Managerial Economics

Economics 121, 133, 134, 211, and two elective courses in economics at the 200 or 300 level. Also Statistics 212; 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 223 may be counted as one of the elective courses.

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. LIBBY, MEREDITH, NOVAK, PARK

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. FAN, LESTER, SIODLA

EC171j Global Financial Markets Fast-paced and challenging 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 events in disparate markets to underlying non-financial economies. We will also examine esoteric financial instruments and techniques such as credit default swaps, securities lending, and markets related to the VIX index. Does not count toward the economics majors or minor. *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.* FAN

[EC214] 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.

EC221f 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.* 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.* GIFFIN, 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

EC231s 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.* MEREDITH

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

EC237s Experimental Economics Explores the use of experiments to study individual and strategic decision making. Topics may include choices over risky alternatives, altruism and reciprocity, cooperation, bidding in auctions, strategy in coordination games, and gender differences. *Prerequisite:* Economics 133. *Four credit hours.* GIFFIN

EC252s 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. FINDLAY

[EC253] 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.*

EC256j 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, and markets for drugs and other illegal goods and services. Major projects include creation of a data portfolio examining one of several sources of national crime data using tables, graphs, and statistical relationships, and a group presentation on a major episode or issue in U.S. crime policy. *Prerequisite:* Economics 134 and sophomore or higher standing. *Three credit hours.* BURTON

[EC258] 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.

[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.

[EC278] 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.

[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 & sophomore standing or above. *Four credit hours.* PARK, WALDKIRCH

EC297f Topics in Latin American Economic Policy Listed as Global Studies 397. *Four credit hours.* S, I. FRANKO

EC297Af Public Policy and Economic Development Examines efficient economic models for the promotion of federal, state, and local economic development. This case-based course analyzes frameworks for successful public/private partnerships that promote entrepreneurial activity, small business expansion, and the recruitment of industry to a region through the application of policy-based incentives. Investigates best-practice methods used by all levels of government to accomplish these tasks. *Prerequisite:* Economics 133. *Four credit hours.* LIBBY

EC313s Behavioral Economics Study of the economic models that combine standard economic rationality assumptions with psychologically plausible assumptions. We examine whether these new models improve our ability to understand and predict behavioral phenomena, including altruism, procrastination, self-control, errors in statistical reasoning, and stereotypes. *Prerequisite:* Economics 223. *Four credit hours.* GIFFIN

EC318s Economics of Health and Consumer Behavior 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. *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.*

EC335s 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.* NOVAK

[EC336] 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.*

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.*

[EC345] 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.*

[EC348] 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.*

[EC351] 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.**

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.*

[EC378] 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.*

EC379f 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 Economics 293 or Statistics 382. *Four credit hours.* LAFAVE

EC397f Macroeconomic Puzzles for Policy Makers Developments over the past decade have called into question economists' understanding of the macroeconomy and the ability of monetary and fiscal policy makers to achieve their objectives for the U.S. economy. We will review the recent research literature bearing on several of these key questions and consider the policy implications. *Prerequisite:* Economics 224. *Four credit hours.* REIFSCHNEIDER

EC451f Economics Research An intensive collaborative research experience for honors or senior thesis projects. Required for all honors and senior thesis students. *Prerequisite:* Senior standing as an economics major and permission of the instructor. *One credit hour.* NOVAK

EC452s Economics Research An intensive collaborative research experience for honors or senior thesis projects. Required for all honors and senior thesis students. *Prerequisite:* Senior standing as an economics major and permission of instructor. *One credit hour.* NOVAK

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

[EC473] 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 and senior standing as an economics major. *Four credit hours.*

EC474s Seminar: Growth and Work of Nations Why does it take less than a month for the world's richest countries to produce what the world's poorest countries produce in a year? What mechanisms lead countries to allocate a smaller fraction of their workforce to agriculture as they develop? How did the world transition from a state of ubiquitous poverty before the Industrial Revolution to sustained growth thereafter? We will read and discuss scholarly research addressing all of these questions. Students will acquire the tools of applied macroeconomic theory necessary to complete an original research project. *Prerequisite:* Economics 224, 393 (may be taken concurrently), and senior standing as an economics major. *Four credit hours.* LESTER

EC475s Seminar: Health and Global Development 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

[EC478] 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.*

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

[EC482] 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 451 and 491, concurrent enrollment in EC452, senior standing as an economics major, and permission of the sponsor. *Four credit hours.*

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 451 and 491, concurrent enrollment in EC452, senior standing as an economics major, permission of the sponsor, and successful proposal defense. *Four credit hours.*

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

EC498s Seminar: Political Economy An introduction to the theory of conflicts. Begins with the question, "Why would rational agents use violence rather than peaceful negotiations to settle disagreements?" Two main explanations—incomplete information and commitment problems—are emphasized. Theoretic models of bargaining, coordination, and conflict are discussed. Further topics include the formation of states, political transitions, and the role of democratic institutions. *Prerequisite:* Economics 224, 393 (may be taken concurrently), and senior standing as an Economics major. *Four credit hours.* PARK

EDUCATION

Director, Professor Adam Howard

Professors Lyn Mikel Brown, Adam Howard, and Mark Tappan; Visiting Assistant Professor David Casalaspi; Faculty Fellow Lauren Yoshizawa

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. 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

Ten courses are required: Education 201, 213, 215, or 247; 493; one practicum or internship; four electives in education (including at least two 300- or 400-level courses); and two approved courses from other departments or programs (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

Anthropology

- 231 Caribbean Cultures
- 236 Illegal Drugs, Law, and the State
- 242 Anthropology of Latin America: City Life
- 246 Religion and Everyday Life in Muslim Societies
- 256 Land, Food, Culture, and Power
- 258 Anthropology, History, Memory
- 341 Culture, Mobility, Identity: Encounters in the African Diaspora
- 361 Militaries, Militarization, and War
- 363 Secrecy and Power
- 373 The Anthropology of Gender and Sexuality

Government

- 210 Interest-Group Politics

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

Psychology

- 232 Cognitive Psychology
- 251 Personality Psychology
- 253 Social Psychology
- 259 Lifespan Development

Sociology

- 231 Contemporary Social Problems
- 252 Race, Ethnicity, and Society
- 274 Social Inequality and Power
- 276 Sociology of Gender
- 344 Sociology of Sexualities
- 357 Civil Rights, Black Power, and Social Change
- 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

Course Offerings

[ED192] 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.*

ED201fs 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

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

ED227j History of Educational Activism Educational activism has existed as long as there have been schools. Will investigate activism and social movements in American education from the early 1900s to the present day. Employing historical case studies, primary sources, and biographies of activists, the course will explore how activists accomplish educational change. It will focus primarily on student- and educator-led activism, including units on the Progressive Era, the Civil Rights/Vietnam Era, teacher strikes, and 21st-century campus activism. Key questions this course will explore are: Who has participated in different education movements? What motivates people to participate? And what impact has activism had in transforming the education experience? *Three credit hours.* CASALASPI

[ED242] 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.*

ED245f Dimensions of Educational Equity Explores the historical and societal roots of educational inequality and efforts to build more equitable schooling systems. We will consider the challenges and tensions involved in defining and pursuing "fairness" and "inclusion" in schools, such as how to acknowledge difference without reifying it, and whether differentiation or standardization of schooling promises greater equity. Finally, we will analyze the potential promise and problems of various contemporary reforms aimed at greater educational equity. *Four credit hours.* **U.** YOSHIZAWA

ED247f Current Policy Issues in U.S. Education Provides an overview of contemporary policy issues in American K-12 and higher education. Topics will include standardized testing and accountability policy, achievement gaps, school choice, Common Core and curriculum reform, teacher turnover and evaluation, mayoral control, affirmative action, and college completion, among others. Particular attention will be given to exploring the challenges of using policy to improve education and the implications of contemporary reforms for American democracy. *Four credit hours.* CASALASPI

ED249s Achievement Gap One of the most vexing issues in American education is the achievement gap, or the disparity in educational performance that exists among different subgroups of students, especially groups defined by socioeconomic status, race/ethnicity, or other indicators of privilege. Frequently, the argument is made that schools alone can and will close the achievement gap if appropriate reforms are made and appropriate incentives are put in place. In providing an in-depth look into the causes and potential solutions to the achievement gap, this course examines how social and public policy issues beyond the schoolhouse contribute to disparities in achievement. Students will gain understanding of the achievement gap and the role of public policy in solving it. *Four credit hours.* CASALASPI

ED297j Teach Freedom Explores the role of education in a free and democratic society which is necessarily concerned with the production of free people capable of developing minds of their own, even as they recognize the importance of learning to live together in association with others. A central goal of education in a democracy is the creation of independent citizens, not "subjects." We will examine how that lofty goal can be approached, and perhaps achieved. *Three credit hours.* AYERS

ED297Bj What Kind of a Person is a Child? Utilizing the arts and reading widely from fiction, legal cases, and human rights reports to explore the boundaries of infancy, childhood, adolescence, and adulthood. We will inquire about child survival, children crossing borders, family separations, child protection, health care, education, adoption, and youth in conflict with the law. We will discuss and debate the roles that race, class, gender, ethnicity and sexual identity play in disproportionate arrest, detention and incarceration of young people, in hazardous labor, sexual violence, child marriage and polygamy, and in the pervasive nature of harmful traditional practices. *Three credit hours.* INSTRUCTOR

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. *Prerequisite:* Introductory course in education or sociology. *Four credit hours.* U. HOWARD

ED324f 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. HOWARD

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.* HOWARD

ED345s Reform and the Classroom Examines the school and the classroom as contexts for reform. Why does so much of schooling appear to remain unchanged over time? How and when do external policies and pressures shape what teachers and students do? This course draws on sociological studies of schools and teachers' work as well as theories on organizational behavior to build an understanding of the processes, structures, and beliefs that enable or constrain change. We will use this framework to analyze reforms and policies aimed at improving classroom instruction, such as curriculum standards, school restructuring, and teacher evaluation. *Four credit hours.* YOSHIZAWA

ED347s Education Policymaking in Theory and Practice Provides students with an understanding of the manifold forces that shape the education policymaking process with an emphasis on governance structures, stakeholders, public engagement, and issue contexts. Drawing on robust theoretical and empirical perspectives, the following questions will be explored: How does education policy get made? Who shapes education policy and in whose interests? How has this constellation of actors evolved over time and how does it vary across issue domains? This course will aim to impart in students an appreciation of the complexity of the education policymaking process, the challenges of reforming education through policy, and the role of research in shaping policy. *Four credit hours.* CASALASPI

ED351f 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.* HOWARD

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

[ED374] 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.*

ED397f Citizenship and Community What does it mean to be an "engaged citizen?" What is the relationship between identity (self) and community (others)? How are tensions and conflicts between identity and community managed and resolved? This course explores these and other questions via a consideration of the history, culture, and resources of central Maine, the dynamics of power, privilege, equity, and inclusion, and the responsibilities and obligations of democratic citizenship—all framed and informed by the theory and practice of civic engagement. Required of all residents of Alford Commons. *Prerequisite:* Residence in Alford Commons, 150 Main Street. *One credit hour.* FACULTY

ED398s Community Engagement in Education An examination of the way that communities and schools engage with each other to influence the educational process. This course will be divided into three units: 1) parent and community involvement in the schooling process; 2) community education politics, including local electoral politics and community organizing; and 3) educational practices that promote youth civic engagement. Throughout the semester students will complete an original capstone case study research project that contributes meaningfully to existing knowledge and has direct value to communities in Maine. Because of the research orientation of this course, students will acquire not only content knowledge but also the methodological skills needed to conduct case study research. *Prerequisite:* A 200-level education, government or sociology course. *Four credit hours.* CASALASPI

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.* HOWARD

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.* HOWARD

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

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.* HOWARD

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.* HOWARD

ENGLISH

Chair, Professor Mary Ellis Gibson

Professors Cedric Gael Bryant, Michael Burke, Laurie Osborne, Debra Spark, and David Suchoff; Associate Professors Adrian Blevins, Tilar Mazzeo, Anindyo Roy, Elizabeth Sagaser, and Katherine Stubbs; Assistant Professors Sarah Braunstein, Megan Cook, Aaron Hanlon, J.C. Sibara, and Arisa White; Mellon Postdoctoral Fellow in Environmental Humanities Christopher Walker; Visiting Assistant Professor Jacquelyn Ardam; Faculty Fellow Jennifer Reed; 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 Class of 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, and 386). 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.*

EN115Cf 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. SIBARA*

[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.*

EN115Gf First-Year Writing: Rich and Poor in American Novels Listed as Writing Program 115G. *Four credit hours. W1.*
HARRINGTON

[EN115H] 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.*

EN115J 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*

[EN115L] 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.*

[EN115M] 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.*

EN115Nf 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.** MAZZEO

[EN120] Language, Thought, and Writing *Four credit hours.* **W1.**

[EN120A] 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.**

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

[EN120H] 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.**

EN120Is Inventing Nature in New England This humanities lab course will combine field trips around Maine with work in the Colby Museum and the rare book room. We'll read some of the classics of New England nature writing, make our own "field journals" on Mayflower Hill, and think about how our ideas of and relationships to the natural world are shaped by our knowledge, our technology, and our historical situation. We'll read prose and poetry, from Emerson to Maine writer Sarah Orne Jewett's short stories, to modern poetry broadsides in our library's collection. When spring finally comes we'll make a field trip to the Maine coast to see for ourselves the world

described in Celia Thaxter's *The Isle of Shoals*. We will keep journals and write and revise both research essays and journalistic essays. **The Presence of the Past humanities lab.** *Four credit hours.* **W1.** GIBSON

EN120Jf Language, Thought, and Writing: How to Write a Revolution Focuses on what writing can do at a moment of political exigency. We will look at 18th-century revolutionary writing (American, French, and Haitian) to examine strategies of persuasion, advocacy, and resistance. Class readings will include poetry, autobiography, letters, and political pamphlets. We will develop a critical vocabulary for literary and rhetorical analysis and use a variety of forms to reflect on, imitate, and respond to revolutionary writing. We will also digest and evaluate contemporary responses in examples ranging from present-day political rhetoric to *Hamilton*. *Four credit hours.* **W1.** REED

EN120Ks Language, Thought, and Writing: On Beauty What is beauty? What have you learned from your family and culture about beauty? How has society further shaped your understanding of it? What is your own sense of beauty? Students will explore responses to these questions, in writing reflections, annotations, and in three analytical essays: personal essay, position paper, and photo essay. Students will engage reading materials from across the humanities, ranging from poetry to philosophy. The course employs a multi-stage writing process and peer-review to develop critical thinking and writing skills. *Four credit hours.* **W1.** WHITE

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 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.** WURTZLER

EN174s 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.* MAZZEO

EN174Jj 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. *Two credit hours.* DONNELLY

EN200fs Foundations of Literary Studies How and why do we read? How do we decide what counts as literature? 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). *Four credit hours.* **L.** ARDAM, COOK, SAGASER, STUBBS

[EN200J] 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.*

EN213s 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.** OSBORNE

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 \$4,000. *Prerequisite:* Any W1 course. *Three credit hours.* L, I. ROY

EN238j 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: \$2,050 to \$2,500 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. SUCHOFF

[EN239] 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. Humanities lab. *Four credit hours.* L.

[EN243] 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.

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.

EN247s 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. Previously offered as English 297B (Fall 2017). *Four credit hours.* L.
ARDAM

[EN248] 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.

[EN251] History of International Cinema I Listed as Cinema Studies 251. *Four credit hours.* A.

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. *Prerequisite:* W1 course (may be taken concurrently). *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. SIBARA

EN258j Adventurous Writers of Maine: A Creative Writing Lab For students who wish to awaken their work to the fortifying sights and sounds of the real world in real time. With our notebooks in hand, we will visit a variety of places, and then return to the classroom to share our work with one another. We will also explore the work of contemporary writers as we consider the ethics of curiosity and the role of witness. Students will produce a portfolio of original work by the end of the term and give a reading to the community. Open to writers of all genres. Beginners welcome. **The Presence of the Past humanities lab.** *Three credit hours.* A. BLEVINS, BRAUNSTEIN

[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.*

EN264s Comparative Studies: Emily Dickinson and English Poetry This course compares poems by 19th c. American poet Emily

Dickinson with poems by writers she admired and read intensely, from Shakespeare and Milton to Keats, the Brontës and E. B. Browning. Students will gain analytical skills and creative strategies for engaging with poetry as they discover poetry's power to bring thoughts and voices from faraway centuries and continents into the minds and memories of newly present readers and thinkers. They will explore some additional contexts for Dickinson's reading and writing, including her education, material conditions, and the Civil War. Aligned with the Annual Humanities Theme, Presence of the Past. Fulfills English E and P requirements. *Prerequisite:* Any W1 course. *Four credit hours.* L. Sagaser *Prerequisite:* Any W1 course. *Four credit hours.* L. SAGASER

EN265f Early British Literary History: from *Beowulf* to Blake We will encounter and enjoy great writing from an 800-year period of literary invention, reading tales of love and lust, of severed arms and near-severed heads, of tragic heroes, saucy wives, and valiant maids. We will trace the history of gender and consent, the invention of the 'self,' and the construction of the category of race. Introduces a variety of literary works in multiple forms and genres, including epic battles, dirty jokes, and lyric poetry. We will think about canon formation, and become attentive to the processes of literary inheritance, borrowing, stealing, and invention. Fulfills English C and E requirements. *Prerequisite:* W1 course (may be taken concurrently). *Four credit hours.* L. REED

EN268f 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:* W1 course (may be taken concurrently). *Four credit hours.* L. ROY

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. MAZZEO, OSBORNE, SUCHOFF

[EN275] Introduction to Creative Writing Teaches students to write expressively or artistically in three main literary genres. Like many other writing classes, it focuses on process (multiple drafting, revision), but adds to this deeper instruction into qualities that distinguish literary writers in all genres—a willingness to embrace ambiguity, to fail productively, to observe without haste, to be open to multiple solutions and alternative perspectives, and to be able to make aesthetic judgments about texts—especially our own—without regard for commercial value. *Prerequisite:* Any W1 course. *Four credit hours.* A.

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, SPARK

EN279fs Poetry Writing I

What distinguishes a poem from a story from an advertisement from a phone call home? How do poems get written? And does it need to rhyme? In this workshop, students investigate these and many other questions about poetic process and craft by reading and critically analyzing contemporary poetry, writing their own poems, and offering feedback on the work of their peers. By semester's end, students will produce a portfolio of revised poems and a statement of what they have learned about their creative process, aesthetic preferences, and their growing mastery of craft. No prior experience with poetry presumed. Fulfills English P requirement. *Prerequisite:* Any W1 course. *Prerequisite:* Any W1 course. *Four credit hours.* A. BLEVINS, WHITE

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. Fulfills English C and D requirements. *Four credit hours.* L. WALKER

EN297j Race, Gender, and Experimental Women's Writing Explores race and gender in experimental poetry by women writers. We will anchor our understanding of experimental writing in Gertrude Stein's works and then focus on poetry by writers of color in the 21st century. We will pay particular attention to the intersections of otherness and poetic forms and consider the ways that formal experiments challenge normative understandings of gender, race, sexuality, and the body. We will read poetry and prose by Mullen, Sharif, Philip, Lewis, Long Solider, Hong, de la Torre, and Rankine. No previous experience with poetry necessary. Fulfills English P and D requirements. Credit cannot be earned for this course and English 398, "Forms of Otherness" (Spring 2017). *Prerequisite:* W1 course. *Three credit hours.* L, U. ARDAM

EN298s Genres of the Mystery Novel Introductory study in the genres and conventions of the mystery novel and the attendant genres of the thriller, gothic, the locked box, and whodunnit. We will focus on the development and delineation of literary genre over time and in different cultural and national contexts and on the different configurations of structure structure and character, but the primary focus is on the golden age of the mystery novel from c. 1850-1940. Authors range from Conan Doyle and Collins to Sayre and Christie, as well as contemporary examples. This is a reading intensive course. Fulfills English C requirement. *Four credit hours.* L. MAZZEO

EN2XXCs True Lies and Factual Fictions: Fake News and the Rise of the Novel Examines the early novel as a site of conjecture and debate about fake news, truth claims, and credibility. We will think first about what it means that the novel engendered a storm of controversy about its status as fact or fiction. We will examine the kinds of truth claims made by 18th-century novels, from the early emphasis on "truth" and "facts" to later debates about "possibility" and "probability." We will read five novels spanning almost a century, and let those novels teach us how to distinguish truth from lies. Fulfills English E requirement. *Four credit hours.* REED

EN310f Professional Writing Listed as Writing Program 310. *Four credit hours.* W2, U. HANCOCK

[EN311] 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.

EN312s 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. COOK

[EN313] 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 inquiries into history. Fulfills English E and P requirements. *Four credit hours.* L.

[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.

EN315f Medieval Women's Mysticism Explores the spiritual writings of medieval women writers including Margery Kempe, Julian of Norwich, and Hildegard von Bingen. Considers how their writings navigate gendered religious and social systems, endeavoring to craft a cultural place for women's lived experience and spiritual authority. Also includes related works of spiritual, didactic, and medical writing. No previous experience with Middle English is required. Fulfills English E and P requirements. *Prerequisite:* W1 course. *Four credit hours.*
L. COOK

[EN316] 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.

[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.

[EN318] 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.

[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.

EN322f British Romanticism: Green Romanticism The Romantics were known as the poets of nature—but what was at stake in their relationship to the environment? How did the ecological crises of late 18th-century Europe influence their works? How did Romantic poetry help to shape the history of Western environmentalism? We will study Romantic literature from the perspective of "eco-criticism." This means that we will be asking how the relationship between people and the landscape is imagined and how it is structured by institutions of class, economics, politics, gender, science, and law. Fulfills English P, E, C requirements. *Prerequisite:* Sophomore or higher standing; English 271 recommended. *Four credit hours.* L. MAZZEO

[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 Rossetts. Novels, essays, and poems considered as participants in Victorian debates that created "culture" as a political category and helped shape modern literary and cultural criticism. *Four credit hours.* L.

[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.

EN329f 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. SUCHOFF

[EN331] 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.

[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.

[EN336] 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.

[EN337] 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.

[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.

EN341s 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." Fulfills English C requirement. *Prerequisite:* W1 course. *Four credit hours.* L. SIBARA

[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.

[EN345] 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.

[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.

[EN347] 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.

[EN351] 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, Hejinián, 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.

EN352f Hang and Rattle: The West in the American Imaginary How did the American West as a geography of the imagination and of reality, as a "middle ground" located somewhere between the "actual and the apocryphal," engage the 19th- and 20th-century national debate about American identity? Moreover, how did the cowboy, the signal figure of the "open range," science and technology's "machine[s] in the garden," and transformative ideas about time, place, gender, race, and morality all contribute to the making and unmaking of an American imaginary in literature, film, politics, and popular music? Fulfills English C and D requirements. *Prerequisite:* Any W1 course.
Four credit hours. L, U. BRYANT

EN353s 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. BRYANT

[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:* W1 course. *Four credit hours.* L.

EN369f 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. SIBARA

EN378fs Fiction Writing II: Special Topics An upper-level course in fiction writing with a different focus each semester, affording students the opportunity for further study in the art of fiction with an emphasis on increasingly sophisticated elements of craft. Class sessions will include mini-lectures, close analysis of contemporary fiction, author visits, in-class writing exercises, and workshops. Each semester will highlight an element of craft, a literary form, or a literary movement, asking students to experiment with form or genre and to read deeply in a single subject. *Prerequisite:* English 275 or 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, WHITE

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

EN382f 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. BURKE

EN386Cs 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.* SPARK

EN397f Poetry Remixes Remixing, re-visioning, rewriting, appropriation, quotation, and recycling are key methods and concerns for many 20th- and 21st-century poets. This humanities lab will study 100 years of poetic remixing in units on gender, race and identity, and culture. We will work with Special Collections and the Colby Museum, including a project on the found language poetry of Bern Porter. We will ask questions such as: How and why do poets engage other art and cultural forms? How does remixing shape our understanding of history and politics? What does our poetic engagement with the past tell us about how we view our political moment? Fulfills English C and P requirements. **The Presence of the Past humanities lab.** *Prerequisite:* W1 course. *Four credit hours.* L. ARDAM

EN398s Life in Times of Extinction We are living through an event known as the Sixth Extinction. Human impacts on the environment are causing the largest extinction in the last 65 million years. At the same time, humans are discovering and celebrating life in all its biodiversity. Photographs, films, ethological narratives, and biological databases attesting to human interest in newly discovered, and newly endangered, species proliferate. To address this incongruity, this humanities lab will explore a recent strain of scholarship in the environmental humanities that asks how extinction comes to matter to us culturally, ethically, and evolutionarily. **The Presence of the Past humanities lab.** *Four credit hours.* L. WALKER

EN3XXDs Sex, Power, and Performance: Restoration Drama We will immerse ourselves in one of the most innovative and experimental periods in English theater, Restoration drama. After 18 years in which public performance was criminalized under Puritan rule, Restoration drama erupted into the public sphere. This resurgent theater reflected and participated in far-reaching social and political upheavals, including a revolution in the construction of gender, the development of the sexual marketplace, and a crisis in political authority. We will read comedies, tragedies, and burlesques and investigate the role of theater in an age of social and political contradiction. Fulfills English E requirement. *Four credit hours.* REED

[EN411] 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.

[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.

[EN413A] 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.

[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.

[EN413F] 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.

[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.

EN422f 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. SIBARA

EN442s 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. Fulfills English C and D requirements. *Four credit hours.* L, U. STUBBS

EN457s 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. BRYANT

[EN478] 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.*

[EN479] 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.*

[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.*

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.

[EN493C] 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.

[EN493D] 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.

EN493Gs Seminar: Poetry and Cognition Long before psychology and neuroscience were fields of study, poets experimented with language and the brain, discovering ways to engage attention and amplify memory. It makes sense therefore to ask what insights poetry and cognitive science might offer each other now. We'll invite to our table poetry from the Renaissance to the present along with readings from cognitive psychology, neuroscience, linguistics and philosophy of mind. In connection with this year's Humanities Center theme, we will focus in particular on poetry as a non-electronic yet mighty (because cognition-savvy) technology for bringing together minds and voices not living in the same shares of spacetime. Aligned with the Annual Humanities Theme, Presence of the Past. Fulfills English C and P requirements. *Four credit hours.* L. Sagaser *Four credit hours.* L. SAGASER

[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.

[EN493I] 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.

EN493Jf Seminar: Gender and Genre in Victorian Literature We will read Victorian novels and poems that will disrupt our common sense of what Victorian culture is all about. Were the Victorians really prudish? How did they understand race and sexuality? How and when were they wildly experimental as writers? As we think about these questions we will also learn to practice immersive reading. We will begin with Tennyson's *In Memoriam* and engage with significant novels and long poems by Eliot, Gaskell or Dickens, the Brownings, and George Meredith, ending with the poetry and prose of Oscar Wilde. We will also consider remakes in the form of film and contemporary fiction. Fulfills English C requirement. *Four credit hours.* L. GIBSON

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 Benjamin Neal; Laboratory Instructor II Abby Pearson; Program Coordinator Lia Morris; Research Scientist Manuel Gimond; Mellon Postdoctoral Fellow in Environmental Humanities Christopher Walker; Visiting Assistant Professor Daniel Abrahams

Affiliated Faculty and Staff: Professors Catherine Bevier (*Biology*), Michael Burke (*English, Creative Writing*), Jim Fleming (*STS*), Bruce Maxwell (*Computer Science*), and W. Herbert Wilson (*Biology*); Associate Professors Karena McKinney (*Chemistry*) and Keith Peterson (*Philosophy*); Assistant Professors Greg Drozd (*Chemistry*), Bess Koffman (*Geology*), Serena Ferrando (*French and Italian*), 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 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, research-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. Resources are available to support student internships and research projects, and a majority of students study abroad at some point.

Colby was one of the first colleges in the nation to achieve carbon neutrality and uses 100-percent renewable source electricity. The College 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, and recently installed 5,300 solar panels to supply 16 percent of the College’s electricity. Colby seeks LEED silver certification of all new construction and major renovations. The U.S. Environmental Protection Agency, the Association for the Advancement of Sustainability in Higher Education, 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 and beekeeping club, 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. Each major is flexible and enables students to pursue their individual academic goals and interests. Each major provides a broad-based course of study that combines interdisciplinary breadth and focus-area depth to prepare graduates to understand and to address 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, humanities, and other interdisciplinary programs. 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 and professional study in environmental sciences/studies/management, ecology, limnology, international development, law, marine science and oceanography, medicine, natural resource conservation and management, planning, public health, 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. Biology 163 (fall) and 164 (spring) are prerequisites for Environmental Studies 271. 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

English

- 337 Climate Fiction

Environmental Studies

- 151 Landscape and Meaning: An Exploration of Environmental Writing
- 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
- 265 Global Public Health
- 276 Global Change Ecology (if not used to satisfy IV below)
- 283 Environmental Humanities: Stories of Crisis & Resilience
- 297 Sustainable Business Seminar
- 319 Conservation Biology (if not used to satisfy IV below)
- 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)
- 397B Community, Economics, and Conservation

History

- 248 Nuclear Visions, Environmental Realities
- 397 U.S. Environmental History

Italian

- 297: Nature in Italian Literature and Film

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

- 198 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

- 121 and 122 Earth System Chemistry I and II *or*
- 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
- 356 Aquatic Ecology
- 358 Ecological Field Study
- 366 Environment and Human Health
- 371 Current Topics in Environmental Science

Geology

- 111 Geology of National Parks
- 141 Earth and Environment *or*
- 262 Earths Climate: Past, Present, and Future
- 378 Geologic Environments in the Marine Realm

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

- 121 and 122 Earth System Chemistry I and II *or*
- 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

- 121 and 122 Earth System Chemistry I and II *or*
- 141 Earth and Environment

Note: The two-semester Chemistry/Geology 121 and 122 sequence can replace the requirement to take two chemistry and one geology/GIS course.

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, at least one course from Environmental Studies)

Anthropology

- 256 Land, Food, Culture, and Power

English

- 337 Climate Fiction

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
- 283 Environmental Humanities: Stories of Crisis & Resilience
- 297: Sustainable Business Seminar
- 319 Conservation Biology
- 344 Marine Fisheries Management

- 346 Global Food Policy
- 358 Ecological Field Study
- 364 Climate Change, Justice, and Health
- 366 Environment and Human Health
- 397B Community, Economics, and Conservation

History

- 248 Nuclear Visions, Environmental Realities
- 397 U.S. Environmental History

Italian

- 297: Nature in Italian Literature and Film

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
- 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 or

One course from Bigelow Laboratory Changing Oceans semester *and* evidence of a writing project with a Bigelow faculty research advisor submitted to the ES program director. This course cannot also count toward the focus area.

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 Paleoceanography

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
- 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 Computation

The interdisciplinary major in environmental computation provides an introduction to environmental studies as a discipline as well as training in computational techniques used in environmental policy and science. Students become familiar with quantitative tools used to investigate environmental problems. The major is designed to provide students with proficiency in computational thinking, the analysis and understanding of environmental systems, challenges, and solutions, and in the design and implementation of algorithms for modeling and analysis. Students gain experience applying computational thinking and statistical methods to a diverse spectrum of topics in environmental studies and are introduced to the complexity and inter-relatedness of coupled human and natural systems and diverse computational environments. Diverse electives allow students to explore environmental topics in depth, including agriculture and food, conservation science, energy and climate, environmental humanities, marine and freshwater conservation, and public health.

Students interested in this major are encouraged to take Environmental Studies 118 (spring) in their first year, Computer Science 151 or 152 or 153, and 231 (fall or spring), and 251 (spring) in their first year, and one or more Environmental Studies electives in their second year. No requirement for the major may be taken satisfactory/unsatisfactory. Advanced Placement credits 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 approval of the program director. Up to two courses may be counted toward the major from approved off-campus study programs. Courses counted in one section cannot also be counted in another section (e.g., a 200-level Environmental Studies course used as a Foundational Course cannot also be counted as an Application Course).

Students should consult with the Environmental Studies Program director or their Computer Science advisor when planning their course of study, including capstone experience.

I. Required Foundational Courses

Computer Science

- 151 Computational Thinking: Visual Media *or*
- 152 Computational Thinking: Science (recommended) *or*
- 153 Computational Thinking: Smart Systems and
- 231 Data Structures and Algorithms

Environmental Studies

- 118 Environment and Society and
- One 200-level course (e.g., 171, 233, 234, 242, 244, 276, 365)

II. Required Modeling and Analysis Courses

Computer Science

- 251 Data Analysis and Visualization
- 341 Systems Biology *or*
- 363 Robotics *or*
- 365 Computer Vision
- *or other course approved by advisor*

Environmental Studies

- 212 Introduction to GIS and Remote Sensing *or*
- 214 Introduction to GIS and Spatial Analysis

Mathematics and Statistics

One of the five courses may be selected from the following:

- Statistics 212 Introduction to Statistical Methods or
- Mathematics 122 Multivariable Calculus

III. Application Courses (five courses)

Five courses selected from the following:

Computer Science

At least one and up to two courses at the 300 level or above

Environmental Studies

At least three and up to four courses not also counted elsewhere to provide depth in an application area. Recommended application groupings include: conservation and resources (e.g., 319, 338, 344), ecosystem ecology (e.g., 276, 366), energy and climate (e.g., 217, 276), food and agriculture (e.g., 344, 346), public health (e.g., 265, 364, 366), and water resources (marine and freshwater) (e.g., 242, 244, 356). Courses from the Bigelow Semester can count toward this requirement; up to two courses from study abroad can be counted toward this requirement with prior approval from the Director of the Environmental Studies Program. At least one course must be at the 300 level.

Mathematics and Statistics

One course selected from the following

- Statistics
 - 321 Statistical Modeling
- Mathematics
 - 253 Linear Algebra
 - 262 Vector Calculus
 - 311 Ordinary Differential Equations
 - 332 Numerical Analysis

IV. Culminating Experience

Environmental Studies

- 401, 402 Environmental Studies Colloquium (one credit for the year)

One capstone selected from the following determined in consultation with the student's advisor:

- Computer Science 4xx or
- Environmental Studies 493 Environmental Policy Practicum or
- Environmental Studies 494 Problems in Environmental Science

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, internships, field studies, and other opportunities to complement their academic work. Environmental Studies majors may apply for Environmental Studies Program financial assistance to participate in relevant research or internship opportunities.

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 3.7 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. Students who receive an AP 4 or 5 for environmental science do not have to take Environmental Studies 118 but must take an additional course from Group 1 below. 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 Chemistry 121 and 122; 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
- 283 Env Humanities: Stories of Crisis & Resilience
- 297: Sustainable Business Seminar
- 319 Conservation Biology
- 337: Climate Fiction
- 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
- 371 Current Topics in Environmental Science
- 397B Community, Economics, and Conservation

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

Art

- 218 Architectural Design Workshop

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

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.* BECKNELL, 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

ES151j 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.** MACKENZIE

[ES212] 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.*

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

ES215f Weather, Climate, and Society Listed as Science, Technology, and Society 215. *Four credit hours.* N. FLEMING

[ES216] Philosophy of Nature Listed as Philosophy 216. *Four credit hours.*

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.* MEREDITH

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. INSTRUCTOR

[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.*

ES243s Environmental Ethics Listed as Philosophy 243. *Four credit hours.* PETERSON

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.* MCCLLENACHAN

[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

ES276s 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

[ES277] Vertebrate Natural History Listed as Biology 277. *Four credit hours.*

[ES279] Geology of Bermuda Listed as Geology 279. *Three credit hours.*

[ES282] Extreme Climate Change in the Gulf of Maine Listed as Biology 282. *Three credit hours.*

ES283fs Environmental Humanities: Stories of Crisis and Resilience Listed as English 283. *Four credit hours.* **L.** WALKER

ES297f Sustainable Business Seminar A comprehensive introduction to the ways businesses are implementing sustainability and corporate social responsibility. Lectures and business case studies are used to examine the costs and benefits of sustainable business practices to companies, the environment, consumers, and the greater community. Students will analyze different types of sustainable businesses, from start-ups to multi-national companies, and examine the role that entrepreneurs and founders have in creating mission-driven organizations. Students will complete a semester-long group research paper and presentation, as well as several individual and group writing assignments. Credit cannot be earned for both this course and Environmental Studies 143. *Prerequisite:* Environmental Studies 118 or Economics 133. *Four credit hours.* PENNEY

ES297Bf Nature in Italian Literature and Film (in English) Listed as Italian 297. *Four credit hours.* **L.** FERRANDO

ES297Cj 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. Previously offered as Environmental Studies 297 (Jan Plan 2018). *Three credit hours.* WILLIAMS

ES297Dj Global Change Impacts on Marginal Marine Ecosystems Investigates impacts of global change on "marginal" marine ecosystems, using the subtropical reefs of Bermuda as a case study. The month will combine experiential learning at the Bermuda Institute for Ocean Sciences with subsequent lab analyses at the Bigelow Laboratory for Ocean Sciences. Hands-on field work, including snorkeling and underwater photography, use of contemporary water quality sensors, readings in primary scientific literature, and use of biological and

chemical analytical capabilities, will teach students technical skills and develop their capacity to think critically about environmental science. Nongraded. Counts toward the biology major as a laboratory course in field biology. *Prerequisite:* Biology 164, Chemistry 142, Environmental Studies 118, or Geology 142. *Three credit hours.* **N, Lb.** PRICE

ES319s 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

[ES328] Radical Ecologies Listed as Philosophy 328. *Four credit hours.*

[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.* KING

[ES337] Climate Fiction Listed as English 337. *Four credit hours.* L.

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

[ES344] 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.*

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. INSTRUCTOR

ES354f Marine Ecology Listed as Biology 354. *Three credit hours.* WILSON

[ES356] 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, writing assignments, and laboratory work, students will explore the major ecological principles that influence the physical, chemical, and biological organization of aquatic ecosystems. Experimental approaches and sampling techniques used by limnologists will be employed in local lakes, streams, and rivers, as well as in the laboratory to investigate topics of concern in freshwater ecosystems, including eutrophication, pollution, land use change, invasive species, and the impact of climate change. *Prerequisite:* Environmental Studies 271, a W1 course, and sophomore or higher standing. *Four credit hours.* W2.

[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.*

[ES363] Paleoceanography Listed as Geology GE363. *Four credit hours.*

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

ES371f Current Topics in Environmental Science Explores emerging and cutting-edge topics in the field of environmental science. Lectures will be supported by in-class activities, including regular, student-led discussions. Students will read recent literature reviewing emerging topics from leading journals in environmental science and ecology. Additionally, we will examine a variety of experimental designs, laboratory methods, and statistical approaches used by environmental scientists to investigate and understand environmental processes and human impacts. A research assignment will enhance writing skills. *Prerequisite:* Biology 263, 271 or Environmental Studies 271. *Four credit hours.* NEAL

[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

ES397Af U.S. Environmental History Listed as History 397. *Four credit hours.* REARDON

ES397Bf Community, Economics, and Conservation An interdisciplinary examination of sustainability through the intersection of communities, economics, and conservation. Students will gain critical thinking and leadership skills by examining strategies, policy frameworks, and decision support tools for evaluating trade-offs between economic interests and the environment. Case studies will focus on providing tools in land conservation, finance, recreational planning, GIS, and ecosystem services, with an eye towards application in a student project. *Prerequisite:* Environmental Studies 118 or Economics 231. *Four credit hours.* AMUNDSEN

ES398s Life in Times of Extinction Listed as English 398. *Four credit hours.* L. WALKER

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.*

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.* ABRAHAMS, MCCLENACHAN

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:* Biology 271 or Environmental Studies 271, and senior standing as an environmental science major. *Five credit hours.* BRUESEWITZ, COUNTWAY, NEAL, PEARSON

FRENCH

In the Department of French and Italian

Chair, Professor Adrianna Paliyenko (French)

Professors Bénédicte Mauguère and Adrianna Paliyenko; Associate Professors Audrey Brunetaux, Valérie Dionne, and Mouhamédou Niang; Visiting Assistant Professors Alexandrine Mailhé and Anaïs Maurer; Language Assistant Michel Billard de Saint Laumer

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, 397)

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

FR125fs 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.* INSTRUCTOR, 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.* DIONNE, MAILHE, NIANG

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.* MAILHE, MAURER, PALIYENKO

FR127Jj 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: \$3,000. *Prerequisite:* French 126 or equivalent. *Three credit hours.* DAVIES

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. MAILHE, MAUGUIERE

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.* MAURER

FR232f French Cultural History: The Rise and Fall of Versailles 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. DIONNE

[FR233] Issues in Contemporary France 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.* BILLARD DE SAINT LAUMER

[FR236] 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.

[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.

FR238f 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. NIANG

[FR239] 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.

[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.* MAILHE

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.*

[FR351] 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.

FR354s 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. PALIYENKO

[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.

[FR358] 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.

FR361s 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. MAUGUIERE

FR370s 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. NIANG

[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.

[FR373] 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.

[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.

FR378f French Revolution and Human Rights 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. DIONNE

[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 Francophone Ecocriticism and Postcolonial Theory in Dialogue While catastrophic climate conditions in the Western world have been the object of much media coverage, the devastating toll that global warming has had on the rest of the world receives much less critical attention. This course engages with contemporary literature by Francophone activists whose communities are directly affected by rising sea levels, unfettered oil drilling practices, and extreme weather conditions that have created the first climate refugees. Students will learn key concepts of ecocritical and postcolonial theory, the Western nature-writing canon, and postcolonial environmentalist literature. They will analyze representations of apocalyptic narratives in popular movies and bestsellers. *Prerequisite:* French 231 and at least one other 200-level class, preferably two. *Four credit hours.* L, I. MAURER

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.*

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

[FR493A] 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.*

[FR493B] 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.*

[FR493C] 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.*

FR493Ds Seminar: Parisian Encounters: Great Loves, Grand Passions 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:* Senior standing as a French studies major. *Four credit hours.* PALIYENKO

FR493Es Seminar: 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:* Senior standing as a French Studies major. *Four credit hours.* MAUGUIERE

FR493Fs Seminar: 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:* Senior standing as a French studies major. *Four credit hours.* NIANG

FR493Gf Seminar: Francophone Ecocriticism and Postcolonial Theory in Dialogue While catastrophic climate conditions in the Western world have been the object of much media coverage, the devastating toll that global warming has had on the rest of the world receives much less critical attention. This course engages with contemporary literature by Francophone activists whose communities are directly affected by rising sea levels, unfettered oil drilling practices, and extreme weather conditions that have created the first climate refugees. Students will learn key concepts of ecocritical and postcolonial theory, the Western nature-writing canon, and postcolonial environmentalist literature. They will analyze representations of apocalyptic narratives in popular movies and bestsellers. *Prerequisite:* Senior standing as a French studies major. *Four credit hours.* L. I. MAURER

FR493Hf Seminar: French Revolution and Human Rights 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, 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:* Senior standing as a French studies major. *Four credit hours.* H. DIONNE

GEOLOGY

Chair, Associate Professor Walter "Bill" Sullivan

Professor Robert Gastaldo; 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, 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 (EDS) 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; four core courses that include 225, 231, 256, and 262; four geology elective courses (numbered 200-level or higher that may include a course in mathematics, statistics, physics, chemistry, biology, computer science, 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; four core courses that include 225, 231, 256, and 262; two geology elective courses (numbered 200 level or higher that may include one course in mathematics, statistics, physics, chemistry, biology, computer science, 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 four geology courses selected from courses numbered 225 and above.

Course Offerings

GE111j 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.** RUEGER

GE121f Earth Systems Chemistry I Listed as Chemistry 121. *Four credit hours.* **N, Lb.** KOFFMAN, MCKINNEY

GE122s Earth Systems Chemistry II Listed as Chemistry 122. *Four credit hours.* **N, Lb.** DROZD, KOFFMAN

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.** RUEGER, SULLIVAN

GE225s 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

[GE231] 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.**

GE242j 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.* **MORIN**

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**

[GE279] 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.**

GE331s 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.* **SULLIVAN**

[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.*

[GE335] 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.**

[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.**

GE361f Topics in Geochemistry Covers fundamental topics in geochemistry, including principles of equilibrium thermodynamics, pH, alkalinity, weathering reactions, redox reactions, trace elements, and stable and radioactive isotopes. Through lecture, problem sets, and primary literature, students explore the theory and application of a range of geochemical approaches used to study Earth-system processes. Students develop critical thinking skills through the interpretation of primary datasets and literature, and they improve their written and oral presentation skills by communicating scientific findings. *Prerequisite:* Geology 141, Chemistry 142 and at least one of the following: Geology 225, 231, 254, 256, 262, Chemistry 217, or Environmental Studies 276. *Four credit hours.* KOFFMAN

[GE363] Paleoceanography 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.*

[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.* DUNN, GASTALDO

[GE483] 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.*

[GE483J] Senior Honors Project *Noncredit.*

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

GE494s Topics in Geoscience 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. *Prerequisite:* Senior standing. *Four credit hours.* W3. GASTALDO

GERMAN

In the Department of German and Russian

Chair, Associate Professor Arne Koch

Associate Professor Arne Koch; Assistant Professor Alicia Ellis; Visiting Assistant Professor Rory Bradley; Faculty Fellow Carmen Manektala-Braun; Language Assistant Amalie Williamson

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

- 278 19th-Century European Art

Cinema Studies

- 142 Introduction to Cinema Studies

East Asian Studies

- 221 Second Language Pedagogy

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
- 224 Germany and Europe, 1871-1945
- 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

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

GM125Jj 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.

Three credit hours. A. KOCH

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.* MANEKTALA-BRAUN

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.* MANEKTALA-BRAUN

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.* BRADLEY

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.* WILLIAMSON

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.* WILLIAMSON

[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.

GM231f 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.* MANEKTALA-BRAUN

[GM234] 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.*

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.* MANEKTALA-BRAUN

GM237f 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. Counts toward the German major or minor. Open to first-year students. Conducted in English. *Four credit hours.* L. BRADLEY

[GM252] 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.

[GM263] 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.

[GM264] Kafka and his Contexts (in English) Franz Kafka (1883-1924) plays a major role in the construction of the modern and postmodern literary canon of the 20th century. We will read his short stories and parables, selected letters, and journal entries. We will approach Kafka both as an author who made inventive incursions into the universes of Romantic inspirations, including Heinrich von Kleist and E.T.A. Hoffmann, and as an influence on the narrative fictions of modernist and postmodernist authors who incorporated Kafkaesque elements, such as Jorge Luis Borges, Italo Calvino, Juan Rulfo, and Harukui Murakami. Conducted in English. *Three credit hours.* L.

GM297f Violence, Atrocity, and Trauma: Europe 1914-1945 Listed as History 397B. *Four credit hours.* H. HOLLANDER

GM298As Environmental Humanities: Nature Philosophy's Roots In this environmental humanities course, we will consider the roots of contemporary ecological thought in German philosophy and culture. Beginning with the clash of Enlightenment and Romanticism around 1800, we will trace the subterranean legacy of some wild ideas about the relationship between humans and the natural world. Reading philosophical texts alongside literary works, we will consider the echoes of this thought into the present. In conversation with Maine-based organizations and contemporary philosophers, we will discuss phenomenological (Goethean) science and theories of *sympoësis* and even do some experiments of our own. *Four credit hours.* L. BRADLEY

GM298Bs Weimar Culture: Germany Between the World Wars Listed as History 398C. *Four credit hours.* H. HOLLANDER

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.* WILLIAMSON

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.* WILLIAMSON

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.* MANEKTALA-BRAUN

[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. BRADLEY

GLOBAL STUDIES

Director, Associate Professor Maple Razsa

Associate Director, TBD

Advisory Committee: Professors Ben Fallaw (*Latin American Studies*), Patrice Franko (*Economics and Global Studies*), Paul Josephson (*History*), Bénédicte Mauguere (*French*), Mary Beth Mills (*Anthropology*), Kenneth Rodman (*Government*), Raffael Scheck (*History*), Andreas Waldkirch (*Economics*), and Jennifer Yoder (*Government and Global Studies*); Associate Professors Walter Hatch (*Government*), Mouhamédoul Niang (*French*), and Maple Razsa (*Global Studies*); Assistant Professors Maria Bollo-Panadero (*Spanish*), Nadia El-Shaarawi (*Global Studies*), Daniel LaFave (*Economics*), Lindsay Mayka (*Government*), 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. (Note that managerial economics may not substitute for a concentration.) 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

- 341 Culture, Mobility, Identity: Encounters in the African Diaspora
- 344 Black Radical Imaginations

French

- 238 Introduction to the Francophone World: Africa
- 361 Creolization, Culture, and Society in the Indian Ocean Islands
- 370 Corps, Espace, et Genre: Postcolonial Space in Francophone Africa
- 373 Writing of Place: Migration, Nationalism, and Memory

Global Studies

- 316 Religion and Social Change in Contemporary Africa

Government

- 255 Introduction to African Politics
- 336 Politics of Development in Africa
- 338 Field Study in African Development

History

- 298 Introduction to African History, 1800 to 1994
- 398B South African Women's Memoir

Asia:

Anthropology

- 339 Asian Pacific Modernities

Art

- 174 East Asian Art and Architecture, 1300 to the Present
- 276 Zen and the Arts in Asia
- 378 Chinese Visual Culture

Chinese

- 430 Contemporary Chinese Society
- 434 Docu-China: Advanced Readings in Chinese

East Asian Studies

- 150 Foundations in East Asian Studies
- 221 Second Language Pedagogy
- 231 The Chinese Novel: Vignettes of Life in Imperial China
- 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
- 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
- 297A Modern Japan
- 352 Asian Migrations
- 377 Imperialism, Decolonization, and Modernity in Southeast Asia
- 398A Minorities in East Asia

Music

- 275 Cultured Tough Guys: Samurai Devotion, Music, Poetry, and Art

Philosophy

- 266 Buddhist Philosophy

Religious Studies

- 111 Religions of India
- 117 A Passage to India: India and the Western Imagination
- 212 Religions of China, Japan, and Tibet
- 312 Global South Asia: Literature, Art, Environment
- 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
- 378 French Revolution and Human Rights
- 392 French Intellectuals and the Struggle for Social Change
- 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)
- 298A Environmental Humanities: Nature Philosophy's Roots
- 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
- 397B Violence, Atrocity, and Trauma: Europe 1914-45
- 398C Weimar Culture: Germany Between the World Wars
- 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
- 297 Nature in Italian Literature and Film (in English)
- 356 Introduction to Dante's *Divine Comedy* (in English)

Russian

- 231 Spectacle of Modernity: Russian Fiction before Cinema (in English)
- 232 Modern Russian Literature (in English)
- 237 Narrative and Self in the Russian Empire (in English)
- 242 Back to the Future: Recent Russian Cinema (in English)
- 325 Conversation and Composition
- 346 Russian Poetry
- 425 Conversation and Composition
- 428 The 20th-Century Russian Novel

Spanish

- 135 Introduction to Literary Analysis
- 265 The Short Novel in Spanish America
- 266 Language of Spanish Cinema
- 269 Spanish Cultural Studies
- 273 Contemporary Spanish-America Short Story
- 2XX Cultures of Contemporary 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

Global Studies

- 397 Topics in Latin American Economic Policy

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, Influence, Integration
- 473 Historical Roots of Violence in Modern Latin America

Spanish

- 135 Introduction to Literary Analysis
- 265 The Short Novel in Spanish America
- 267 Family/History/Nation: Latina/o Genealogies
- 273 Contemporary Spanish-American Short Story
- 298 Latin American Theatre
- 338 The Diasporic Imagination: Cubans beyond Cuba
- 341 Cities, Bodies, and Nations in Caribbean Literature
- 3XX Imaginary Lines: Immigration, Borders, Movement

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
- 362 History of Egypt
- 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
- 365 Space, Place, and Belonging
- 373 The Anthropology of Gender and Sexuality
- 374 Public Anthropology

- 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
- 318 Economics of Health and Consumer Behavior
- 335 Topics in Economic Development
- 348 Economic Growth
- 378 International Trade
- 471 Seminar: Global Production
- 475 Seminar: Health and Economic Development
- 4XX Seminar: Growth and Work of Nations

Education

- 324 Elite Schooling in Global Context

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
- 253 Gods, Gifts, and Globalizing Consumers
- 255 Global Health: Critical Perspectives on Health, Care, and Policy
- 352 Global Activism: From Socialist Internationalism to Today
- 397 Topics in Latin American Economic Policy
- 451 Justice and Injustice in Global Europe
- 455 Intervention: The Ethics and Politics of Humanitarianism
- 457 Insurgent Mobility Lab: 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 Dissident Approaches to International Political Thought
- 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
- 352 Asian Migrations
- 381 Women and Gender in Islam
- 421 Research Seminar: Debating the Nazi Past
- 447 Research Seminar: The Cold War

Music

- 252 Introduction to World Music

Science, Technology, and Society

- 297 Global Food, Health, and Society

Sociology

- 244 Urban Sociology in a Global Context

Women's, Gender, Sexuality Studies

- 225 Gender and Politicized Religion
- 397 South Asian Feminisms

Courses Approved to Fulfill the Seminar Requirement

East Asian Studies

- 493 Seminar: Advanced Research in East Asia

Economics

- 471 Seminar: Global Production
- 475 Seminar: Health and Economic Development

Environmental Studies

- 493 Environmental Policy Practicum (if topic is appropriate*)

Global Studies

- 455 Intervention: The Ethics and Politics of Humanitarianism
- 457 Insurgent Mobility Lab: Migrants, Activists, the Balkan Route

Government

- 432 Seminar: U.S. Foreign Policy
- 451 Seminar: Political Violence
- 455 Seminar: Conflict and Crisis in Africa
- 456 Civil Society and Social Change in Latin America
- 457 Seminar: Germany and Europe

History

- 414 History of Fear in Europe, 1300-1900
- 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 Dissident Approaches to International Political Thought
- 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, Influence, 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: Health and Economic Development

Global Studies

- 253 Goods, Gifts, and Globalizing Consumers
- 397 Topics in Latin American Economic Policy

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: Health and Economic Development

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
- 397 Topics in Latin American Economic Policy

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

- 352 Asian Migrations

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
- 457 Insurgent Mobility Lab: 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
- 245 Science, Race and Gender

Latin American Studies

- 272 Mexican History: Justice, Rights, and Revolution
- 378 U.S. in Latin America: Intervention, Influence, 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
- 397 South Asian Feminisms

Course Offerings

GS111f Human Rights in Global Perspective An examination of photography to illuminate human rights abuses in the civil war in Syria. Co-instructed by Syrian photojournalist and 2018 Oak Fellow, Bassam Khabieh, and Professor Gail Carlson. We will explore many topics, including the history and context of the Syrian conflict, ethical storytelling, the impact of war on children, community resiliency, and the use of photography 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 photographic documentation. May be taken for credit a total of three times. Nongraded. *Prerequisite:* Sophomore or higher standing. *One credit hour.* CARLSON

GS211s 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.** RAZSA

[GS214] Economic Policy and Performance in Contemporary Latin America Listed as Economics 214. *Four credit hours.* **I.**

[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.*

GS245f 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. **The Presence of the Past humanities theme course.** *Four credit hours.* **S, W2.** YODER

[GS251] 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.**

[GS252] Language in Culture and Society Listed as Anthropology 252. *Four credit hours.*

GS253f 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 253. *Prerequisite:* Anthropology 112. *Four credit hours.* **W2.** HALVORSON

[GS255] 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.**

[GS273] Economics of Globalization Listed as Economics 273. *Prerequisite:* Economics 133 and 134. *Four credit hours.* **W2.**

GS297j Contemporary Immigration in the US: Research, Policy, and Society Students will develop an empirically-based understanding of the forces that currently shape immigration trends and policies in the U.S. Through an overview of journal articles, book chapters, and policy memoranda, students will engage with contemporary debates that define the socio-political climate on immigration in the U.S. today. This is a research-based course and students will participate in a qualitative research project in the form of an interview, and will develop quantitative skills through the creation of a statistical profile using Census data. The course will also provide an overview of other methodological approaches to studying immigration, and will expose students to research proposal writing. *Three credit hours.*
INSTRUCTOR

GS316s 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. Previously listed as Anthropology 316. *Prerequisite:* Anthropology 112 and junior or senior standing. *Four credit hours.*
HALVORSON

[GS352] 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.**

GS397f Topics in Latin American Economic Policy Latin America faces deep fiscal and social deficits. As governments in the region are unable to generate expenditures for housing, education, equity, environment, infrastructure, and health to adequately meet social needs, this course interrogates how private sector initiatives might address the gaps left by fiscal constraints. After identifying the characteristics of social deficits, we will engage the literature on corporate social responsibility and public-private partnerships to identify hybrid forms to create social value in Latin America. *Prerequisite:* Economics 214, or other Latin American coursework with permission of the instructor. *Four credit hours.* **S, I.** FRANKO

[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.** HALVORSON

GS457f Insurgent Mobility Lab: Migrants, Activists, the Balkan Route Studies 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. Previously listed as Global Studies 497 (Fall 2017). *Prerequisite:* Anthropology 112 or other relevant experience, and permission of instructor. *Four credit hours.* **S, I.** RAZSA

GS483f 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. *Two to four credit hours.* FACULTY

[GS483J] Honors in Global Studies *Noncredit.*

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

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 (approved substitutes for 281 are Psychology 214 and 215, or Sociology 271); 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. Exception: when an Integrated Studies Program course cluster includes two 100-level courses taught by government faculty, the whole Integrated Study can count as one elective course toward the major. 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 courses must be taken at Colby, including the 100-level courses, research methods (281), the introductory comparative course (252, 253, 255, 256, or 259), and the 400-level seminar.

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. As of the Class of 2021, independent study projects will not count toward the required 10 courses. Jan Plan independent study shall be limited to two credits, unless an exception has been granted by 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. The department offers two fellowships to support government majors who undertake either an internship or a significant research project.

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, RODMAN, SEAY

[GO140A] 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.**

[GO140B] 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.**

GO149Af Utopia in Fiction: Happy Tomorrows or Hells on Earth? The 20th century, famously described by Eric Hobsbawm as the "Age of Extremes," spawned not just the most violent wars and revolutions in human history but also, in curious contrast, some of the most memorable novelistic visions of perfection. Are these visions meant to merely entertain us or teach us important lessons? Do their authors seek to inspire or warn us? What message do they convey about the possibility and desirability of progress? We will look for answers to these and related questions in novels such as *Nineteen Eighty-Four* by George Orwell, *We* by Yevgeny Zamyatin, *Brave New World* by Aldous Huxley, and *The Joke* by Milan Kundera. **Satisfies the Literature (L) and First-Year Writing (W1) requirements.** *Prerequisite:* Concurrent enrollment in Government 149B and History 149; elect IS149. *Four credit hours.* **L, W1.** BABIK

GO149Bf Political Theory of Utopia What does a perfect society look like? Would it be egalitarian or hierarchical? Democratic or ruled by an enlightened despot? Religious or secular? Communist or capitalist? Is it perhaps dangerous to dream of perfection for human societies? But then, can we have reform without a vision of perfection? Readings include Plato's *Republic*, Thomas More's *Utopia*, works by Karl Marx, including the *Communist Manifesto*, Edmund Burke's *Reflections on the Revolution in France*, and others. **Satisfies the Social Sciences (S) requirement.** *Prerequisite:* Concurrent enrollment in Government 149A and History 149; elect IS149. *Four credit hours.*
S. 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

[GO211] 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.*

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.**

[GO223] 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.**

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

GO231f 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.* RODMAN

[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.*

[GO236] 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.**

GO238s 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

GO245f Memory and Politics Listed as Global Studies 245. *Four credit hours.* **S, W2.** YODER

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

GO253f 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.* MAYKA

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

[GO256] 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.**

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

GO263s 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

GO264s Democracy and Human Rights in Latin America What have been the challenges associated with the establishment and consolidation of democracy that protects human rights in Latin America? This course examines democracies and authoritarian regimes in Latin America over the past 50 years, with a particular emphasis on the quality of democracy and protection of human rights in the current period. Topics discussed include the breakdown of democracy; democratization; social movements; citizenship; state violence; and the rights of marginalized groups, including the poor, racial and ethnic minorities, women, and LGBTQI individuals. *Four credit hours.* **S, W2, I.** MAYKA

[GO266] 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.**

[GO271] 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.*

GO273f 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.* CORRADO

[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, MAYKA

GO312s Suburban Politics An examination of the political, social, economic, and cultural evolution of American suburbs. Pays close attention to the post-World War II era, looking at historical patterns of suburban development, exclusionary housing policies, racial/ethnic, class, and gender conflicts, demographic shifts, and contemporary theories of suburban politics and governance. *Prerequisite:* Government 111. *Four credit hours.* U. LEVAN

GO313s 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.* REISERT

[GO314] 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.

[GO315] 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.

[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.*

GO318s Money and Politics The role of money in the political process and the policy debates on various campaign finance reform alternatives. *Prerequisite:* Government 111 or 115. *Four credit hours.* CORRADO

[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.*

GO332f 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.* RODMAN

[GO336] 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.

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. Cost is \$3,750. *Three credit hours.* SEAY

[GO344] 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.*

GO354s 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.* YODER

[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.

[GO357] 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.*

[GO358] 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.*

[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] Dissident Approaches to International Political Thought 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.

GO362] Advanced International Relations at Salzburg Global Seminar A unique opportunity to study key international relations theories, both mainstream and non-traditional, at Salzburg Global Seminar, a non-profit organization founded in Austria after WWII to challenge current and future leaders to shape a better world. Intensive coursework will be combined with field trips to local historic sites such as Eagle's Nest, Hitler's mountain retreat. *Three credit hours.* S, I. BABIK

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

GO417s Seminar: Reinventing America: A Constitution for the 21st Century An introduction to the essential building blocks of the Mandarin Chinese language. Students will learn the pinyin Romanization system, basic strokes and radicals of the writing system, as well as

approximately 200 characters. Basic sentence structures will be introduced within the context of social situations encountered in daily student life. By the end of the course students will be able to employ all four language modalities (listening, speaking, reading, and writing) to exchange basic information about themselves and their studies. *Prerequisite:* Government 111 or 115. *Four credit hours.*
REISERT

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.* DENOEU

[GO454] 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.

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

GO456f 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. MAYKA

[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.

GO483f 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

[GO483J] Honors Workshop *Noncredit.*

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 An introduction to the ancient Greek language as spoken and written at Athens during the 5th and 4th centuries BCE. The first of a two-semester sequence in which students learn to read authors such as Homer, Sophocles, and Plato. Careful attention to grammar, syntax, and vocabulary forms the foundation of the course. *Four credit hours.* BARRETT

GK112s Intermediate Greek The second of a two-semester sequence in which students learn to read the ancient Greek of classical Athens. Careful attention to grammar, syntax, and vocabulary forms the foundation of the course. *Prerequisite:* Greek 111. *Four credit hours.* BARRETT

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. BARRETT

GK235f Plato: *Apology* of Socrates In 399 BCE, Socrates was charged with impiety and put on trial. Plato's *Apology* presents Socrates' defense speech in which he explains himself and his unusual way of life as a lover of wisdom. Attention to philosophical, rhetorical, mythological, and historical contexts. *Prerequisite:* Greek 131 or equivalent. *Four credit hours.* BARRETT

[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.

[GK251] 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.

[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.

[GK359] 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 credit hours.* L.

GK362s Sophocles: *Ajax* Sophocles' *Ajax* presents the last moments in the life of this heroic figure as he comes to terms with a new world hostile to his most cherished values. Having lost to Odysseus in the contest for the arms of Achilles, Ajax struggles in vain against the machinations of Athena. The end of the heroic age is at hand. *Prerequisite:* Greek 131 or equivalent. *Four credit hours.* L. BARRETT

HISTORY

Chair, Associate Professor John Turner

Professors Paul Josephson, Elizabeth Leonard, Raffael Scheck, Larissa Taylor, and Robert Weisbrot; Associate Professor John Turner; Assistant Professor Arnout van der Meer; Visiting Assistant Professor Sarah Duff; Faculty Fellows Erik Reardon and Viktor Shmagin; 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

[HI106] Greek History Listed as Ancient History 158. *Three or four credit hours.* **H.**

HI111f Europe from the Classical World to the Religious Wars An interdisciplinary survey of European history from preclassical Greece to 1618. We will examine changing attitudes toward gender and sexuality; concepts of persecution, repression, and tolerance; religious conflict; reactions to disease; and economic disparity and slavery. Larger themes include the classical legacy; development of law codes; church and state; revival of cities; Crusades; the New World; and the Renaissance, Reformation, and religious wars. Focus is on the critical analysis of primary sources, class discussion, and development of writing skills. *Four credit hours.* **H, I.** TAYLOR

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.** HOLLANDER

[HI120A] 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.**

[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.**

[HI120C] 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.**

HI120Dfs Spotlight on History: Becoming Chinese American In mines and factories, on plantations and railroads, Chinese immigrants helped build the United States. Driven abroad by turmoil in China, but often intending to return home, they found themselves caught between competing nations, their stories often wrapped in and erased by Orientalist discourses of exoticism, peril and deviancy. This process-oriented writing course explores the contested spaces of Chinese American history, with particular focus on the relationship between writing and the production of historical knowledge. Student research and daily writing will focus on archival and primary source materials including newspapers, congressional hearings, photographs, memoirs, and Chinese American literature. *Four credit hours.* **H, W1, U.** PARKER

HI131s 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

HI132f 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 138. Elect Integrated Studies 138. *Four credit hours.* **H.** WEISBROT

[HI140] 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.**

HI141f 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. *Four credit hours.* **H, I.** VAN DER MEER

HI149f Modern Utopias: From the Satanic Mills to Silicon Valley Looking at England's "dark Satanic Mills" in the early 1800s, the poet William Blake proclaimed that he would not sleep "till we have built Jerusalem in England's green and pleasant land." We will examine

attempts to reshape states, economies, urban space, and individuals during the last two centuries. Topics will include early forms of "utopian" socialism, the modernization of 19th-century Paris, the New Town movement in Britain, Hitler's plans for Berlin, Soviet cities, industrial and agrarian utopias in post-colonial Africa, and Silicon Valley's techno-utopianism. **Satisfies the Historical Studies (H) requirement.** *Prerequisite:* Concurrent enrollment in Government 149A and 149B; elect IS149. *Four credit hours.* **H.** MEREDITH

[HI154] Roman History Listed as Ancient History 154. *Three or four credit hours.* **H.**

HI173f History of Latin America, 1491 to 1900 Listed as Latin American Studies 173. *Four credit hours.* **H, I.** FALLAW

HI183f History of the Premodern Middle East The history of the Middle East from the rise of Muhammad to the rise of the Ottomans and Safavids. The spread of Islam, the development and application of religious and political authority, the Umayyad and Abbasid dynasties and their successors, the development of Islam in both its formal and more folk forms, the development of literature, art, science, and society. Gives a broad and deep understanding of the Middle East that will allow for more nuanced interpretations of current events grounded in an understanding of the long historical context. *Four credit hours.* **H, I.** TURNER

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

HI211s 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.** TAYLOR

[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.**

HI224f 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.** HOLLANDER

[HI227] 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.**

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

HI233f 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.** REARDON

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

HI239f The Era of the Civil War A social, political, and cultural survey of the Civil War, its origins, and its aftermath. Was the war a watershed in American history, as historians have commonly suggested? And if so, what kind of watershed? *Four credit hours.* **H, U.** LEONARD

[HI241] 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.**

[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

HI246s 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.** JOSEPHSON

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

HI248f 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

[HI250] 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.**

HI255s 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. VAN DER MEER

[HI259] 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. Previously listed as HI297A (Jan Plan 2018). *Three credit hours.* **H.**

[HI272] History of Mexico: Rights, Resistance, and Justice Listed as Latin American Studies 272. *Four credit hours.* **H, I.**

[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, VAN DER MEER

HI277f The Maya Listed as Latin American Studies 277. *Four credit hours.* **H, I.** FALLAW

[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.**

[HI285] 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.**

HI297Af Modern Japan Familiarizes students with the modern history of Japan, the world's third-largest economy and a most dynamic influence on global culture. Opens during the Edo Period (1600-1868) and concludes in the present day. Students will study the social and political transformation of Japan from a feudal status society into a modern empire and into a mass democracy. Centers on the themes of identity, obedience and disobedience to authority, and Japan's relationship with the wider world. *Four credit hours.* **H.** SHMAGIN

HI297Bf Introduction to African History to 1800 What do we mean when we refer to "Africa" and "Africans?" We answer these questions by tracing the history of the continent between c.800 and 1800, focusing on texts by Africans themselves and on themes raised by the scholarship on the continent: early empires, connections with Europe and Asia, Islam, gender, and the slave trade. Students will acquire a grasp of the scholarship on pre-colonial Africa; an understanding of the origins of the field of African history; and a knowledge of the methods developed by historians to write African history, ranging from oral sources to linguistic analysis. *Four credit hours.* **H, I.**
DUFF

HI297Cj Cities from Scratch: A Global History of New Towns What does an ideal city look like? During the twentieth century, urban reformers believed that they could answer that question. They created holistic new towns that countered the sprawling, squalid, unjust, and polluted conditions of the metropolis. This course will explore the planners' goals for their cities and the messier realities, as well as how planned cities often became vehicles for political propaganda. Students will acquire a grasp of modern urban history, methods of analyzing both written and visual sources, and conduct a historical research project on a new town. *Three credit hours.* **H.** MEREDITH

HI297Dj Revolutionary Culture in Contemporary China A study of the Cultural Revolution, investigating how present discourses of revolutionary heritage and nationalism shape and define its history. Combines historicizing interpretations with original documents: photojournalism with poster art, present day news with revolutionary speeches, films with their revolutionary predecessors, memoirs with

diaries. Placing culture at the center of historiography, we bring into focus the competing epistemologies of the Cultural Revolution itself — its anti-Party, grassroots and anarchic visions — to grapple with how the Chinese Communist Party deploys competing versions of its own historical legitimacy. **The Presence of the Past humanities theme course.** *Three credit hours.* **H, I.** PARKER

HI297Ej New Perspectives on the American Revolution Patriotic narratives associated with the birth of the republic are deeply engrained within the American political identity. Recently, the hit Broadway musical *Hamilton* brought the production's namesake and the familiar cast of Founding Fathers back to the center stage of American pop culture. The contributions of political elites of course merit popular and scholarly attention, but should we also consider the experiences, perspectives, and contributions of those outside centers of formal political power? This course will ask that students examine the ways African-Americans, Native Americans, women, loyalists, common farmers, and urban artisans experienced and contributed to the Revolutionary Era. *Three credit hours.* **H, U.** REARDON

HI297Jj America's Whitest State? Immigration in Maine, Yesterday and Today Maine is often called "America's whitest state," a term that obscures the state's rich history of immigration. In this interactive, discussion-based course, students will explore how the state and its residents have responded to and been shaped by various waves of immigration to the state, from English and French farmers in the early 19th century to Irish and French Canadian mill workers and Lebanese Christians in the late 19th and early 20th centuries to Somali, Iraqi, and Syrian immigrants today. In addition to studying books, articles, and films, students will deliver an oral, multimedia presentation. They also will have the opportunity to meet many ?New Mainers? as guest speakers and explore the diverse cultures of Waterville, Augusta, Lewiston, and Portland. *Three credit hours.* ASCH

HI298s Introduction to African History, 1800 to 1994 Traces the history of Africa from colonization to decolonization and beyond. We attend to Africans' resistance to colonization and the emergence of African nationalism, as well as to major themes within the scholarship on modern African history, including childhood and youth, gender and sexuality, medicine and technology, migration and urbanization, poverty, memory and reparation, and labor. Students will acquire a grasp of modern African history; an understanding of how the field of African history has changed over time; and a knowledge of the methods developed by historians to study African history. *Four credit hours.* **H, I.** DUFF

[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.**

HI320s 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 through extensive reading of primary sources. *Four credit hours.* **H, I.** TAYLOR

[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.**

[HI322] 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.**

[HI324] History of Gender and Sexuality in Antiquity This seminar will focus on ideals and realities of gender and sexual roles in the classical tradition of Greece and Rome and the impact of Christianity in its first four centuries. In the classical world, how were masculine and feminine roles defined? How did society deal with transgression of gender norms? How did philosophers, playwrights, satirists and commentators address pederasty, same-sex relations, and heterosexual behavior? In the first two centuries of Christianity, women had a prominent role that became circumscribed as the Church Fathers delineated the 'proper' roles of men and women and increasingly emphasized virginity and chastity as the desirable goal for Christians. *Four credit hours.* **H, I.**

[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

[HI334] 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.**

[HI337] 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.**

HI338f 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.** LEONARD

[HI342] 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.**

[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.**

HI362s History of Egypt Focus on the cultural, social, and political development of Egypt from the seventh-century conquest to the fall of Mubarak. Particular points of focus are state formation, development of nationalism, definition of religious and political identities, power relations, the struggles for control over resources and for independence, and Egypt's place in the power matrix of the Middle East. Through reading primary sources and secondary scholarship, students will come to a deeper understanding of the nature of history and historical processes. They will learn how to critically assess the arguments of history and the deployment of historical memory and how to articulate their assessments through writing papers and sitting exams. *Four credit hours.* **H, I.** TURNER

[HI375] Religion and Unbelief in Modern Latin American History Listed as Latin American Studies 373. *Four credit hours.*
H, W2, I.

HI377s 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.** VAN DER MEER

[HI381] 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.**

[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.**

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

HI397Bf Violence, Atrocity, and Trauma: Europe, 1914-1945 Covers the period when war twice consumed the European subcontinent and spread over the globe. We explore this period through lived experience, memory, and representation in memoir, literature, graphic art, and other media, with focus on Germany, France, Britain, Scandinavia, and the Soviet Union. Students will deepen their understanding of the history and experience of the European World Wars while exploring a range of historical methodologies to investigate different ways of preserving and presenting memories of war. Readings include historical essays and a monograph, memoir, experimental graphic drama, and contemporary novel. *Four credit hours.* **H.** HOLLANDER

HI398As Minorities in East Asia Puts the history of minorities, long marginalized in nation-state-focused East Asian historiographies, center stage. Students will explore their unique contributions to the history of this rich and vibrant region from the 12th century C.E. to the present day. Focus is on the Ainu of Japan, the "Small People" of Siberia, the people of Tibet and Western China, migrants, mixed-race people, sexual minorities, and other groups. *Four credit hours.* **H, I.** SHMAGIN

HI398Bs South African Women's Memoir Critical thinking about the entanglement of the past and the present, focusing on a selection of memoirs written by South African women during the segregationist, apartheid, and post-apartheid periods. Memoir was a powerful tool for these women, allowing them to set the (historical) record straight and to describe and rewrite familiar histories from radically new points of view. Provides students with a thorough introduction to modern South African history; they will learn about the politics, uses, and limitations of memoir as genre and will explore the multiple uses of the past in the present. **The Presence of the Past humanities theme course.**

Four credit hours. H, I. DUFF

HI398Cs Weimar Culture: Germany Between the World Wars In 1918 the Great War ended and the German Empire fell; in 1933 Hitler came to power and initiated the Third Reich. Between these two events, Germany experienced the Weimar Republic: Fourteen exhilarating and painful years of democratic governance, artistic experimentation, economic crisis, and social reordering. Films, plays, and paintings pushed the boundaries of "art;" cabarets combined song, dance, and spectacle; and ordinary people experimented with the limits of gender and sexual expression. Critics excoriated the government while radicals demanded a new revolution. We investigate Weimar's successes and failures through music, film, newspaper articles, political manifestos, and drama. *Four credit hours.* H. HOLLANDER

HI414f 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. TAYLOR

[HI421] 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.

[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.

[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.

[HI483J] History Honors Program *Noncredit.*

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 is 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

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 two-course integrated study examines the sources of Americans' soaring hopes and profound discontents, and how literature expressed the yearnings and disappointments of intellectuals, African Americans, immigrants, and other groups. See English 138 and History 138 course descriptions. **Satisfies the First-Year Writing (W1), Historical Studies (H), and Literature (L) requirements.** *Prerequisite:* Concurrent enrollment in English 138 and History 138. *Eight credit hours.* STUBBS, WEISBROT

[IS140] 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.*

[IS145] Infinity, Mysticism, and Paradox How can our finite minds comprehend the mathematically infinite? Can reason penetrate the deepest mysteries of being? Is there any escape from the logical paradoxes that inevitably result when reason turns inward and focuses on itself? Trying to think beyond the limits of rational thought may be both fascinating and frustrating, profound and perplexing, but there are also great insights and much delight to be gained from the strategies and techniques that great minds have developed for exploring uncharted territories. See Mathematics 145, Philosophy 145, and Religious Studies 145 for course descriptions. **Satisfies the Literature (L), Quantitative Reasoning (Q), and Social Science (S) requirements.** *Prerequisite:* Concurrent enrollment in MA145, PL145, and RE145. *Twelve credit hours.*

IS147f Body, Mind, Human Kind What does your body know? How does your body know? Where does our human experience truly dwell—in the body, the mind, or some combination? This integrated study explores the overlap of the realms of the mental and of the physical in and through the practice of yoga. It aims to help you gain the skills and self-awareness needed to manage the transition to college, its mental and physical challenges, and to help you make your health and well-being a priority. See Biology 147, Theater and Dance 147A and 147B for course descriptions. **Satisfies the First-Year Writing (W1), Arts (A), and Natural Science with Lab (N,Lb) requirements.** *Prerequisite:* Concurrent enrollment in BI147, TD147A, and TD147B. *Ten credit hours.* KLEPACH, KLOPPENBERG

IS149f Utopia and Dystopia Since classical antiquity, writers and philosophers have dreamed of perfect societies—to which we, today, give the general name "utopias" after the title of Thomas More's celebrated book about one such perfect society. In the modern world, economic growth and the expansion of human knowledge have contributed to the sense that we should be able to succeed in creating a perfect society. Too often, the attempts to build a perfect world have produced brutality and tyranny. In the contemporary period, dreams of utopia seem to have given way to dystopian visions of oppressive futures. What might that say about us? See Government 149A, 149B, and History 149 for course descriptions. **Satisfies the History (H), Literature (L), Social Science (S), and W1 requirements.** *Prerequisite:*

Concurrent enrollment in Government 149A, 149B, and History 149. *Twelve credit hours.* BABIK, MEREDITH, REISERT

[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.*

INTERNSHIPS

090 Internship A meaningful and appropriately challenging work experience that provides insight into an industry and career path of interest, most frequently at an off-campus job site and monitored by an onsite 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 [DavisConnects](#). A successful internship will receive transcript notation. At the discretion of the faculty sponsor and DavisConnects, 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 Mouhamédou 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.* BRANCIFORTE

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.* INSTRUCTOR, 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

IT141s 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 This course in Italian fiction, held in Verona, Italy, will offer a close study of four authors whose work spans the 20th century. Readings will include Lia Levi, *The Jewish Husband*; Ennio Flaiano, *A Time to Kill*; Elena Ferrante, *My Brilliant Friend*; and Antonio Tabucchi, *Pereira Declares*. Includes field trips to Rome and Italian cultural centers around Verona. *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

[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.

IT297f Nature in Italian Literature and Film (in English) What is the relationship between nature and literature? Can literature have a concrete impact on territory and urban topographies? Who have the most influential nature writers, poets, and filmmakers been in Italy and the United States? In this environmental humanities course, we will read a variety of literary and visual texts ecocritically: analyzing the relationship and mutual influence between the written word/images and their surrounding physical environment. We will discuss forms of nature writing and film since the mid-19th century and read the discourse that has emerged and shaped our view of the natural world since the 1950s. Includes a digital humanities component. *Four credit hours.* L. FERRANDO

IT356s 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. 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 PROGRAM

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

AA338j Field Study in African Development *Three credit hours.* SEAY

AM117j Fundamentals of Screenwriting *Two credit hours.* WILSON

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.* INSTRUCTOR

AR218j Architectural Design Workshop *Three credit hours.* LOCK, PRATT

AR219j Introduction to Bookbinding: Techniques and Intangibles *Three credit hours.* EDDY

AR288j Global Photographies *Three credit hours.* A. I. NOLAN

AY119j The Anthropology of Utopias *Three credit hours.* S. HRISKOS

AY221j Of Beasts, Pets, and Wildlife: What Animals Mean to Humans *Three credit hours.* MENAIR

AY297Aj Maine Drug Policy Lab *Three credit hours.* TATE

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

BI297Dj **Global Change Impacts on Marginal Marine Ecosystems** *Three credit hours.* N, Lb. PRICE

BI297Ej **Comparative Biomechanics** *Three credit hours.* O'BRIEN

BI371j **Applied Biomedical Genomics** *Three credit hours.* TILDEN

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. INSTRUCTOR

CL197j **Representing Rome** *Three credit hours.* L. WELSER

CN125Jj **Elementary Chinese I** *Three credit hours.* LIU

CS267j **Interactive Digital Media** *Three credit hours.* A. MAXWELL

CS325j **Web Programming** *Three credit hours.* SKRIEN

EA297Dj **Revolutionary Culture in Contemporary China** *Three credit hours.* H, I. PARKER

EC117j **Introduction to Financial Decision Making** *Three credit hours.* LARGAY

EC171j **Global Financial Markets** *Three credit hours.* ATKINSON

EC256j **Economics of Crime** *Three credit hours.* BURTON

ED221j **Creating Media for Social Change** *Three credit hours.* PIERCE

ED227j **History of Educational Activism** *Three credit hours.* CASALASPI

ED297j **Teach Freedom** *Three credit hours.* AYERS

ED297Bj **What Kind of a Person is a Child?** *Three credit hours.* INSTRUCTOR

ED351Jj **Practicum in Education** *Three credit hours.* PROTO

ED437j **Student Teaching Practicum** *Three credit hours.* HOWARD

EN115Jj **English Composition: Critical Writing** *Three credit hours.* W1. OSBORNE

EN174Jj **Public Speaking** *Two credit hours.* DONNELLY

EN237j **Postcolonial Pastoral: Ecology, Travel, and Writing** *Three credit hours.* L, I. ROY

EN238j **Art of Fly-Fishing: Maine and Bishop, California** *Three credit hours.* L. SUCHOFF

EN258j **Adventurous Writers of Maine: A Creative Writing Lab** *Three credit hours.* A. BLEVINS, BRAUNSTEIN

EN297j **Race, Gender, and Experimental Women's Writing** *Three credit hours.* L, U. ARDAM

- ES143j Sustainable and Socially Responsible Business** *Three credit hours.* PENNEY
- ES151j Landscapes and Meaning: An Exploration of Environmental Writing** *Three credit hours.* L. MACKENZIE
- ES214Jj Introduction to GIS and Spatial Analysis** *Three credit hours.* GIMOND
- ES219j Architectural Design Workshop** *Three credit hours.* LOCK
- ES297Cj Creative Environmental Storytelling** *Three credit hours.* WILLIAMS
- ES297Dj Global Change Impacts on Marginal Marine Ecosystems** *Three credit hours.* N, Lb. PRICE
- FR127Jj French III (Paris)** *Three credit hours.* DAVIES
- GE111j Geology of National Parks** *Three credit hours.* N. RUEGER
- GE242j Hydrogeology** *Three credit hours.* MORIN
- GM125Jj Elementary German I** *Three credit hours.* A. KOCH
- GO338j Field Study in African Development** *Three credit hours.* SEAY
- GO362j Advanced International Relations at Salzburg Global Seminar** *Three credit hours.* S, I. BABIK
- GS297j Contemporary Immigration in the US: Research, Policy, and Society** *Three credit hours.* INSTRUCTOR
- HI297Cj Cities from Scratch: A Global History of New Towns** *Three credit hours.* H. MEREDITH
- HI297Dj Revolutionary Culture in Contemporary China** *Three credit hours.* H, I. PARKER
- HI297Ej New Perspectives on the American Revolution** *Three credit hours.* H, U. REARDON
- HI297Jj America's Whitest State? Immigration in Maine, Yesterday and Today** *Three credit hours.* ASCH
- IT125Tj Italian I in Genoa** *Three credit hours.* BRANCIFORTE
- IT153j Modern and Contemporary Italian Fiction in Translation in Verona** *Three credit hours.* L. BRANCACCIO
- JA125Jj Elementary Japanese** *Three credit hours.* SHMAGIN

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

JP023j Integrating Mindfulness-based Compassionate Communication Using Mindfulness skills as a foundation, we will study and practice a language called Mindfulness-based Compassionate Communication that uses a way of speaking that cultivates empathy and compassion for self and others. Learning this language brings clarity to our own needs as well as the needs of others no matter the healthy and unhealthy strategies used to attempt to meet the basic needs of our human condition such as trust, honesty, acceptance, connection, communication, being heard, and compassion. *Noncredit.* HATHAWAY

JP024j Sheep to Shawl Learn about the role of hand spinning in New England textile history and travel to a small Maine Community-Supported Agriculture (CSA) sheep farm where you will wash fleece, hand dye wool, and needle felt. Build a portfolio as you spin wool, silk, cotton, and bamboo on a drop spindle and a spinning wheel. Explore color theory through carding, spinning, knitting, and crochet. No experience required. Nongraded. *Noncredit.* FOWLER

JP114j 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. Previously offered as JP197C (January, 2018). *Three credit hours.* A. GILLMAN

JP137j AIDS and the Meaning of Life This class will stimulate personal emotional growth and self-empowerment; it might even change your life. The HIV/AIDS issue is not over, nor is our obligation to address it. Together, we will consider this important topic using a variety of disciplines, from the epidemiology of the disease to the cinematic/theatrical portrayals and everything in between, including the history, sociology, biology, spirituality and poetry of AIDS. Along the way, students will have the opportunity to apply their own interests so that others can benefit from their perspective and expertise. One important "textbook" for this course will be the professor's personal experiences living with HIV from its emergence in the '80s. Previously offered as JP197 (January, 2018). *Three credit hours.* FRIED

JP143j Introduction to Entrepreneurship An introduction to the new venture development process, from initial idea through funding and market launch. Identification and evaluation of new venture opportunities, and the development of a comprehensive business plan and funding summary are key learning objectives. Topics also include a review of the new venture funding industry and how these funding sources evaluate, value, and select potential investments. Nongraded. Does not count toward the economics majors or minors. Previously listed as JP297B (Jan Plan 2015 and 2016). *Prerequisite:* Economics 133 recommended but not required. *Two credit hours.* DOWNS

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 Consumer Rights, Litigation Practice, and Advocacy Training Sometimes creditors such as mortgage companies, landlords, student loan companies, and debt collectors harass consumers by trying to collect money that is simply not owed. This happens more than you might think but many times a consumer will pay the money or even give up a home instead of fighting a national creditor. In this interactive course, you will use consumer protection laws to make a loan servicer stop its wrongdoing and pay damages to a client who is being harmed. You will 1) meet with and counsel the client; 2) analyze the law; 3) draft a demand letter and complaint; 4) engage in discovery of information; 5) mediate; and 6) draft and argue a motion. This course is ideal for anyone who wants to learn to advocate for themselves or others. *Three credit hours.* INSTRUCTOR

JP197Bj Domestic Violence Law Domestic violence law is an excellent area of law to study because it leads to a greater understanding of how and why laws are created in general along with the real-world practicalities of its application to people. Domestic violence law is influenced by, but not limited to art, culture, history, philosophy as well as research in biology, sociology and psychology. It is an intimate area of law, which presents unique human challenges for defendants, victims, children, attorneys, judges, lawmakers and society. This course will take a global look at the extent to which being free of domestic violence is a human right. *Three credit hours.* ADAMS

JP197Cj Values Education: Understanding and Teaching Values in Everyday Life Provides an in-depth exploration of key concepts and a history of values in the United States, different approaches to values education, how values systems are formed and function within groups, and the relationship of values and leadership. Course material includes readings from the literature about values, examples from current media, and use of films, literature, and other material from the arts. Participants in this course will come away with a better

understanding both of their own values and those of the society in which they live. *Three credit hours.* S. INSTRUCTOR

JP197Dj Marketing 101: Insights and Innovation Designed to give students a solid foundation in key marketing principles and concepts, and bring this to life through hands-on consulting mini-projects, case studies, and field trips. These experiences will inspire creative awareness and thinking, and enable students to apply their liberal arts toolkit to solving marketing challenges: making people aware of products/services, being remembered in a positive way (and for the right reasons), being easy to find, enticing people to try a brand for the first time, being compelling enough to develop fans, identifying and knowing your best customers and how to find them. *Three credit hours.* INSTRUCTOR

JP197Ej Launching a Business 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.* NOBLE

JP197Fj Handbell Choir Handbells are an old and unique instrument where each person is vital to the performance. We will be looking at the notation, techniques, and terminology specific to handbells. As the music requires, we will also use handchimes. Prior experience with handbells is not required, but a basic understanding of music notation is suggested. The performance at the end of the session will be the final exam. Nongraded. *Three credit hours.* INSTRUCTOR

JP197Gj Water and Sanitation in Developing Communities An introduction to water supply, quality, and treatment in rural and urban developing communities; sanitation practices and technologies; other interventions for improvement of public health; and the social and political issues surrounding water and sanitation in such communities. These topics will be explored through lectures, case studies, readings, and guest speakers who work in international development. Students will critically assess a water or sanitation solution and present their findings to the class. *Three credit hours.* INSTRUCTOR

JP215j 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. Previously offered as JP297C (January, 2018). *Prerequisite:* Junior or senior standing. *Three credit hours.* HALLEE

JP231j 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. Previously offered as JP297B (January, 2018). *Three credit hours.* JACKSON

JP297j Sports Analytics in R An exploration of descriptive and predictive analytic techniques in the R programming language using data from a variety of sports. Data science methods covered will include importing, tidying, visualizing, and analyzing sports data. Working with Colby alumni in the sports industry, we will explore sports analytics questions using real data from professional and collegiate sporting leagues. *Prerequisite:* Statistics 212 or equivalent. *Three credit hours.* MAJERUS

JP297Bj Transrealism: Analysis and Methods Transrealism is a literary genre that mixes elements of science fiction with naturalistic fiction. In this course, students will read, analyze, and discuss multiple books a week in this genre. Students will write literary analysis essays on these works. Students will then put techniques learned from expert writers into practice by composing their own transrealist short story. *Prerequisite:* Any W1 course. *Three credit hours.* INSTRUCTOR

JP297Cj Art of the M&A Deal Executing a business acquisition may be the most high-stakes challenge any executive could face. Featuring an experienced M&A professional and other special guest speakers who have spent their careers on the frontlines of major deals, students will learn real-world insights about successful deal making, through the major stages of the process. Students will evaluate a target company and its industry, understand the due diligence process (including data and analytics), price and structure a deal, formulate a negotiating approach and analyze post acquisition considerations to create sustainable value in a transaction. *Prerequisite:* Economics 121. *Three credit hours.* MCHALE

JP297Dj Editing for Publication Students will be both author and editor as they learn first-hand how an article, essay, or review

becomes a published or publishable piece. We will cover the mechanics of editing; look in detail at several style guides; discuss editing for different audiences and media; and explore the different types of editors, along with fact checkers and proofreaders. The class will emphasize the give and take between writer and editor, and the balance between the needs of the author and audience. *Prerequisite:* Any W1 course. *Three credit hours.* SHAVELSON

JP297Ej Advocating for the Environment Political advocacy is as much about personal values and strategic communications as it is about facts. With the polarization of political parties and the emergence of extreme political positions, it has become important to understand the underlying psychology and motivations of advocates and decision makers. The course will focus on power, values and perception and how political positions reflect these mental models. An overview of the Legislative process in Maine will also be presented, setting the context for advocacy work. Exercises may include stakeholder analysis, power mapping, values identification, how to use leverage points, and how to frame and develop speaking points on an issue. Students will travel to Augusta to observe Legislative Committee Hearings. *Prerequisite:* Any Environmental Studies course. *Three credit hours.* INCHES

JS226j Community Organizing and Social Justice *Three credit hours.* ASCH

MU091fjs Music Lessons: Noncredit or JP *Noncredit.* FACULTY

MU114j Jazz Improvisation *Three credit hours.* A. THOMAS

MU116j Acoustic/Electric Grunge/Rock Songwriting: A Composition Seminar *Three credit hours.* A. INSTRUCTOR

MU118j African Music *Three credit hours.* A. BENISSAN

MU218j Seeing, Then Hearing: Graphic Design for the Music Industry *Three credit hours.* A. JEE

MU223j Perception of Music *Three credit hours.* A. HELM

MU226j Music as Therapy: Across the Life Span *Three credit hours.* A. INSTRUCTOR

PL212j Philosophical Paradoxes *Three credit hours.* COHEN

PL237j Taking Philosophy Public *Three credit hours.* GORDON

RE242j The Good Life *Three credit hours.* S. NELSON

SO212J Introduction to GIS and Spatial Analysis *Three credit hours.* GIMOND

SP132j Conversation and Composition in Salamanca *Three credit hours.* I. ALLBRITTON

ST117j Information Use and Misuse: Big Data and Artificial Intelligence *Three credit hours.* KUGELMEYER

TD261Jj Topics in Performance: Activist Storytelling Workshop *Three credit hours.* A. WEINBLATT

TD361Jj Advanced Topics in Performance: Presence/Past *Three credit hours.* INSTRUCTOR

WG211j Women in Myth and Fairy Tale *Three credit hours.* L. PUKKILA

JAPANESE

In the Department of East Asian Studies

Chair, Professor Hideko Abe (Japanese)

Professors Tamae Prindle and Hideko Abe; Faculty Fellow Junji Yoshida; Language Assistant Mika Kawashima

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 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, 422, 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.* YOSHIDA

JA125J Elementary Japanese 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. *Three credit hours.* SHMAGIN

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.* YOSHIDA

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.* KAWASHIMA

JA235fs Conversational Japanese II In a small group setting, students practice speaking. Nongraded. *Prerequisite:* Concurrent enrollment in Japanese 127 or 128. *One credit hour.* KAWASHIMA

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.* YOSHIDA

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.* YOSHIDA

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.* KAWASHIMA

[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.* ABE

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.* ABE

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 Véronique Plesch (Art), Raffael Scheck (History), and Robert Weisbrot (History); Associate Professors David Freidenreich (Religious Studies) and John Turner (History); Assistant Professors Rachel Isaacs (Jewish Studies) and Damon Mayrl (Sociology); Faculty Fellow Sarah Emanuel (Religious 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 three- or four-credit course at the 300 or 400 level. Minors may count two two-credit courses or independent studies as the equivalent of a single course toward the requirement of six Jewish studies courses. 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

- 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

[JS121] Entartete (Degenerate) Musik Listed as Music 121. *Three credit hours.* **A, I.**

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.** **EMANUEL**

JS144s Introduction to the New Testament Listed as Religious Studies 144. *Four credit hours.* **L.** **EMANUEL**

[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.*

[JS221] The Jews of Maine Listed as Religious Studies 221. *Four credit hours.* **H.**

JS223f Religion in the Modern State of Israel Listed as Religious Studies 223. *Two credit hours.* **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.*

JS226j Community Organizing and Social Justice For decades, ordinary citizens have exercised their power on a local and state level using the principles of congregation-based community organizing (CBCO). In this hands-on introduction to the principles of CBCO, students will learn how to organize to build power and create political change. With special attention to the Jewish texts that underlie this work, we will focus on the history of Jewish involvement in social justice movements as a case study for making change. Guest speakers from across the country will share their experiences. *Three credit hours.* **ASCH**

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.

JS298s Public Speaking for Social Change Designed as an introduction to the art of public speaking. Its goals are twofold: 1) to analyze the stylistic and structural elements of great religious sermons and speeches 2) to develop the skills required to write effective speeches and deliver them in a professional context. The course will include two sessions a week dedicated to examining text, and a weekly lab to focus writing and delivering speeches. The final project for the course will include the delivery of a public address on a social justice topic at a local community organization in the Waterville area. *Four credit hours.* ISAACS

JS298As The Jewish Jesus Listed as Religious Studies 298A. *Four credit hours.* H. EMANUEL

JS322s Food and Religious Identity Listed as Religious Studies 322. *Four credit hours.* S. FREIDENREICH

[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.*

[JS387] **Anti-Judaism and Islamophobia in Christian/Western Thought** Listed as Religious Studies 387. *Four credit hours.* I.

[JS421] **Research Seminar: Debating the Nazi Past** Listed as History 421. *Four credit hours.* H, W3, I.

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.* GILLUM

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.* GILLUM

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. O'NEILL

[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.

[LT251] **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.

[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.

LT297f 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 equivalent or higher-level course. *Four credit hours.* O'NEILL

[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.

[LT362] 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.

LT364s Livy: Early Rome A wide-ranging history of Rome, Livy's monumental *Ab Urbe Condita* begins with myth: the fall of Troy, Aeneas' arrival in Italy, Romulus and Remus, Hercules, and the Sabine Women. As we read Livy's account, we will study early Roman history and historiography, considering literary, historical, and archaeological evidence. *Prerequisite:* Latin 131 or equivalent. *Four credit hours.* 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 Lindsay Mayka (*Government*) and Bretton White (*Spanish*); Visiting Assistant Professor Michael Martinez-Raguso (*Spanish*)

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

Global Studies

- 397 Topics in Latin American Economic Policy

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 The Maya
- 373 Religion and Unbelief in Modern Latin American History
- 378 U.S. in Latin America: Intervention, Influence, Integration
- 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
- 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

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

[LA214] Economic Policy and Performance in Contemporary Latin America Listed as Economics 214. *Four credit hours.* **I.**

LA236f Illegal Drugs, Law, and the State Listed as Anthropology 236. *Four credit hours.* TATE

[LA242] Anthropology of Latin America: City Life Listed as Anthropology 242. *Four credit hours.*

[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.*

LA253f Introduction to Latin American Politics Listed as Government 253. *Four credit hours.* MAYKA

[LA259] Into the Archive: The Politics and Practice of Archival Research Listed as History 259. *Four credit hours.* **H.**

LA264s Democracy and Human Rights in Latin America Listed as Government 264. *Four credit hours.* **S, W2, I.** MAYKA

[LA265] The Short Novel in Spanish America Listed as Spanish 265. *Four credit hours.* **L.**

[LA272] 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.**

[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.**

LA277f The Maya 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.** FALLAW

[LA278] Narratives, Artifacts, and Monuments of Pre-Columbian Civilizations Listed as Spanish 278. *Four credit hours.* **L.**

[LA338] The Diasporic Imagination: Cubans beyond Cuba Listed as Spanish 338. *Four credit hours.* **L.**

[LA361] Militaries, Militarization, and War Listed as Anthropology 361. *Four credit hours.* **S.**

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

LA456f Seminar: Civil Society and Social Change in Latin America Listed as Government 456. *Four credit hours.* **S, I.**
MAYKA

[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.* **FACULTY**

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**

LA497f Seminar: Inca Garcilaso de la Vega *Four credit hours.* **L.** **MILLONES**

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 Costel-Gabriel Bontea, Ariel Keller, and George Melvin

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 better: Mathematics 122 or 162, 253, 274, 311; one course from Computer Science; four additional three- or four-credit courses selected from mathematics or statistics courses numbered 200 or above; one "Topics" course in Mathematics or Statistics numbered 400 or above (excluding 484). The department recommends that Mathematics 274 be completed before the end of the 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 better: Mathematics 122 or 162, 253, 274, 311, 381; one course from Computer Science; Statistics 212, 321, one additional Statistics course numbered 300 or above (excluding 484), and Statistics 482. The department recommends that Mathematics 274 be completed before the end of the sophomore year. Students considering graduate school in statistics are strongly encouraged to take Mathematics 338.

Requirements for the Honors Program in Mathematics or Mathematical Sciences

An honors program is available for students majoring in mathematics and mathematical sciences who have a grade point average of at least 3.25 in all mathematics 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.** KELLER, MATHES, MELVIN, WELCH

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

[MA145] Infinite Problems and Solutions Whenever humans try to quantify and logically describe an idea as confounding as infinity, strange questions are bound to arise. If something can be infinitely large, then are two infinitely large things necessarily the same size? Can you add together an infinite amount of numbers and arrive at a finite number? Does it even make sense to describe a number with an infinite decimal representation? We will look at the many problems that arise when attempting to quantify and manipulate the infinite, but also at the elegant ideas and solutions which emerge if we accept the concept of the infinite in various forms. **Satisfies the Quantitative Reasoning (Q) requirement.** *Prerequisite:* Concurrent enrollment in Philosophy 145 and Religious Studies 145. Elect IS145. *Four credit hours.* **Q.**

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

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.* BRETSCHER, 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.* BRETSCHER, TAYLOR

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.* 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.*

MA331f 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.* TAYLOR

[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.* YOUNGS

[MA336] Mathematical Economics Listed as Economics 336. *Four credit hours.*

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

[MA352] 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.*

MA353s 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.* LIVSHITS

[MA357] 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.*

MA376s 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. GOUVEA

[MA378] Introduction to the Theory of Computation Listed as Computer Science 378. *Four credit hours.*

MA381f Probability A mathematical introduction to probability theory, the foundation for commonly used inferential statistical techniques (covered in Statistics 482). 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.* GOUVEA

[MA382] Mathematical Statistics II: Inference Listed as Statistics 382. *Four credit hours.*

MA398s Combinatorics Combinatorics focuses on enumerating, optimizing, and investigating the existence of discrete mathematical structures with certain properties. Applications of combinatorics extend to computer science, logic, physics, and biology. Students will learn fundamental structures and techniques used in combinatorics including induction, enumerative methods, the principle of inclusion and exclusion, generating functions, and graph models and related algorithms. *Prerequisite:* Mathematics 253. *Four credit hours.* KELLER

MA411s 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.* RANGLES

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.* MELVIN

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.* RANGLES

[MA472] 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.*

MA482s Topics in Statistical Inference Listed as Statistics 482. *Four credit hours.* O'BRIEN

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.*

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 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

MU091fjs 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

MU111s 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

MU114j Jazz Improvisation Basic jazz theory and improvisation, including melody-, scalar-, modal-, and chord-based improvisation. Introduction to arranging for jazz groups and interactions between soloists and background musicians; jazz style and performance practices. Includes semiprivate instruction and performances in large groups and smaller combos. Listening assignments include jazz greats. Instrumentalists and vocalists welcome. *Prerequisite:* Ability to sing or play major scales. *Three credit hours.* A. THOMAS

MU116j Acoustic/Electric Grunge/Rock Songwriting: A Composition Seminar Students will engage in intensive and sustained listening exercises in order to develop an understanding of form, melody, harmony rhythm and text in a wide range of contemporary and commercial musical genres: grunge, crossover, rock, trance, among others. Students will use their developing knowledge/musical skills to complete multiple small-scale composition projects in preparation for a recording and public performance of one completed composition for multiple musicians. *Prerequisite:* Basic knowledge of music terminology and concepts. *Three credit hours.* A. INSTRUCTOR

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

[MU121] Entartete (Degenerate) Musik "Degenerate Music" was the term Nazis applied to any music influenced by jazz, the avant-garde, or written by composers of Jewish descent. This music was banned, its composers driven into exile and/or murdered in concentration camps, creating a lost generation that altered the direction of 20th-century musical development. Now there is a worldwide effort to find a historical place for these artists, and this course contributes to that effort. Topics include German anti-Semitism, anti-Semitic thought in works of Wagner, Nazi racial laws targeting Jewish musicians, official agencies and cultural policies, performers and composers as victims and survivors. *Three credit hours.* A, I.

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

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, SAUNDERS

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

[MU222] 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, observation, and engagement with members of Maine's various musical communities. Students will learn ethnographic field methods and conduct interviews at sites that make up the rich tapestry of Maine's soundscape, focusing on the Penobscot, Lebanese, Somali, Russian, or Franco-American communities, depending on the year. We will consider issues of representation and of conducting fieldwork, culminating in a short documentary film based on the material gathered. *Four credit hours.* A.

MU223j Perception of Music An inter-disciplinary exploration of music and psychology. We will consider some of the predominant

theories of how we perceive music, including ideas about memory and music. We will draw upon concepts central to cognitive psychology, including aspects of auditory memory, brain processes, melodic and rhythmic grouping, schematic frameworks, and hierarchical structures in music. Students will actively experience music and relate what they are hearing to the theoretical models. Central to the class is discussion of each student's individual responses to music and exploration and development of ways to map their experiences. *Three credit hours.* **A. HELM**

MU226j Music as Therapy: Across the Life Span Music therapy is an integrative therapeutic approach increasingly used as complementary health care in treating autism, Alzheimer's Disease, and other medical/psychological issues. Students will 1) acquire an historical, philosophical, musical and ethnomusicological perspective of music (as) therapy, 2) gain a knowledge of the broad background of the clinical practice music therapy, 3) learn how music as a creative art and as therapy is utilized by various populations and cultures, and 4) gain a broader appreciation of the potential for interdisciplinary uses of the creative arts. Includes an off-campus visit to observe a program that utilizes music therapy in the treatment of populations with special needs. *Three credit hours.* **A. INSTRUCTOR**

MU234s From Rockabilly to Grunge: A History of Rock 'n' Roll A survey of rock music, from its roots in country and blues to the alternative rock scene of the 1990s. 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, among others. Each unit engages a broader sociocultural issue to enable students to think deeply and critically about the music in question, exploring such topics as music and Apartheid, the Arab Spring, and the appropriation of "world" music by Western musicians. Students will have the opportunity to perform some of the music they study, including West African drumming patterns, salsa dance steps, and Bulgarian vocal practices, among others, and there will be guest performances. No prior musical experience necessary. *Four credit hours.* **A, I. ZELENSKY**

[MU254] Music of Meditation Study of music, ritual, and meditation in Rinzi 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.**

[MU261] Topics in Theater Performance: The Musical as Dramatic Literature Listed as Theater and Dance 261. *Four credit hours.* **A.**

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, and spirituality, among others. 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 and a concert, and creating a podcast based on the soundscapes of Colby's campus. *Four credit hours.* **A, I. ZELENSKY**

MU275f 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

[MU281] 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.*

MU282s Music Theory IV The study of post-tonal musical languages in Western art music of the 20th century, analytical approaches to non-Western music and the music of composers influenced by non-Western musical forms and material, and form and harmony in the music of the American Broadway musical great, Stephen Sondheim. Concludes with a public recital of student compositions. Primarily for music majors. *Prerequisite:* Music 281. *Four credit hours.* NUSS

[MU341] 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.*

[MU483] 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.*

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

[MU493] Seminar: Philosophy and Aesthetics of Music A reflection on two deceptively simple questions: What is music and why is it significant? Philosophical, musicological, psychological, sociological, and critical approaches to questions on topics such as: expression (In what sense can music have meaning?); representation (Can music represent objects, emotions, or ideas in the material world?); ontology (What is a piece of music or a musical "work?" Can it exist apart from notation or performance?); and aesthetic value (What makes a work great or banal?). Examines traditional positions in aesthetics along with recent challenges to traditional views posed from feminist, post-structuralist, and other critical perspectives. *Prerequisite:* Music 281 or 282. *Four credit hours.*

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.

Majors with concentrations in neuroscience are described in the "Biology" and "Psychology" sections of the catalogue.

PHILOSOPHY

Chair, Associate Professor James Behuniak

Professors Daniel Cohen and Jill Gordon; Associate Professors James Behuniak, Lydia Moland, and Keith Peterson; Faculty Fellow Adrian Switzer

"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

PL111fs 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, SWITZER

[PL113] 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.**

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.**

PL126f 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. *Four*

credit hours. PETERSON

[PL138] 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. *Prerequisite:* Concurrent enrollment in English and History 138. Elect Integrated Studies 138. *Four credit hours.* **S.**

[PL145] Paradox and the Limits of Reason Part of what it is to be a fully rational being is to think about what it means to be a rational being, but when reason reasons about itself it opens the door to a bewildering array of conceptual dead-ends: self-referential paradoxes, infinite regresses, and dilemmas of various sorts. Beginning with some playful, but frustrating, antinomies of reason—from the Liars Paradox to the Prisoners Dilemma—we will develop analytic techniques, critical skills, and logical tools to help untangle the knots into which reason ties itself and push up against the bounds of reason. **Satisfies the Social Sciences (S) requirement.** *Prerequisite:* Concurrent registration in Mathematics 145 and Religious Studies 145. Elect IS145. *Four credit hours.* **S.**

PL151fs 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

PL161f Reading Greek Philosophy What are the rewards and challenges of reading Greek philosophical texts in the 21st century? How much difference does a translation make? Key selections from the works of authors such as Sappho, Xenophanes, Heraclitus, Gorgias, and Plato. Readings in Greek and/or English. Students without Greek do all readings in English. Attention to the theory and practice of translation. Nongraded. *Prerequisite:* Sophomore standing, or current or previous enrollment in a Greek language course. *One credit hour.* BARRETT, GORDON

[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.**

PL212j Philosophical Paradoxes There can be an air of paradox when thinking about thinking, as if thought gets its own way. We will begin with a look at some playful, but frustrating, "antinomies of reason" - from the Liar's Paradox to the Prisoner's Dilemma - in order to develop and test conceptual strategies that can then be applied to more traditional philosophical problems. To untangle the knots that reason ties itself into, we will need access to a broad array of analytic techniques, critical skills, and logical tools. Finally, we will discover something about the nature of philosophy from these peculiarly and characteristically philosophical problems. *Three credit hours.* COHEN

[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.**

[PL215] 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.**

[PL216] 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.*

[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.**

[PL218] 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.**

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.** SWITZER

[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.**

PL236s Critical Social Thought Critical engagement with questions about state formation, social relations, and economic justice. Readings from seminal texts in the early liberal tradition, accompanied by texts from critics of the tradition. Critical engagement with liberal and neoliberal theory through readings on gender, race, and class injustices. *Four credit hours.* **U.** GORDON

PL237] 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 read philosophical texts about public philosophy, follow one or more philosophers on social media, and Skype with philosophers who are currently engaged in public philosophy activities. They will then design, organize, and carry out public philosophy events or activities. Those may include a Socrates café, writing op-ed pieces for local papers, engaging local students or the elderly, or something else of their choosing. Previously offered as PL297J (Jan Plan 2018). ~ *Prerequisite:* Two philosophy courses. *Three credit hours.* GORDON

[PL240] 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.*

PL243s 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.* PETERSON

[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.*

[PL258] 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.*

[PL265] 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.*

PL266f Buddhist Philosophy Examines the philosophical dimensions of the rise of Buddhism in India and its spread across East Asia. After an introduction to the historical Buddha and to Buddhist philosophies in India, we will examine the major schools of Buddhist philosophy in China and the dominant schools of Zen Buddhism in Japan, all in chronological order and with attention given to the development and transformation of key philosophical ideas. Questions pertaining to the nature of reality, time, causality, self, mind, truth, language, and the relation between theory and practice are explored. *Four credit hours.* **L. 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**

PL297f Philosophy of Sex and Gender Perhaps nothing defines us more as persons than our gender/sexuality. How we identify ourselves, how we carry, care for, and present our bodies to others, and what public and private practices we engage in: all are shaped in various ways by our sex and gender. Sigmund Freud was among the first modern thinkers to appreciate the central role of sex and gender in almost every aspect of a person's life. We will begin with Freud and follow the developments and critiques of a psychoanalytic theory of sex/gender through the works of such 20th-century thinkers as Jacques Lacan, Luce Irigaray, Julia Kristeva, and Judith Butler. *Four credit hours.* **SWITZER**

PL314s Karl Marx and Marxist Philosophical Thought Beginning with Marx's and Engels's primary texts, we then examine the influence of Marxist philosophical thought on economic theory, revolutionary theory, cultural criticism, feminism, and aesthetic theory. *Four credit hours.* **S. GORDON**

PL317s Philosophy of Science A consideration of some major 20th-century conceptions of what scientists aim to do, what theoretical structures they employ in pursuing their aims, and what legitimates these structures. Science seems to be constrained by experience in distinctive ways, but it also ventures far beyond experience in pursuing its theoretical and explanatory aims. These issues are approached historically by examining the rise and fall of the project known as logical empiricism (or logical positivism). *Four credit hours.* **COHEN**

[PL328] 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.*

[PL338] 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.*

[PL352] 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.**

[PL353] 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.*

[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.*

PL378f 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.* **PETERSON**

[PL380A] 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.*

PL380Bs Material Ethics Formal ethics claim that rule following, good intentions, or universal principles and procedures are at the core of the moral life. Material ethics explore the domains of "content" that are overlooked when attention is focused solely on these formal aspects, such as the role of the emotions and embodiment in human relationships, the satisfaction of basic human needs, the plurality of value experiences and the ranking of values, and ethical responses to the concrete structural nature of social oppression. This course will engage students with often neglected minority traditions in philosophical ethics, including feminist ethics, value theory, and the ethics of liberation. *Prerequisite:* Two philosophy courses. *Noncredit.* **PETERSON**

[PL381] 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.*

PL384s Philosophers in Focus: John Dewey A seminar on the philosophy of John Dewey (1859-1952). During the first half of the twentieth century, Dewey was one of the most widely recognized intellectuals in the world. Referred to simply as "America's Philosopher," he wrote on nearly every philosophical subject, and his ideas had profound impact in several areas - most notably, education and democratic theory. In this course, we read some of Dewey's major works, following the development of his ideas in education, ethics, metaphysics, epistemology, aesthetics, religion, and politics. We discuss the impact that Dewey had in his own time, and reflect on how Dewey's ideas might help us to redefine the purpose, methods, and priorities of philosophy in the present. *Prerequisite:* Two philosophy courses. *Four credit hours.* **BEHUNIAK**

[PL386] 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.*

[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.*

[PL390] Philosophers in Focus: A. N. Whitehead Focuses on the work of Alfred North Whitehead (1861-1947). Philosopher, mathematician, and central figure in the field of "process philosophy," Whitehead produced a series of late-career works devoted to speculative metaphysics and to the historical role of metaphysical ideas in Western civilization. His works include a seminal contribution to the area of metaphysics, *Process and Reality*. We will read several of Whitehead's works and explore the contemporary significance of his contributions. Work will involve close reading, argumentative writing, and the analysis of difficult ideas through collective discussion. *Prerequisite:* Two philosophy courses. *Four credit hours.*

PL397f Philosophers in Focus: Friedrich Nietzsche Surveys the works of Friedrich Nietzsche—one of the most important, influential, and challenging thinkers of the 20th century. Over the span of his relatively brief intellectual career, Nietzsche wrote about metaphysics; ancient cultures and languages; modern opera; the history of music, ethics, and politics; and the history of philosophy, aesthetics, and religion. We will cover parts of Nietzsche's writings on all of these topics. Beyond gaining an understanding of Nietzsche's philosophy, we will read his works, too, to see how they culminate the early-modern period and begin the late-modern or postmodern tradition. *Prerequisite:* Two philosophy courses. *Four credit hours.* SWITZER

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, GORDON, PETERSON

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 Robert Bluhm

Professors Robert Bluhm, Charles Conover, and Duncan Tate; Associate Professor Jonathan McCoy; Assistant Professors Dale Kocevski and Elizabeth McGrath; Visiting Assistant Professor Shreyashi Chakdar; Senior Laboratory Instructor Lisa Lessard; Laboratory Instructor I Raymond Goulet

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 observation, 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. Seniors must enroll in Physics 401.

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
- 250 Experiments in Modern Physics
- 401 Senior Physics and Astronomy Seminar

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 preferred over 151 or 153)

- 151 Computational Thinking: Visual Media
- 152 Computational Thinking: Science
- 153 Computational Thinking: Smart Systems

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
- 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. Seniors must enroll in Physics 401. Students electing the astrophysics concentration should choose a class that focuses on a topic in astrophysics or a 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
- 250 Experiments in Modern Physics
- 401 Senior Physics and Astronomy Seminar

Astronomy

- 231 Introduction to Astrophysics
- 342 Galaxies and Cosmology

Computer Science – Choose one (152 preferred over 151 or 153)

- 151 Computational Thinking: Visual Media
- 152 Computational Thinking: Science
- 153 Computational Thinking: Smart Systems

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.

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
- 335 General Relativity and Cosmology
- 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 or 333). In their senior year, they must also take Physics 483 and 484 Independent Honors Project. 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

PH117f How Things Work A practical introduction to physics and science in everyday life. Considers objects from our daily lives and focuses on their principles of operation, histories, and relationships to one another. Students will gain a working understanding of physical principles and laws under which everyday useful objects work, analyze and apply the scientific thinking process to everyday problems, explain and discuss scientific principles and ideas with others, and critically evaluate news articles on recent scientific discoveries.

Prerequisite: A working knowledge of high school algebra is required, but no previous study of physics is assumed. *Four credit hours.*

N. CHAKDAR

PH120s 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.** MCCOY

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.** TATE

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 physics problems and learning to communicate the solutions effectively in writing. Lecture and discussion. *Prerequisite:* Physics 145 and Mathematics 122 or 162. *Four credit hours.* TATE

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 and discussions. *Prerequisite:* Physics 241. *Four credit hours.* BLUHM

PH250fs Experiments in Modern Physics Explores physics laboratory practice in connection with the core principles of modern physics. Introduces concepts of experiment design, the use of electronic instrumentation and data acquisition, techniques of data analysis and presentation, and skills in scientific communication through written and/or oral presentations. Lecture and laboratory. *Prerequisite:* Physics 241 (may be taken concurrently). *Four credit hours.* MCCOY, TATE

[PH253] 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.*

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

[PH312] 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.*

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

[PH332] 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.*

[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.*

PH335f General Relativity and Cosmology An introduction to Einstein's general theory of relativity, including a treatment of tensor analysis, Einstein's equations, Schwarzschild metric, black holes, expansion of the universe, and cosmology. *Prerequisite:* Physics 241. *Four credit hours.* BLUHM

[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 Seminar Seminars will focus on student-led discussions of readings from the primary literature and will also include playing host to outside speakers. Required of all senior physics and astronomy majors. *Prerequisite:* Senior standing. *Two credit hours.* KOCEVSKI, MCCOY

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

PH483f 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
Professor Martha Arterberry; Associate Professors Jennifer Coane, Melissa Glenn, Tarja Raag, Erin Sheets, and Christopher Soto; Assistant Professor Elizabeth Seto; Visiting Assistant Professors Michael Buccigrossi, Ross Rogers, and Zachary Shipstead

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 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, 242, 272, 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, 420; at least two courses from 232, 234, 236, 242, 254, 272, 275; at least two courses from 241, 251, 253, 259; at least one course from 352F, 374, 375; 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, 474. 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, RAAG, SETO, SHEETS, SHIPSTEAD, SOTO

[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.**

[PS120B] 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.**

PS120Cf Worlds of Childhood In this writing-intensive course, we will explore childhood across diverse contexts. Through reading memoirs and novels, we will explore the topics of the context of development, the importance of early experience, identity, and reliance. Students will also practice various forms of writing, including reading responses, opinion pieces, persuasive writing, and a research paper. Can count as Psychology 259 toward the psychology majors. *Four credit hours.* **W1.** ARTERBERRY

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.** SOTO

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.** SETO

PS232f 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.* SHIPSTEAD

PS233s 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.* GLENN

[PS234] 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.*

[PS236] 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.*

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.* BUCCIGROSSI

PS242fs Psychoneuroimmunology Study of the influence of psychological state on the communication and coordinated function among cells of the nervous system, the endocrine system, and the immune system. We will review the current molecular and cellular evidence that these systems interact through sharing the same cells, chemical messengers, and receptors. Other topics include the role of conscious thought, emotional states, meditation, depression, stress, and positivity on immune function. Through exams and written assignments, students will also evaluate the influence of the complex coordinated activity of this psycho-neuro-immuno cell system on psychogenic disease and aging via the impact on cellular detoxification, tumor surveillance, epigenetic mechanisms, and human gut microbiota. *Prerequisite:* Psychology 111. *Four credit hours.* BUCCIGROSSI

PS251s 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

PS253fs 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.* ROGERS

PS254f 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 professional ethics in mental health settings and the criminalization of mental illness are also addressed. *Prerequisite:* Psychology 111. *Four credit hours.* SHEETS

PS259fs 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. Students with prior credit for Psychology 255 or 256 cannot receive credit for 259. *Prerequisite:* Psychology 111. *Four credit hours.* ARTERBERRY, RAAG

PS272s Sensation and Perception We cannot know about or engage with our physical and social worlds if we cannot perceive them. The starting point is external stimulation of our sensory systems (ears, eyes, skin, mouth, and nose). We will cover the basic functions of each sensory system and then focus on how they work together to provide a coherent view of our environment. Students will participate in in-class demonstrations of perceptual phenomena in addition to reading original empirical articles with an eye toward an understanding of how we use various sources of information to guide our thinking about the world and our actions in it. *Prerequisite:* Psychology 111. *Four credit hours.* SHIPSTEAD

[PS275] 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.*

PS336fs Seminar in Experimental Social Psychology Trains students to critically examine various areas of research in social psychology. 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. In fall 2018, this course will emphasize topics historically found in existential philosophy; specific 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. In spring 2019, this course will focus on human efforts to create and maintain feelings of personal significance; specific discussion topics may include mortality awareness and its impact on maintenance of meaning, value and interpersonal relations, potential foundations of morality, factors that impact moral judgments and decision-making, and self-conscious emotions such as guilt, shame, and pride. *Prerequisite:* Psychology 215 and 253, and concurrent enrollment in 337. *Four credit hours.* **W3.** ROGERS, SETO

PS337fs 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.* ROGERS, SETO

[PS339] 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.**

[PS340] 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.*

[PS341] 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.**

[PS342] 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.*

PS343s 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.* SHEETS

PS344s 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.* SHEETS

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

PS349f 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.** GLENN

PS350f 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.* GLENN

[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.*

[PS352C] 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.*

PS352Df Seminar on Attention and Memory Human thinking would not be possible without attention and memory. We will explore these two components by first understanding how they work in isolation and together to support higher cognitive functions. In addition, we will consider the role of intelligence in how these functions work and how these functions, in turn, support intelligence. Also, we will place these functions in the larger context of everyday cognition, such as equipment design and usage, emotion management, and cognitive dysfunction, to further understand the roles of attention and memory. Students will read the primary literature, guide discussion, and write a

research proposal. *Prerequisite:* Psychology 232. *Four credit hours.* SHIPSTEAD

[PS352E] 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.*

PS352Fs Seminar: Neuroscience of Addiction Explores the neurobiology of substance abuse and addiction. Drawing on research using animal and human models, explores a) the neurological foundations of addiction, b) neurological changes as a function of the long-term use of addictive substances, and c) implications for treatment options to restore healthy function. Students will learn about psychoactive substances, previous efforts to control their use by legislation and other means, and current efforts to regulate illegal drug use. Students will read the primary empirical literature, lead discussion, and engage in assignments designed to synthesize what is known about the subject. *Prerequisite:* Psychology 233. *Four credit hours.* BUCCIGROSSI

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

[PS356] 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.

[PS357] 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.*

PS374s 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.* GLENN

[PS375] 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.*

PS416f 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.* GLENN, RAAG

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.* BUCCIGROSSI, RAAG, ROGERS

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

[PS483J] Honors Research I *Noncredit.*

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 Carleen Mandolfo, Charles Orzech, and Nikky-Guninder Kaur Singh; Associate Professor David Freidenreich; Faculty Fellows Sarah Emanuel and Ryan Harper

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 its literary and artistic expressions, and the role of religion in society and nature—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 (136); 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. For the purpose of fulfilling the requirement of 10 religious studies courses, two two-credit courses or independent studies count as the equivalent of a single course.

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 (136); 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. For the purpose of fulfilling the requirement of six religious studies courses, two two-credit courses or independent studies count as the equivalent of a single course.

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

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
- 320 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

RE114s 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.**

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. HARPER

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. EMANUEL

RE144s Introduction to the New Testament Students will learn about the construction of New Testament texts, early Jesus followers, and the origins of Christianity through a survey of New Testament writings and other Jewish/Christian/Jesus-centered documents. We will engage the texts with modern scholarly insight, implementing a variety of theories and methods, and situating them within their own historical, political, and theological contexts. Questions include: For what communities were these texts written? When and why were they written? How might the use of a particular theory or methodology impact/shape/influence what we see in the text? And, finally, what does any of this have to do with religion today? *Four credit hours.* L. EMANUEL

[RE145] Mysticism, Spirituality, and Religion: Naming the Nameless The *Daodejing* begins, “The Way that can be followed is not the eternal Way. The name that can be named is not the eternal name. The nameless is the origin of heaven and earth, while naming is the origin of the myriad things.” Mystical experience is commonly characterized as ineffable, transcendent, beyond the rational, and expressible only in paradox and metaphor. Mysticism has sometimes been defined as the essence of religion, and at other times as the opposite of religion. ‘Spirituality’ has recently taken on similar connotations. The course is designed to introduce you to the discipline of religious studies through an examination of the history of mysticism and spirituality. This semester we will read a wide range of mystical literature from a variety of religious traditions as well as recent critical reflection on religious experience in an effort to understand the relationship between religious experience, language, and culture. Satisfies the Literature (L) requirement.

Four credit hours. L.

[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, beginning with Native American religions and European-Indian contact and moving forward to contemporary movements and phenomena. Topics will include slavery and religion, politics and religion, evangelical Christianity, Judaism and Islam in the United States, "cults" and alternative spiritualities, and religion in/as popular culture. While the United States will serve as the primary focus, we will consider issues of cultural exchange across national boundaries in the Western Hemisphere, especially Mexico, Canada, and Caribbean countries. *Prerequisite:* Sophomore or higher standing. *Four credit hours.* H. HARPER

[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.*

[RE221] 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. We will explore the question, "What does it mean to be from Maine?" Students in this humanities lab 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. *Four credit hours.* H, U.

RE223f Religion in the Modern State of Israel Many Israelis—both Jews and Palestinians—live their lives in keeping with "tradition," but they define that past and their relationship to it in a wide variety of ways. This readings course will introduce students to religious dimensions of Israeli society and culture and, in the process, to a wide variety of methods in the study of religion. Students will also sharpen their skills in the evaluation of scholarly arguments advanced in secondary literature. **Presence of the Past humanities theme course.** *Two credit hours.* FREIDENREICH

[RE224] Jewish Theology Listed as Jewish Studies 224. *Four credit hours.*

[RE231] 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.

[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

[RE246] Religion and Everyday Life in Muslim Societies Listed as Anthropology 246. *Four credit hours.* I.

RE256f 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. GILKES

[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.*

[RE277] 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.*

RE297f Religion and the American Lyric: Poetry and Popular Music Is the music of Bob Dylan or Chance the Rapper "religious?" Or "spiritual?" Did Allen Ginsberg compose sacred texts? In what sense was Adrienne Rich a "Jewish writer?" We explore the poetry and music produced in the United States from the early 20th century to the present day, attending especially to those pieces that engage religious traditions and spiritual themes. Students will develop and apply critical interpretive skills as they pertain to written, spoken, and sung texts and will gain a sense of the wide breadth of the American musical and poetic landscape—covering songs and poems that span racial, regional, and religious boundaries. *Four credit hours.* **L.** HARPER

RE298As The Jewish Jesus If Jesus is the epicenter of modern Christianity, does it make sense to situate him historically in a Jewish context? Could there be a difference between the contemporary Christian "Jesus of faith" and the "Jesus of history?" How have some persons argued that Jesus is best understood historically as Jewish, and others as Aryan? This course engages these questions and offers extended study into the historical, cultural, and theological contexts from which Jesus—and those who wrote about him—emerged. It also introduces students to the various approaches scholars use to guide these investigations. *Four credit hours.* **H.** EMANUEL

RE298Bs American Spirituality and the Environment Examines historical and contemporary connections between spirituality and environmentalism in American culture. From early Quakers to mid-19th-century Romantics to contemporary Buddhists, we explore how individuals and groups in the United States have conceived of the relationship between environmentally responsible living, spiritual discipline, and social witness. While the course will span geographic regions, special attention is paid to movements and figures centered in Maine. *Four credit hours.* **S, U.** HARPER

RE312f Global South Asia: Literature, Art, Environment 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, Shashi Tharoor; 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. *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

RE322s Food and Religious Identity An examination of the ways in which religiously inspired food practices and food restrictions relate to the establishment and preservation of communal identity. Explores sources from diverse religious traditions and time periods with an eye

both to commonalities and to elements found only within specific communities. Students will develop proficiency in the contextual analysis of primary sources and the critical evaluation of secondary literature. *Four credit hours.* **S.** FREIDENREICH

[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.**

[RE381] Women and Gender in Islam Listed as History 381. *Four credit hours.* **H, I.**

[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.*

[RE387] 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.**

RE397f The Gendered Bible A course about the Bible and bodies and, more specifically, about examining the portrayal of gender and gendered bodies in the Bible and extra-biblical literature. How are women (re)presented in the biblical canons? How are men (re)presented? What is the relationship between sex, gender, and identity in these texts/context? In entertaining these questions, we will engage the interdisciplinary field of gender studies with views to feminist and womanist criticisms, masculinity studies, and queer studies. We will also consider how our readings might impact various communities (i.e., bodies) of storytellers and story-listeners, both in antiquity and today. *Four credit hours.* **EMANUEL**

[RE483] 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.*

[RE483J] Religious Studies Honors Program *Noncredit.*

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, Associate Professor Arne Koch (German)

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 or Russian teas, the Russian Poetry Evening, the annual Colby-Bowdoin-Bates 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

[RU113] 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.*

[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. *Four credit hours. MONASTIREVA-ANSDELL*

[RU125J] 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. *Three credit hours.*

RU126s Elementary Russian II Continuation of first-year introductory course enables students to acquire a high degree of competence in elementary Russian. *Prerequisite:* Russian 125. *Four credit hours. PARKER*

RU127f Intermediate Russian I 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. Essay assignments increase writing skills, and oral tests allow students to develop fluency in speaking. *Prerequisite:* Russian 126. *Four credit hours. PARKER*

RU128s Intermediate Russian II 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

[RU231] 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.

RU232s All That is Solid Melts into Air: Modern Russian Literature War, revolution, exile, terror. Creativity, fantasy, imagination, freedom. Despite enormous suffering, both in the Soviet Union and in Europe, Russian writers contrived to invent stories that parodied, questioned, undermined, and demythologized the violent workings of history and the state. We read some of the richest fiction of late-Tsarist, Soviet, and émigré literature, which continued the artistic traditions of the 19th century. Includes masterpieces by writers such as Bely, Zamyatin, Olesha, Bulgakov, Nabokov, and Solzhenitsyn. All readings in English. *Four credit hours.* L. PARKER

RU237f Devils and Inquisitors: Narrative and Self in the Russian Empire Privileged and pampered, deprived and oppressed, insulted and injured. Only one is a real Dostoevsky novel; but 19th-century Russian authors really did agonize and revel in equal measure. They took advantage of the hand they had been dealt; renounced their wealth; reviled their fate; or contemplated suicide. Some did all four. From the Caucasus to the Steppe, from enchanted forests to somber bogs, educated Russians sought the self in encounters with the Other. We read the most pungent explorations of the individual: Lermontov, Turgenev, Dostoevsky, Tolstoy, Chekhov. Warning: Contains duels, seduction, murder, betrayal, madness, and some drinking. Readings in English. *Four credit hours.* L. PARKER

RU242f Back to the Future: Recent Russian Cinema (in English) What role does Russia's "most important art" play in shaping the nation's present and future? How does it legitimate or subvert the official notions of usable and unusable past? What has caused the shift from the rigorous interrogation of the Soviet past in the 1990s to the revival and reintegration of Soviet-era policies, practices, and values in the 21st century? Examines a variety of genres (drama, the war film, comedy, fantasy, criminal thriller, historical epic, the musical), as well as a range of social issues and changing representations of social structures, ethnic relations, and gender roles in contemporary Russia. First-year students welcome. *Four credit hours.* A, I. MONASTIREVA-ANSDELL

RU325f Advanced Russian I We will combine our investigation of literature, culture, and contemporary Russia with grammar review and continued practice in oral and written expression. Conducted in Russian. *Prerequisite:* Russian 128 or equivalent. *Four credit hours.* L. PARKER

RU326s Conversation and Composition Reading and analysis of literary and historical texts. Topics change each year. Spring 2019: Boris Pasternak's *Doctor Zhivago*. 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. Nongraded. *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, Tsветаeva, Pasternak, Mandelshtam, and Brodsky. Readings in Russian; discussion in English. May be repeated for credit. *Prerequisite:* Russian 127. *One or two credit hours.*

RU425f Advanced Russian I We will combine our investigation of literature, culture, and contemporary Russia with grammar review and continued practice in oral and written expression. Conducted in Russian. *Four credit hours.* L. PARKER

[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 2019: Boris

Pasternak's *Doctor Zhivago*, an epic novel that treats historical events from 1905 through the 1920s and addresses topics of literary and cultural interest. 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*

Program Faculty and Staff: Professor James Fleming, Postdoctoral Fellow Lijing Jiang

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 Alicia Ellis (German), Serena Ferrando (French and Italian), Aaron Hanlon (English), and Gianluca Rizzo (French and Italian); Postdoctoral Fellow Lijing Jiang (Science, Technology, and Society); Faculty Members without Rank Kara Kugelmeyer (Library), 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) or ST114: Introduction to Medicine and Society
- 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

Track 1. Social-Cultural: Science, Technology, and Society 112 or 114, 485, three other STS courses, and at least two courses from the list of STS-approved courses.

or

Track 2. Human Dimensions of Science: Science, Technology, and Society 112 or 114, 485, and three other STS courses; a two-course thematic cluster consisting of at least one 300-level or higher natural science, computer science, or mathematics course. The thematic cluster must be approved in advance by the STS Program, in consultation with the relevant department(s). The final paper in 485 must integrate the thematic cluster with its human (social and cultural) implications.

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
- 198 Biochemistry of Food 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, 152, or 153 Computational Thinking: T
- 232 Computer Organization T

Economics

- 231 Environmental and Natural Resource Economics U
- 341 Natural Resource Economics U, S

English

- 233 Data and Literature in the Scientific Revolution I, S
- 247 Science Fictions I,U,S,T
- 262 Poetry of Revolution I
- 283 Environmental Humanities U
- 398 Life in Times of Extinction

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

- 149 Modern Utopias I, U
- 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

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

Science, Technology, and Society

- 112 Science, Technology, and Society (required)
- 114 Introduction to Medicine and Society I, U, S, T
- 117 Information Use and Misuse: Big Data in America U, T
- 120A Information Before and After Google U, T
- 215 Weather, Climate, and Society I, U, S, T
- 235 Digital Projects in Environmental History I, U, S, T
- 297 Global Food Health and Society I, T
- 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

ST112f 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.** JIANG

ST114s Introduction to Medicine and Society A journey from Hippocratic medicine to 23andMe, examining different views of health, disease, and intervention and how diverse forms of medicine have emerged and evolved. Highlights the role of science and technology in establishing and maintaining certain views, institutions, and practices. Lectures, discussions, and readings will empower students to identify and analyze the multifarious factors involved in diagnosis, treatment, prevention, and biomedical ethics and the roles of scientific understanding, technological innovation, professionalization, and commercialization. Special topics include medicine and world views,

chemical drugs and industrial revolution, human experimentation, and research ethics. *Four credit hours.* **H.** JIANG

ST117j Information Use and Misuse: Big Data and Artificial Intelligence How has and is Big Data and Artificial Intelligence changing the ways that governments and businesses utilize our personal, geographic, and behavioral data; and what impact are these technologies having on our society. Case studies (technology, law, government, ethics and business) help students understand how the technologies are used and critically explore what ways are they shaping our society. Discussion based. Students develop critical thinking and writing skills and an understanding of the policies, terminologies, and concepts needed to successfully examine 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

ST213s Introduction to Computer Music Listed as Music 213. *Four credit hours.* **A.** HALLSTROM

ST215f Weather, Climate, and Society A scientific introduction to the Earth's atmosphere and historical and social issues related to weather and climate. Topics include the atmosphere's composition, structure, and dynamics; air pollution; ozone depletion; natural disasters; and climate change. Includes lectures, an exam, quizzes, short essays, and a group project to be presented in a final poster session. *Four credit hours.* **N.** FLEMING

[ST216] Philosophy of Nature Listed as Philosophy 216. *Four credit hours.*

[ST217] Feminism and Science Listed as Philosophy 217. *Four credit hours.* **S, U.**

ST233s Biological Basis of Behavior Listed as Psychology 233. *Four credit hours.* GLENN

ST235s Digital Projects in Environmental History A project-based environmental humanities seminar introducing best digital practices in environmental history. Sessions will include readings, discussions, visiting experts, archival visits, and consultations with advanced practitioners. Students will undertake major digital research projects in small groups and will communicate their results in a public forum. *Four credit hours.* **H.** FLEMING

ST244s Moving Images: Magic Lanterns to Virtual Reality Listed as Art 244. *Four credit hours.* **A.** SPERLING

ST245f Science, Race, and Gender Listed as History 245. *Four credit hours.* **N, U.** JOSEPHSON

ST246s Luddite Rantings: A Historical Critique of Big Technology Listed as History 246. *Four credit hours.* **H, U.** JOSEPHSON

[ST247] Universal Health Care: Could It Work Here? Listed as Sociology 247. *Four credit hours.* **S.**

ST248f Nuclear Visions, Environmental Realities Listed as History 248. *Four credit hours.* **H, I.** JOSEPHSON

[ST249] Life Sciences and Society Listed as Sociology 249. *Four credit hours.* **S.**

[ST252] Medicine and Visual Culture Listed as Art 252. *Four credit hours.* **A.**

ST257s Science Fictions Listed as English 247. *Four credit hours.* **L.** ARDAM

[ST259] **Plants of the Tropics** Listed as Biology 259. *Three credit hours.*

[ST263] **Weird Fictions (in English)** Listed as German 263. *Four credit hours.* L.

ST283f **Environmental Humanities: Stories of Crisis and Resilience** *Four credit hours.* L. WALKER

ST285f **History of Photography** Listed as Art 285. *Four credit hours.* A. SALTZ

ST297f **Global Food, Health, and Society** A seminar introducing important international historical episodes and contemporary issues regarding ways in which food became crucial to human health in society. Students will learn how food practices, originally bounded within certain places and cultures, became transformed in modern societies with the rise of modern agricultural, transportation technologies, and nutrition science, and the public and global health consequences of these transformations. Sessions will include lectures, seminar discussions, field visits, and other hands-on activities. *Four credit hours.* S, I. JIANG

ST297Bf **Nature in Italian Literature and Film (in English)** Listed as Italian 297. *Four credit hours.* L. FERRANDO

[ST297J] **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.

ST317s **Philosophy of Science** Listed as Philosophy 317. *Four credit hours.* COHEN

ST341s **Culture, Mobility, Identity: Encounters in the African Diaspora** Listed as Anthropology 341. *Four credit hours.* S, I. BHIMULL

[ST361] **Special Topics in Health and Medicine: Substance Use and Abuse** Listed as Sociology 361. *Three credit hours.*

[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.*

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

Sociology is the scientific study of society—of patterns and processes in human social relations and behavior. The Sociology Department at Colby provides students with conceptual frameworks and analytic skills necessary to understand how social forces affect people's lives and how people shape and transform society. Courses focused on a wide range of issues and problems help students analyze institutions and organizations, 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 is encouraged. At least one elective must be centrally concerned with inequality, 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

[SO222] 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.

[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.

[SO232] 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.

[SO234] 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.*

SO236f Collective Soul: The Social Side of American Religion Why do people join cults? Why is Sunday morning in America "the most segregated hour of the week?" Why is religion always bubbling up in American political debates? Is religion destined to disappear in the face of scientific progress? This course tackles these and other questions by examining the social side of religion: considering how social factors shape religious experience, meaning, and conflict; how religion helps to sustain and challenge social inequalities; and how religion influences politics and civil society. Previously offered as Sociology 297C (Fall 2017). *Four credit hours.* S. MAYRL

SO238s 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. The last part of the course considers 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. MAYRL

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

[SO244] 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.**

[SO245] 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.**

[SO246] 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.**

[SO247] 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.**

[SO249] 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.**

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

[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.*

SO262f 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, 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? Previously offered as Sociology 297A (Fall 2017). *Four credit hours.* **S.** KESLER

SO264f The Art and Science of Data Analysis 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. Previously offered as Sociology 297B (Fall 2017). *Prerequisite:* Government 281 or Sociology 271. *Four credit hours.* KESLER

SO266s 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. Previously offered as Sociology 298A (Spring 2018). *Four credit hours.* S. KESLER

SO268s 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

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. KESLER

[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.

SO322s Social Class and Schooling Listed as Education 322. *Four credit hours.* U. HOWARD

SO324f Elite Schooling in Global Context Listed as Education 324. *Four credit hours.* I. HOWARD

[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.*

[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

SO357s 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.** GILKES

[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.**

[SO359] 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.**

[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

[SO366] 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.**

[SO483] Honors Project *Prerequisite:* Senior standing, admission to the honors program, and permission of the supervising faculty member. *Two to four credit hours.*

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 Professors Dean Allbritton and Betty Sasaki; Assistant Professors María Bollo-Panadero, Leticia Mercado, Anita Savo, and Bretton White; Visiting Assistant Professors Sandra Bernal Heredia, Michael Martínez-Raguso, and Dámaris Mayans; Language Assistant Raúl Castel

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, BERNAL HEREDIA, MERCADO

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.* 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.* MERCADO, MILLONES

SP132j Conversation and Composition in Salamanca In Salamanca, whose Old Town was declared a UNESCO World Heritage Site in 1988 students immerse themselves in day-to-day Spanish life by living with local families, taking part in activities inside the city, and exploring other historic sites in Spain. This course will develop critical communicative and argumentative writing skills in Spanish through conversations with peers and locals and by analyzing a variety of texts and events. Students may not receive credit for this course and Spanish 131. Estimated cost for Jan Plan 2019: \$3,200. *Prerequisite:* Spanish 128. *Three credit hours.* I. ALLBRITTON

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

SP234s Diversity and Racism in Contemporary Spain Focuses on the cultures and communities that make up contemporary Spain, with particular emphasis on the modern waves of immigration that have radically changed the country. Covering the latter years of the dictatorship and into the democracy (from 1970 forward), we examine how regionalism, multiculturalism, and diversity have been represented across a range of media and literature in Spain. Topics may include Latin American, African and Asian migration and diasporas, sex and sexuality, racial politics, and linguistic and cultural difference in Spain. *Prerequisite:* Spanish 135. *Four credit hours.* I. ALLBRITTON

SP253f Medieval Iberian Cultures Offers an introduction to the literatures and cultures of medieval Iberia. In addition to written and visual texts, we will consider the ways in which these texts functioned in society and the ways in which they can be read as a reflection of social and historical concerns. Students will read canonical literary texts alongside other types of writing (i.e., historical documents), and will have the opportunity to consider other artistic evidence alongside the textual record. Texts in languages other than Spanish will be read in Spanish translation. *Prerequisite:* Spanish 135. *Four credit hours.* L, I. BOLLO-PANADERO

[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.

[SP265] 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.

[SP266] 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.

[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.

SP273f Contemporary Spanish-American Short Story Close readings of contemporary Spanish-American short stories. *Prerequisite:* Spanish 135. *Four credit hours.* L. OLIVARES

[SP276] U.S. Latina/Chicana Women Writers (in English) 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.

SP298s Latin American Theatre Introduces a range of 20th-century Latin American theatrical texts to consider thematic and aesthetic components related to issues such as nation-building, violence, language, identity, gender, sexuality, immigration, and memory. Discussions will engage these questions: How is theater related to social and political change? What is the role of the spectator in the transformations presented in these works? And how is Latin American theater changing in the 21st century? Central to our discussions will be the influence of theorists such as Brecht, Artaud, and Beckett on Latin American playwrights. *Prerequisite:* Spanish 135. *Four credit hours.* A, I. WHITE

[SP338] 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.

[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.

SP362f 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 Spanish literature, culture, or film course. *Four credit hours.* A, I. ALLBRITTON

[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 Spanish 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.

SP398As Imaginary Lines: Immigration, Borders, Movement Approaches the field of border studies through the concept of movement: of bodies, but also of goods and capital. Considers the before, during, and after of border crossing by studying immigration from Mexico and Central America, testimonies of passage, and the politics of immigration. Combines history, cultural studies, literature, film, and visual art in considering the varied ways in which borders are both crossed and continually inhabited. Readings include work by Jason de León, Joseph Nevins, Ana Castillo, Yuri Herrera, Heriberto Yépez, Luis Alberto Urrea, Sayak Valencia, and Guillermo Gómez-Peña. *Prerequisite:* A 200-level Spanish literature, culture, or film course. *Four credit hours.* L, U. MARTINEZ-RAGUSO

SP398Bs In the Shadow of Medieval Spain Examines some well-known medieval literary depictions of Iberian society by Christian, Jewish, and Muslim authors, considering the ways in which each literary text portrays, critiques, and/or fabricates a social landscape. These readings are juxtaposed with an exploration of how nostalgia for an absent medieval past is used as a literary topos in modern narrative and poetry. Students will interrogate dichotomies of tolerance and persecution, exile and belonging, original and translation, all while exploring how our modern interpretive frameworks shape the construction of knowledge about the past. **The Presence of the Past humanities theme course.** *Prerequisite:* A 200-level Spanish literature, culture, or film course. *Four credit hours.* L, I. SAVO

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

[SP483J] Senior Honors Thesis *Noncredit.*

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

[SP493] 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. Humanities lab. *Prerequisite:* Senior standing and a 300-level Spanish literature, culture, or film course. *Four credit hours.*

SP497f Seminar: Inca Garcilaso de la Vega The Inca Garcilaso de la Vega (Cuzco, Peru, 1539 - Córdoba, Spain, 1616) was one of the great authors of the Spanish Renaissance. He grew up in Cuzco and immigrated to Spain in his twenties, serving in the King's armies and reaching the rank of captain. Later in life, he embraced priesthood as a way of life. We will focus on Garcilaso's best-known work, the *Comentarios reales de los Incas* (Parts I and II), a history of the Inca rulers, religion, and customs, and the civil wars in 16th-century Peru. We will use an interdisciplinary approach and close reading to understand what makes this a classic of colonial Latin American letters.

STATISTICS

In the Department of Mathematics and Statistics

Associate Professors Liam O'Brien and James Scott; Visiting Assistant Professor Costel-Gabriel Bontea

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

[SC110] 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.

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. BONTEA, O'BRIEN, SCOTT, WIECZOREK

SC306s 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, 382, or 482. *Four credit hours.* SCOTT

[SC308] 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.*

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, 382, or 482. *Four credit hours.* O'BRIEN, WIECZOREK

SC381f Probability Listed as Mathematics 381. *Four credit hours.* GOUVEA

SC398s Applied Longitudinal Analysis Longitudinal data occur when the same response is measured repeatedly through time. Students in this course will learn the fundamental properties of the structure of longitudinal data, as well as standard regression and mixed modeling strategies to analyze them. The types of estimation, and implications for using them, will also be discussed. Statistical software will be used throughout the course. *Prerequisite:* Mathematics 253 and Statistics 212. *Four credit hours.* O'BRIEN

SC482s Topics in Statistical 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. Previously listed as Statistics 382. *Prerequisite:* Mathematics 381. *Four credit hours.* O'BRIEN

THEATER AND DANCE

Chair, Associate Professor Annie Kloppenberg

Associate Professors Annie Kloppenberg and James Thurston; Visiting Assistant Professor Thomas Oldham; Technical Director John Ervin; Production Manager Marjorie Gallant; Teaching Artists Joanna Patterson 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.*

[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: British Dialect Scene Study Focusing on material from George Bernard Shaw and Oscar Wilde, students explore scenes through basic acting techniques and learn the mechanics of standard British and Cockney stage dialects. Includes an introduction to the International Phonetic Alphabet (IPA) and its use as a tool for learning key vowel and consonant substitutions. Culminates in a workshop performance of selected scenes. Students will develop strong articulation and enhanced listening skills, learn various techniques for effectively producing and sustaining a stage dialect, and explore the practical application of dialect through rehearsal and performance of classic stage literature. *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*

[TD116A] 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.*

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. ANSPAUGH*

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. ANSPAUGH, KLOPPENBERG*

TD117Bfs 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.* ANSPAUGH, KLOPPENBERG

TD118f Dance Technique Lab: Dance Forms of the African Diaspora: Hip-hop 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, introduces a cross-section of many movement styles under the umbrella term Hip-hop; fundamental pillars of Hip-hop; and both "mainstream" and countercultural level aspects of Hip-hop dance and culture. This course is open to all levels. No previous dance experience required, but those with dance experience are welcome. *Two credit hours.* AKUCHU

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 workshoping class products, including offering and receiving constructive criticism. *Four credit hours.* A. OLDHAM

TD147Af Articulating the Physical Addresses writing as a process of discovery, an expression of creative and critical thought, and an embodied pursuit. Opinion, authorship, and identity are interwoven and grounded in the body. Through movement, experiential anatomy, and choreographic thought, we explore the language of/from the body and understand the textual nature of written words, body, self, society, landscape, visual frame, and performance. We 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. **Satisfies the Arts (A) and First-Year Writing (W1) requirements.** *Prerequisite:* Concurrent enrollment in Biology 147 and Theater and Dance 147B. *Four credit hours.* A, W1. KLOPPENBERG

TD147Bf Somatic Practices: Yoga Somatic practices guide inquiry into the physical, ask us to identify familiar sensory-motor patterns, and open space for new movement patterning. Somatic practices help improve posture, alignment, efficiency, and health. Somatics refers to perceiving the body from within; reflection spawns transformation. This course teaches the practice of yoga including physical postures, breath (pranayama), and meditation. Yoga is a system of integrated mental and bodily fitness that combines a dynamic physical musculoskeletal practice with an inwardly focused mindful awareness of the self, the breath, and somatic energetic pathways. The systematic practice of yoga has benefits for both the body and the mind. *Prerequisite:* Concurrent enrollment in Biology 147 and Theater and Dance 147A. *Two credit hours.* KLOPPENBERG

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.* KLOPPENBERG

TD171f Acting I Explores the use of the body, voice, emotion, and intellect to create a theatrical character. Through close study of several acting systems, 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. AKUCHU

[TD223] Critical Race Feminisms and Tap Dance Listed as Women's, Gender, and Sexuality Studies 223. *Three credit hours.* A, U.

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.

[TD258] 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.

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

TD262s Topics in Dance: Collaborative Company 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.* ANSPAUGH

TD264Af Applied Performance/Production: Set in the Living Room of a Small Town American Play Jaclyn Backhaus' *Set in the Living Room of a Small Town American Play* is the story of a group of middle- and working-class suburbanites living in Illinois in 1947, all enmeshed in their own tragedies. The play is rooted in the American drama of the 1940s and 1950s, and it playfully explores that style, as well as the pursuit of the American dream. Students participating as stage managers, performers, designers, theater technicians, and production assistants may register for credit. Nongraded. *Prerequisite:* Audition. *Two credit hours.* BERCOVICI

TD264Bf Applied Performance/Production: Fall Performance Projects Fall Performance Projects includes new works by four student choreographers and guest artist Joanna Patterson; highlights first year students in the first year theater and dance projects directed by senior majors Gabriella Foster and Kaylee Pomelow; and features a powerful solo by Visiting Assistant Professor Tsaibwom Akuchu. FPP highlights products of curricular creative research that emphasize experimentation, collaboration, and hybridity. Students participating as stage managers, performers, designers, theater technicians, and production assistants may register for credit. Nongraded. *Prerequisite:* Audition. *Two credit hours.* KLOPPENBERG

TD264Cs Applied Performance/Production: Spring Production Auditions held within the first week of classes in February. Students participating as stage managers, performers, designers, theater technicians, and production assistants may register for credit. Nongraded. *Prerequisite:* Audition. *Two credit hours.* INSTRUCTOR

TD264Gs Applied Performance/Production: Performance Technology Incubator A student-driven performance incubator exploring the role of computation and digital media technology in live performance. This creative think-tank uses interdisciplinary collaborative process led by professionals in the field to develop an original work for the stage centered on the Humanities theme The Presence of the Past. Students participating as directors, composers, musicians, programmers, performers, stage managers, designers, and theater technicians may register for credit. Performs in Strider Theater March 7-9. Nongraded. *Prerequisite:* Permission of instructor. *Two credit hours.* THURSTON

[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.

TD268s Design Thinking Studio: Performative Sculpture Listed as Art 268. *Four credit hours.* A. BORTHWICK, THURSTON

TD271s Acting II A deep investigation of the actor's tools: body, voice, and imagination in the creation and interpretation of character. Through exploration of classic and contemporary theatrical texts, students will build their vocal, physical, and analytical skills and practice action-based techniques to discover authentic connection to text, creative collaborators, and audience. Through in-class and public performances of monologues and scenes students will develop an understanding of the benefits and consequences of creative and aesthetic risk. They will also hone their creative practice by observing each other's work and learning constructive models for offering feedback and self-reflection. 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.* WEINBLATT

TD281s 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.* WEINBLATT

[TD285] 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.

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

TD355f 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.* KLOPPENBERG

[TD361] 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.*

TD361Jj Advanced Topics in Performance: Presence/Past Directed by a collaborative team of guest artists rooted in visual art, theater, and dance, students will collaborate to create a multi-arts, immersive performance to be installed and performed on tour in Boston. Through both practiced and cutting edge methods, the process examines the tenuous state of communication in our technologically-mediated culture. Artists will examine the relationship between personal and collective histories translated through memory. Interested students studying abroad in either the fall or spring semesters should contact Professor Annie Kloppenberg. *Prerequisite:* Theater and Dance 164 or audition. *Three credit hours.* INSTRUCTOR

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.* OLDHAM

WOMEN'S, GENDER, AND SEXUALITY STUDIES

Director, Associate Professor Lisa Arellano

Appointments in Women's, Gender, and Sexuality Studies: *Associate Professor Lisa Arellano; Assistant Professors Laura Fugikawa and 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), 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), Laura Fugikawa (Women's, Gender and Sexuality Studies and American Studies), 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

- 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
- 320 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

WG120f Gender and Film: Narrative Film, Resistance, and Revolt How is resistance imagined? Using feminist and queer film critique, this writing intensive course centers on narrative films that depict resistance and revolt. Through short essay assignments and group workshops, this course is designed to fine tune arguments, hone writing skills, and develop the critical analytical skills to write about gender and film within the film's socio-historical context. The course introduces key theories in feminist, race, and queer film theory film analysis. Weekly film viewings, course readings, and writing assignments are required. *Four credit hours.* **W1.** FUGIKAWA

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

WG211j Women in Myth and Fairy Tale How are women represented in the myths and fairy tales of U.S. cultures? What is the impact of these images on our selves and our societies? What are some alternatives to the images we are familiar with? How are women using myths and fairy tales to deconstruct oppressive images based on cultural stereotypes? These questions are explored through close examination of ancient and contemporary versions of the stories of Psyche, Beauty, and Inanna. American Indian stories and feminist fairy tales provide alternative images for discussion, as do various video versions of the stories. Normally offered every other year. *Three credit hours.* **L.** PUKKILA

[WG223] 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.**

[WG225] 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.**

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

[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

WG341s 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.** THOMAS

[WG343] 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). *Four credit hours.* **I.**

[WG344] Sociology of Sexualities Listed as Sociology 344. *Four credit hours.*

[WG348] Race, Sex, and Violence in Popular Culture Listed as American Studies 348. *Four credit hours.* **U.**

WG397f South Asian Feminisms An examination of the history and trajectory of South Asian feminisms, including the colonial, nationalist, and post-colonial/contemporary periods. Topics include the history of religious communalisms, gendered citizenship and women's relationship to the state, violence against women, issues of caste and gender, militarism and borders, globalization and NGOs, and the South Asian diaspora in South Africa, the United States, and Canada. From examining key early texts to looking at South Asian feminisms now, an interdisciplinary approach is emphasized with particular attention to sexuality, caste, and class. *Four credit hours.*
I. THOMAS

[WG397A] Native American Women and Two Spirit Writers Drawing from fiction, essays, graphic novels, and film, we will engage with selected 20th- and 21st-century texts written by Native American women and Two Spirit writers. Central themes across texts include gender, sexuality, and the intimate connections to family, community, and place. We will consider texts within their theoretical, cultural, and historical contexts. *Prerequisite:* American Studies 171 or a 200-level American Studies, English (preferably EN200), or WGSS (preferably WG201) course. *Four credit hours.*

WG483f Senior Honors Project An independent research project on an approved topic, conducted in close consultation with a faculty tutor and culminating in a substantial written thesis. Students are responsible for selecting their faculty tutor and submitting their proposal by April 15 of their junior year. A 3.5 major average at the end of the senior year is a condition of successful completion of the program. *Prerequisite:* Senior standing, a 3.5 major average at the end of the junior year, and permission of the Women's, Gender, and Sexuality Studies Program. *Three or four credit hours.* **FACULTY**

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*); 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. *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.**

WP115Af 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

WP115Ds 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, I.** GHERWASH

WP115Gf First-Year Writing: Rich and Poor in American Novels This humanities lab invites students to explore 19th-21st century American novels through the lens of class extremes, with a special focus on homes and material domestic culture. Through a close study of four novels centered on dwelling spaces, from mansions to migrant camps to squats, students will investigate how narrative and artistic production construct and reiterate characterizations of "rich" and "poor," reflecting critically on their own notions of class in today's era of income inequality. Lab components include musical research, a trip to the Victoria Mansion in Portland, a Colby Museum writing assignment, a reflective blog, a curated exhibit in Miller Library, and group presentations on material culture. *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

WP115If First-Year Writing: Landscape and Place Reading fiction, essays, and poetry, we will explore the nature of place and landscape as physical, social, and intellectual and consider what it suggests about American culture and ideas. We will consider how place and landscape, both real and imagined, influence writers as well as how these concerns influence our own lives as readers, writers, thinkers, and dreamers. In this first-year writing course, students will write personal narratives, argument, and synthesis as well as develop their critical reading skills. *Four credit hours.* **W1.** MEGAN

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

WP151Af Reading and Writing about Literature: Dark and Stormy Nights Why do we love ghost stories? Why do haunted houses and castles and secrets and scary things fascinate and thrill us? We will trace the origins and patterns of the Gothic in literature and explore the human appetite for the sublime and the supernatural. This peer-review and process-oriented course combines reading across genres with the development of writing skills that can be applied in all disciplines. *Four credit hours.* **W1.** STOKES

WP214s Tutoring Writing in Theory and Practice Listed as English 214. *Four credit hours.* HARRINGTON

WP310f Professional Writing How to respond to rhetorical situations in the professional world. Emphasizes principles that can be adapted to any professional context. Students will learn how to assess the needs of rhetorical situations in the professional world, how to develop an understanding of the purposes and audiences of professional genres, how to prepare for the complexities of working in group settings, and how interrogation of issues of privilege, prejudice, and access to information allows us to design professional documents that are more inclusive. *Prerequisite: W1 course.* *Four credit hours.* **W2, U.** HANCOCK

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

The [Colby Libraries](#) overarching mission is to provide our users (faculty, staff, and students) with a myriad of resources and services that support learning, critical thinking, research, and the creation of new knowledge.

The libraries are central to Colby's scholarship. The staff of the Colby Libraries is dedicated to maintaining, developing, and improving one of the most comprehensive and expansive libraries for undergraduate and faculty research in a liberal arts setting. Additionally, the staff of

the Colby Libraries is committed to exploring, utilizing, and teaching about the new frontiers of information and knowledge acquisition in the digital age as well as actively working to preserve and teach about items of cultural and intellectual significance.

To fulfill our mission, the staff of the Colby Libraries:

- Collaborates with faculty to help support their individual teaching and research-related needs
- Identifies, acquires, provides access, and preserves scholarly works and resources that support teaching and faculty and student research
- Manages and promotes use of the College's rare and unique materials, among other primary sources
- Teaches and guides students how to discover, evaluate, and ethically use information and understand all aspects of information literacy
- Provide user-centered spaces for group and individual research, study, collaboration, and contemplation

Highlights of Colby Libraries

There are three physical libraries on campus:

[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.

The libraries provide access to an impressive and wide-ranging collection of print and eBook monographs, full-text databases, electronic journals, and a suite of reference sources, including:

- 1,720,000 items, including more than 530,000 electronic books, and access to more than 22,000 print and 130,000 electronic periodicals and newspapers
- Hundreds of popular and authoritative full-text and abstract scholarly research databases, with content across a wide range of disciplines
- Downloadable content from digital archives like Hathi Trust
- Library annex - Colby has been a selective depository for U.S. government publications since 1880
- Additional resources are provided through interlibrary loan
- 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.

We also offer the following resources and services:

- [A highly skilled and knowledgeable staff](#) that offers expert support and assistance to help students meet academic and lifelong learning goals
- A comprehensive full-service website from which users can discover and access the majority of services and content curated and provided by the [Colby Libraries](#)
- Collaborative, as well as quiet, study spaces to support research and learning
- Unique and rare primary sources in [Special Collections](#), housed in Miller Library
- A diverse collection of music scores, sound recordings, streaming videos, DVDs, CD-ROMs, and other multimedia
- Digital media labs, copy machines, short-term computer loans, and access to digital scanners
- Computer labs, wireless networks, laptops, study areas, and a digital media lab are available for student use in all three facilities.
- Digital preservation and publishing services
 - [Digital Commons @ Colby](#) presents the intellectual, creative, and scholarly culture of the Colby College community. It is a collection of outstanding student work, faculty scholarship, college records, campus history, and the unique materials of the libraries' Special Collections.

Colby Libraries [Special Collections](#) has achieved international recognition for its collections of first editions and literary manuscripts. Some highlights include:

- 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

Founded in 1959, the [Colby College Museum of Art](#) comprises five wings, more than 9,000 works of art, and more than 38,000 square feet of exhibition space. Major works by American masters, including Albert Bierstadt, Winslow Homer, James McNeill Whistler, Mary Cassatt, and William Merritt Chase, form the core of the historical collection, along with significant holdings of American folk art. The modern movement is represented by important works by artists, including John Marin, Marsden Hartley, Georgia O'Keeffe, Jacob Lawrence, Joan Mitchell, Isamu Noguchi, and Alma Thomas. The museum also maintains a significant collection of contemporary American art, including works by Alex Katz (with more than 900 works represented), Agnes Martin, Sol LeWitt, Maya Lin, Kara Walker, Elizabeth Murray, Martin Puryear, Terry Winters, and Julie Mehretu. Other principal areas of the collection include Greek and Roman antiquities, European prints and drawings, and early Chinese art. The recent donation of more than 1,100 artworks from Paula and Peter Lunder 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*, bring additional 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 100 and 150 academic courses from more than 20 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 each year 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](#) allow for faculty and student involvement across all areas of study. The museum also co-organizes 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. The Sandy Maisel Student Internship Grant offers Colby students opportunities to work and research across 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. In collaboration with DavisConnects, our January Facilitated Internships Program in Washington, D.C., and our public affairs policy trek H2H—Mayflower Hill to Capitol Hill—connects students to alumni and parents in policy careers.

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 2018 Oak Fellow is Syrian freelance photojournalist Bassam Khabieh. His beautiful, but searing work bridges Oak's 2017 theme, "Film, Photography, and Human Rights," and its 2018 theme, "War and Human Rights."

Khabieh's work has documented war crimes and other ongoing human rights violations in the Syrian conflict—and *the world has noticed*. The photographs have been featured by organizations such as UNICEF, the World Health Organization, Reuters, and *The Atlantic*. In 2015 Khabieh was awarded the Robert Capa Gold Medal for "photographic reporting from abroad requiring exceptional courage and enterprise." His images were included in a group exhibition, *Children of Syria*, that toured various locations, including Capitol Hill, USAID, and the United States Institute of Peace. Khabieh's work will also be featured in a book in the making by ART WORKS Projects founder Leslie Thomas and Open Society Foundations Documentary Photography Project founder Amy Yenkin. As explained by a board member for the Pulitzer Center on Crisis Reporting, Khabieh's photographs comprise "one of the largest bodies of work on the Syrian conflict, bring[ing] this unspeakable war out of the shadows."

As if these achievements were not impressive enough, Khabieh is entirely self-taught. At the outbreak of the Syrian conflict, he was a student of information technology. He *chose* to use his cell phone to take pictures, eventually training himself how to use more sophisticated equipment. His work has been done amidst chemical attacks, airstrikes, car explosions, and cluster bombs; he has endured a number of injuries, even temporarily losing his eyesight. No matter what has happened, Khabieh has not given up his goal to "ensure that the horrific human rights abuses that have been perpetrated would not be without witness."

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.

Fall Shabbaton: Brings top Jewish musicians and artists to Colby College for the edification and enjoyment of college students and community members across the state.

Waterville Jewish Leadership Initiative: Empowers five to seven 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 Committee 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

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Peter M. Rouse '68, M.A. '14, LL.D. '13, M.P.A., Washington, D.C., *Senior Policy Advisor, Perkins Coie LLP* (2022)

Moses Silverman '69, M.A. '13, J.D., New York, New York, *Partner, Litigation Department, Paul, Weiss, Rifkind, Wharton & Garrison LLP* (2019)

Carl A. Smith '91, M.B.A., Washington, D.C., *Executive Vice President Public Affairs and Policy, 21st Century Fox* (2022)

Jessica D'Ercole Stanton '92, M.A. '17, 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., New York, New York, *US Alliance Partner Development Manager, Microsoft Corporation* (2019)

Laura P. Ward, M.B.A., M.P.H., Wellesley, Massachusetts, *Researcher and Consultant in the Neurobiology of Fear and Dissociative Disorders/Trauma Research Laboratories, McLean Hospital* (2022)

Tanya E. Williams, M.A. '17, 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* (2021)

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
Susan E. Boland '83, M.A. '12, M.A., 2012-2018
Alexander K. Buck Jr. '78, M.A. '12, M.A., 2012-2018
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, Litt.D. '18, 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
David Pulver '63, M.A. '83, M.B.A., 1983-1991, 1992-2000, 2001-2009, 2010-2018
Patricia Rachal '74, M.A. '80, Ph.D., 1980-1986
Lou Richardson Rhyne '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
Edward A. Snyder '75, M.A. '09, Ph.D., 2009-2018
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., 2009-2013
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, *Managing Director, Weild & Co.* (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* (2022), Visiting Committee on Geology

Robert E. Compagna '76, Wethersfield, Connecticut, *Retired North East Division Sales President, Rexel CLS, Inc.* (2019), Visiting Committees on Jewish Studies and East Asian 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, M.B.A., Mansfield, Massachusetts, *Vice President of Benefits, Unum* (2022), Visiting Committee on Women's, Gender, and Sexuality Studies

Mark D. Gildersleeve '77, M.A., South Dartmouth, Massachusetts, *President, WSI Corporation* (2019), Visiting Committees on Libraries and Sociology

Lisa C. Hook '88, M.B.A., Yarmouth, Maine, *Senior Vice President, People's United Bank* (2022), 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), Visiting Committee on English/Creative Writing

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)

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* (2022), 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 Committees on Economics and East Asian Studies

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* (2021)

Katherine S. Pope '71, M.D., Falmouth, Maine, *Anesthesiologist, Spectrum Medical Group* (2019), Visiting Committees on Psychology and Geology

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* (2022), Visiting Committee on Music

Jennifer Alford Seeman '92, Weston, Massachusetts, *Cofounder, Art2You*, (2022)

Nicholas C. Silitch '83, New York, New York, *Senior Vice President and Chief Risk Officer, Prudential Financial* (2022), Visiting Committee on English/Creative Writing

Jeremy P. Springhorn '84, Ph. D., Guilford, Connecticut, *Chief Business Officer, Syros Pharmaceuticals, Inc.* (2021)

Benjamin W. Thorndike '78, Boston, Massachusetts, *Managing Director, Head of Infrastructure Investor Relations, John Hancock* (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, 2017-18

English/Creative Writing (March 4-6, 2018), Nicholas C. Silitch '83, chair; Tucker Kelton '07; Jennifer Clarovoe, Kenyon College; Karen Sánchez-Eppler, Amherst College

East Asian Studies (March 18-20, 2018), Robert E. Compagna '76, chair; Daniel B. More '78; T. James Kodera, Wellesley College; Carrie Wiebe, Middlebury College

Sociology (April 8-10, 2018), Miguel Leff '98, chair; Mark D. Gildersleeve '77; Marc Schneiberg, Reed College

Geology (April 22-24, 2018), Katherine S. Pope '71, chair; Jeremiah S. Burns Jr. '81; Suzanne O'Connell, Wesleyan University; David West, Middlebury College

ALUMNI COUNCIL EXECUTIVE COMMITTEE

Chad W. Higgins '97, *chair, president of the Alumni Association*

David S. Epstein '86, *immediate past chair*

Dan Olds, *executive secretary/treasurer*

Stephen D. Ford '68, P'05, *chair, Nominating and Awards Committee*

Theresa S. Brockelman '91, *chair, C Club Committee*

Ben Herbst '08, *chair, DavisConnects Committee*

Suzanne Battit '86, *chair, Colby Fund Committee*

Jennifer Robbins '97, *member at large and DavisConnects committee*

Nicholas Cade '08, *member at large*

FACULTY

The faculty is arranged alphabetically. In parentheses are listed colleges and universities from which earned degrees have been received.

Eric G. Aaron, Ph.D. (Cornell), 2018-
Assistant Professor of Computer Science

Hideko Abe, Ph.D. (Shikoku Christian [Japan], Arizona State), 1993-1995; 2006-
Professor of East Asian Studies

Syed Tariq Ahmad, Ph.D. (Aligarh Muslim [India], PGIMER, Chandigarh [India], Notre Dame), 2009-
Associate Professor of Biology

Bobby Dean Allbritton, Ph.D. (Valdosta State, Syracuse, Stony Brook), 2011-
Associate Professor of Spanish

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-
Associate 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), 2002-2018
Visiting Assistant Professor of Psychology; Coordinator of Multicultural Student Programs and Support

James C. Barrett, Ph.D. (California at Santa Cruz, Cornell), 2000-
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

Saskia Beranek, Ph.D. (Pittsburgh), 2017-2018
Visiting Assistant Professor of Art

Toby V. Bercovici, M.F.A. (Smith, Massachusetts at Amherst), Spring 2016-
Visiting Assistant Professor of Theater and Dance

Sandra Bernal Heredia, Ph.D. (Texas, Austin), 2018-
Visiting Assistant Professor of Spanish

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

Adrian Blevins, M.F.A. (Virginia Intermont, Hollins, Warren Wilson), 2004-
Associate Professor of English [Creative Writing]

Robert T. Bluhm Jr., M.A. '03, Ph.D. (New York University, Princeton, Columbia, Rockefeller), 1990-
Sunrise Professor of Physics

Maria Dolores Bollo-Panadero, Ph.D. (Seville [Spain], Michigan State), 2008-
Assistant Professor of Spanish

Costel-Gabriel Bontea, Ph.D. (Bucharest, New Hampshire, Durham), 2018-
Visiting Assistant Professor of Mathematics and Statistics

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. (Zurich [Switzerland], Harvard, Zurich [Switzerland]), 1998-
Assistant Professor of Mathematics and Statistics

Lyn Mikel Brown, M.A. '05, Ed.D. (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. (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. (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-

Gail Carlson, Ph.D. (St. Olaf, Wisconsin at Madison), 2004-
Assistant Professor of Environmental Studies

David Casalaspi, Ph.D. (Michigan State), 2018-
Visiting Assistant Professor of Education

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

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
John W. Cosgrove, M.Ed. (Maine), 2018-

Adjunct Assistant Professor in Athletics

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. Denoeux, M.A. '03, Ph.D. (Grenoble [France], Georgetown, Princeton), 1990-
Professor of Government

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

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

Sarah E. Duff, Ph.D. (Stellenbosch [South Africa], Birkbeck [England]), 2017-

Visiting Assistant Professor of History

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

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

Yang I. Fan, Ph.D. (Washington, Seattle) 2018-
Assistant Professor of Economics

Frank A. Fekete, M.A. '96, Ph.D. (Rhode Island, Rutgers), 1983-
Professor of Biology

Serena Ferrando, Ph.D. (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

Laura S. Fugikawa, Ph.D. (Southern California), 2018-
Assistant Professor of American Studies

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), 2015-2018
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. (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

Paul G. Greenwood, M.A. '04, Ph.D. (Knox, Florida State), 1987-2018
Professor of Biology and Dr. Charles C. and Pamela W. Leighton Research Fellow; Senior Associate Provost and Dean of Faculty, 2011-2016

Erin A. Griffin, Ph.D. (California at San Diego), 2018-
Assistant Professor of Economics

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

Lareese M. Hall, M.L.I.S. (Pittsburgh), 2018-
Faculty Member without Rank: Director of the Colby Libraries

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-
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), 2015-2018
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

Rachel M. Isaacs, M.A. (Wellesley, Jewish Theological Seminary), 2011-
Dorothy "Bibby" Alford Assistant Professor of Jewish Studies

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

Ariel G. Keller, Ph.D (Emory), 2018-
Visiting Assistant Professor of Mathematics

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 at Berkeley), 2017-
Assistant Professor of Sociology

Elizabeth Ketner, Ph.D. (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), 2010-2018
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, 2017-2018
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), 1990-2018
Assistant Professor of Education

Daniel R. LaFave, Ph.D. (Boston College, Duke), 2012-
Assistant Professor of Economics

Lijing Jiang, Ph.D. (Arizona State), 2018-
Post-doctoral Fellow in Science, Technology, and Society

Jordan Lavender, Ph.D. (New York at Albany), 2017-2018
Visiting Assistant Professor of Spanish

Oliver W. Layton, Ph.D. (Boston), 2018-
Assistant Professor of Computer Science

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 at Los Angeles), 2017-
Assistant Professor of Government

Matthew R. LeVan, M.L.I.S. (California at 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. (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

Jie Lieu, Ph.D. (Kansas, Michigan State), 2018-
Faculty Fellow in East Asian Studies

Leo Livshits, M.A. '08, Ph.D. (Waterloo [Canada], Toronto [Canada]), 1994-
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

Lindsey R. Madison, Ph.D. (Northwestern), 2018-
Assistant Professor of Chemistry

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 and Diversity, 2017-

Carmen Manektala-Braun, Ph.D. (California at Riverside), 2018-
Visiting Assistant Professor of German

Yannick Marshall, Ph.D. (Columbia), 2017-2018
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), 2016-2018
Visiting Professor of English [Creative Writing]

D. Benjamin Mathes, M.A. '03, Ph.D. (Middlebury, New Hampshire), 1990-
Professor of Mathematics

Benedicte Mauguier, M.A. '09, Ph.D. (d'Angers [France], Paris-Sorbonne [France]), 2009-
Professor of French

Anaïs M. Maurer, Ph.D. (Paris-Sorbonne [France], Columbia), 2018-
Visiting Assistant Professor of French

Bruce A. Maxwell, M.A. '12, Ph.D. (Swarthmore, Cambridge [UK], Carnegie Mellon), 2007-
Professor of Computer Science

Dámaris Mayans, Ph.D. (Florida, Gainesville), 2018-
Visiting Assistant Professor of Spanish

Lindsay R. Mayka, Ph.D. (Carleton, Berkeley), 2013-
Assistant Professor of Government

Damon W. Mayrl, Ph.D. (California at 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), 2014-2017
Faculty Member without Rank: Assistant Director of Scholarly Resources and Services

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

Karena A. McKinney, Ph.D. (California at Irvine), 2017-
Associate Professor of Chemistry

Carolyn Megan, M.F.A. (Vermont College), 2018-
Visiting Assistant Professor of Writing

George W. Melvin, Ph.D. (Cambridge [UK], Trinity, California at Berkeley), 2018-
Visiting Assistant Professor of Mathematics

Suzanne Menair, Ph.D.,¹ (Antioch, Virginia), 2016-
Visiting Assistant Professor of Anthropology

Leticia Mercado, Ph.D. (Boston College), 2017-
Visiting Assistant Professor of Spanish

Jennifer M. Meredith, Ph.D. (Washington), 2018-
Assistant Professor of Economics

Jonathan Patrick Michaelles, B.A. (Bates), 2005-2018
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 Católica [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. (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. (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), 2017-2018
Visiting Assistant Professor of French

Christopher M. Moore, Ph.D. (Nevada at Reno), 2017-
Assistant Professor of Biology

Erin Murphy, M.A. (North Carolina State, Texas at Austin), 2014-
Visiting Instructor of Cinema Studies

Benjamin P. Neal, Ph.D. (Dartmouth, Scripps Institution of Oceanography, California at San Diego), 2012-2016, 2018-
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

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. (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. (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), 2007-2018
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. (Trinity, Maryland at College Park), 2007-
Faculty Member without Rank: Assistant Director for Digital Initiatives

Marilyn R. Pukkila, M.L.S. (Michigan, Aberystwyth [Wales], Columbia), March 1984-
Faculty Member without Rank: Scholarly Resources and Services Librarian, Social Sciences and Humanities

Isabel Quintana Wulf, Ph.D. (Illinois), 2017-2018
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), 2017-2018
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

Allecia E. Reid McCarthy, Ph.D. (Connecticut, Arizona State), 2013-2018
William and Margaret Montgoris Assistant Professor of Psychology

David L. Reifschneider, Ph.D. (Wisconsin at Madison), 2018-
Visiting Professor of Economics

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), 2011-2018
Assistant Professor of Environmental Studies

Erin N. Rhodes (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

Ross E. Rogers, Ph.D. (Shippensburg University, Ohio), 2018-
Visiting Assistant Professor of Psychology

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

Anindyo 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: Associate Dean of Diversity, Equity, and Inclusion 2017-

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), 1987-2018
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

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

Zachary M. Shipstead, Ph.D. (Montana State, Georgia Institute of Technology), 2018-
Visiting Assistant Professor of Psychology

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

Viktor Shmagin, Ph.D. (California at Santa Barbara), 2018-
Faculty Fellow in History and East Asian Studies

Christopher J. Soto, Ph.D. (Harvard, California at Berkeley), January 2009-
Associate Professor of Psychology

Debra A. Spark, M.A. '03, M.F.A.' (Yale, Iowa), 1995-
Professor of English

Elisabeth F. Stokes, M.F.A. (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. (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 (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

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), 2017-2018
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), 2015-2018
Adjunct Instructor in Athletics

Fang Wang, Ph.D. (Wuhan [China], Hubei [China], Minnesota), 2016-
Assistant Professor in East Asian Studies

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. Jetté 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]), 2016-2018
Visiting Assistant Professor of Cinema Studies

Arisa A. White, M.F.A. (Massachusetts, Amherst), 2018-
Assistant Professor of English (Creative Writing)

Bretton Jessica White, Ph.D. (Amherst, Pennsylvania State, Wisconsin at Madison), 2011-
Assistant Professor of Spanish

Jerzy A. Wieczorek, Ph.D. (Portland State, Oregon, Carnegie Mellon), 2018-
Assistant Professor of Statistics

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

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

SABBATICALS AND LEAVES 2018-19

Sabbaticals

Semester I

Margaret D. Ericson, Library
Lydia Moland, Philosophy
James Carl Scott, Mathematics and Statistics
Daniel M. Shea, Government

Semester II

Dasan M. Thamattor, Chemistry
Robert S. Weisbrot, History

Full Year

Kimberly A. Besio, East Asian Studies
Catherine L. Besteman, Anthropology
Audrey Brunetaux, French and Italian
Jennifer Coane, Psychology
Charles Conover, Physics and Astronomy
Rebecca R. Conry, Chemistry
Michael R. Donihue, Economics
Alicia E. Ellis, German and Russian
Nadia R. El-Shaarawi, Global Studies
Frank A. Fekete, Biology
Samara R. Gunter, Economics
Aaron R. Hanlon, English
Walter F. Hatch, Government
Jan E. Holly, Mathematics and Statistics
Ying Li, Computer Science
Tamae K. Prindle, East Asian Studies
Hanna Roisman, Classics
Joseph Roisman, Classics
Raffael M. Scheck, Philosophy
Tanya R. Sheehan, Art

Other Scheduled Leaves

Spring Semester

Lydia Moland, Philosophy

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, Ph.D., 2016-
Laboratory Instructor I in Biology

Amanda L. Doak, B.A., 2011-
Lab and Research Coordinator

John D. Ervin, M.A., 1989-
Technical Director, Theater and Dance

Megan E. Fossa, M.B.A., 2011-

Center for the Arts and Humanities Coordinator

Marjorie Gallant, B.A., 2018-
Production Manager, Theater and Dance
Raymond Goulet, M.E., 2018-

Laboratory Instructor I in Physics and Astronomy

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

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

Natalie B. Aviles, M.A., 2016-2018
Postdoctoral Fellow in Sociology

Michel Billard de Saint Laumer, 2018-
Language Assistant in French

Amira Chatti, 2018-

Language Assistant in Arabic

Raul Castel Baila, 2018-
Language Assistant in Spanish

Wen-Hui Chen, 2017-
Language Assistant in Chinese

Nicole G. Denier, B.A., 2016-2018
Postdoctoral Fellow in Sociology

Sarah E. Emanuel, Ph.D., 2018-
Faculty Fellow in Religious Studies

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

Ryan P. Harper, Ph.D., 2018-
Faculty Fellow in Religious Studies

Katherine Hollander, Ph.D. (Boston), 2018-
Faculty Fellow in History

Lijing Jiang, Ph.D., 2018-
Post-doctoral Fellow in Science, Technology, and Society

Bassam Khabieh, 2018
Oak Human Rights Fellow

Mika Kawashima, 2017-
Language Assistant in Japanese

Jie Liu, Ph.D., 2018-
Faculty Fellow in East Asian Studies

Amanda January Lilleston, M.F.A., 2017-
Faculty Fellow in Art

Ekaterina Nikiforova, 2017-2018
Language Assistant in Russian

Sean S O'Neil, Ph.D., 2017-2018
Faculty Fellow in Religious Studies

Federica Parodi, 2017-
Language Assistant in Italian

Alexandrine Mailhé, Ph.D., 2018-
Faculty Fellow in French

Marcos E. Perez, M.A., 2016-2018
Postdoctoral Fellow in Sociology

Jennifer A. Reed, Ph.D., 2018-
Faculty Fellow in English

Viktor Shmagin, Ph.D., 2018-
Faculty Fellow in History and East Asian Studies

Juliet S. Sperling, Ph.D., 2018-
Faculty Fellow in Art

Meghant Sudan, Ph.D., 2017-2018
Faculty Fellow in Philosophy

Adrian Switzer, Ph.D., 2018-
Faculty Fellow in Philosophy

Christopher A. Walker, 2017-
Mellon Postdoctoral Fellow in Environmental Humanities

Christopher S. Welsler, Ph.D., 2018-
Faculty Fellow in Classics

Amalie Williamson, 2018-
Faculty Fellow in German

Junji Yoshida, Ph.D., 2018-
Faculty Fellow in East Asian Studies, Japanese

Lauren Y. Yoshizawa, M.A., 2018-
Pre-doctoral Fellow in Education

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

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, 1995-2018
Applied Music Instructor in Bassoon

Duane B. Edwards, 2016-
Applied Music Instructor, Bass Guitar

D. Loren Fields, 2008-
Applied Music Instructor in French Horn

Virginia Flanagan, 2017-
Applied Music Instructor in Harp/Irish Harp

Sebastian Jerosch, 2000-
Applied Music Instructor in Trombone

Timothy N. Johnson, 2014-
Applied Music Instructor in Voice

Amos Libby, 2014-
Applied Music Instructor in Tabala and Oud

Joelle Morris, 2014-
Applied Music Instructor in Voice

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

Debra A. Barbezat, M.A. '04, Ph.D. (Smith, Michigan), 1992-2017
Mitchell Family Professor of Economics, Emerita

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

Debra Campbell, M.A. '02, Ph.D. (Mt. Holyoke, St. Michael's [Canada], Boston University), January-June 1983, 1986-2018
Professor of Religious Studies, Emerita

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

Julie W. de Sherbinin, M.A. '07, Ph.D. (Amherst, Yale, Cornell), 1993-2017
Professor of Russian, Emerita

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

Arthur D. Greenspan, M.A. '91, Ph.D. (Columbia, Indiana), 1978-2018
Professor of French and Italian, 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

G. Calvin Mackenzie, M.A. '86, Ph.D. (Bowdoin, Tufts, Harvard), 1978-2017
The Goldfarb Family Distinguished Professor of American Government, Emeritus; Vice President for Development and Alumni Relations, 1985-1988

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

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

Robert E. Nelson, M.A. '96, Ph.D. (San Francisco State, Washington), 1982-2018
Professor of Geology, Emeritus

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

Thomas W. Shattuck, M.A. '00, Ph.D. (Lake Forest, California at Berkeley), 1976-2017
Professor of Chemistry, 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

James L.A. Webb Jr., M.A. '03, Ph.D. (Johns Hopkins), 1987-2018
Professor of History, 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

Edward H. Yeterian, M.A. '91, Ph.D. (Trinity, Connecticut), 1978-2018
Professor of Psychology, Emeritus; Vice President for Academic Affairs and Dean of Faculty, 1998-2010

NAMED FACULTY CHAIRS

Named Chairs, Their Donors, and Current Chairholders 2018-19

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. Yang Fan, economics

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. Vacant.

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-

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-

Coordinator of Board and External Affairs, Anna S. Fan '15, 2016-

Deputy Director of the Museum of Art, Julianne Gilland, Ph.D., 2017-

Distinguished Artist and Director of Artist Initiatives in the Lunder Institute for American Art, Theaster Gates, M.A., 2018-

Barbara Alford Manager of Exhibitions and Publications, Megan P. Carey, B.A., 2018-

Director of the Lunder Institute for American Art, Lee S. Glazer, Ph.D., 2018-

Program Director for the Lunder Institute for American Art, Daisy Bousquet-Desrosiers, M.A., 2018-

Lunder Curator of American Art, Elizabeth J. Finch, Ph.D., 2008-

Lunder Curator of Whistler Studies, Justin B. McCann, M.A., 2014-

Katz Curator of Modern and Contemporary Art, Diana K. Tuite, M.A., 2013-

Registrar for Collections, Paige M. Doore, B.A., 2014-

Registrar for Exhibitions and Loans, Lorraine DeLaney, M.A., 2013-

Linde Family Foundation Curator of Academic Programs, Shalini Le Gall, Ph.D., 2014-

Linde Family Foundation Coordinator of Academic Access, Miriam Valle-Mancilla '16, 2018-

Mirken Senior Coordinator of Programs and Audience Engagement, 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-

Associate Provost and Dean of Faculty, Russell R. Johnson, Ph.D., 2017

Associate Provost for Faculty Development and Diversity, Carleen R. Mandolfo, Ph.D., 2017-

Dean of Global Engagement, Arne Koch, Ph.D., 2017-

Director of Institutional Research and Assessment, Rebecca H. Brodigan, M.P.A., 2015-

Associate Director of Institutional Research and Assessment, Melissa L. Hartz, B.A., 2017-

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, Lindsey C. Nelson, M.B.A., 2018-
 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-
 Director of the Colby Libraries, Lareese M. Hall, M.L.I.S., M.F.A., 2018-
 Assistant Director for Digital Initiatives, Darylyne M. Provost, M.L.S., 2007-
 Systems Coordinator, Eileen F. Richards, 1988-
 Library Web Developer, Michael R. Jandreau, B.A., 2018-
 Systems and Emerging Technologies Librarian, Michael C. McGuire '89, M.L.S., 2000-
 Digital Collections Librarian, Martin F. Kelly, M.L.S., 2006-
 Digital Exhibits and Archives Librarian, Matthew Levan, M.L.I.S., 2017-
 Interim Assistant Director for Customer Service and Administration, Stephanie J. Frost, 2012-
 Assistant Director for Collections Management, Ana Noriega, M.L.S., 2014-
 Technical Services and Metadata Librarian, Katie Donahue, M.L.S., 2015-
 Coordinator of Collections Management, Claire Prontnicki, B.A., 1991-
 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-
 Colbiana Coordinator, Hubert J. Merrick '75, M.L.S., 2009-
 Interim Assistant Director for Research and Instruction, Science Librarian, Kara M. Kugelmeyer, M.I.L.S., 2016-
 Arts Librarian and Copyright Support, Margaret D. Ericson, M.L.S., 1998-
 Humanities Librarian, Karen J. Gillum '76, M.L.I.S., 1994-
 Social Sciences Librarian, Bonnie E. Paige, M.A.L.S., 2017-
 Social Sciences and Humanities Librarian, Marilyn R. Pukkila, M.S.L.S., 1984-
 Humanities Librarian and Copyright Support, Elaine S. Thielstrom, M.L.S., 2013-
 Director of the Oak Human Rights Institute, Walter F. Hatch, Ph.D., 2002-
 Director of Center for the Arts and Humanities, Kerill N. O'Neill, Ph.D., 1992-
 Director of the Goldfarb Center, Patrice M. Franko, Ph.D., 1986-
 Assistant Director of the Goldfarb Center for Public Affairs, Sherry A. Berard, M.B.A., 1999-
 Assistant Director of the Oak Institute, Lindsey Cotter, M.S., 2015-

Vice President for Administration and Chief Financial Officer, Douglas C. Terp '84, M.B.A., 1987-

Executive Assistant, Rosalie A. Meunier, A.S., 1988-
 Finance Analyst/Chief of Staff, Stephanie H. Sylvester, M.B.A., 2017-
 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 of Human Resources, Neal F. Williamson, B.A., 2017-
 Associate Director for Talent Development, Melissa A. Breger, M.S., 2015-
 Director of Environmental, Health, and Safety Services, Wade P. Behnke, M.P.H., 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., B.S., 1990-
 Assistant Director of Student Financial Services, Angel L. Spencer, 2000-
 Assistant Director of Student Financial Services, Elizabeth A. Christopher, 2014-
 Student Financial Services Assistant, Theresa M. Hunnewell, A.S., 1976-
 ColbyCard Manager/Student Employment, William U. Pottle, 1980-
 Director of Security, Robert A. Williams, M.S., 2018-

Associate Director of Security/Museum Security Manager, Michael P. Benecke, A.S., 2013-
Chief Information Officer, Cindy J. Mitchell, M.A., 2016-
Director of Project and Portfolio Management, Catherine L. Langlais, B.A., 1996-
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, Randall H. Downer, B.A., 2007-
Scientific Computing Coordinator, 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-
Learning Spaces Technology Coordinator, David C. Pinkham Jr., B.S., 2003-
Director of Consulting and Solutions, Aaron Barnes, B.A., 2018-
Senior Systems Analyst, Elizabeth Rhineland '93, M.S., 2006-
Information Systems Analyst, Shara T. Marquis, M.S., 2016-
Director of Support Services, Rurik L. Spence, A.S., 1988-
Deployment Specialist, Michael A. Miner, B.A., 2009-
User Consultant, Paula A. Lemar, 1983-
Event Technology Manager, Arleen M. King-Lovelace, B.A., 2007-
Director of Enterprise Services, Daniel S. Siff, M.S., 2002-
Network Architect, David W. Cooley, M.Div., 1978-
Network Administrator, Brian Zemrak, 1998-
Associate Director of System Administration, Keith A. McGlaufflin, B.S., 1989-
Senior Systems Administrator, Sean P. Boyd, M.B.A., 2008-
Senior Systems Administrator, Jeff A. Earickson, Ph.D., 1995-
Systems Administrator, Alexander S. Lelchuck, B.A., 2016-
Enterprise Applications Administrator, Scott K. Twitchell, A.S., 2006-
Manager of Desktop Systems Administration, Adam C. Nielsen, B.S., 2005-
Desktop Administrator, Joseph E. de la Cruz, A.S., 2012-
General Manager of Dining Services, Marietta Lamarre, B.S., 2016-
Executive Chef, Carmen Allen, 2018-
Catering Director, Anne Clarke, 2017-
Catering Manager, Morgan Hensch, 2018-
Catering Chef, Lydia Kumpa, A.A., 2016-
Director of Operations, Mark Stamper, B.S., 2016-
Retail Manager, David Sauvageau, 2017-
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-
Sustainability Director, Sandy J. Beaugard '06, M.S., 2017-
Director of Business and Administrative Services, Gordon E. Cheesman, B.S., 1987-
Director for Operations and Maintenance, Matthew J. Mulcahy, B.S., 2018-
Supervisor of Building Trades, Perry B. Richardson, 2009-
Supervisor of 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-
Grounds Supervisor and Landscape Manager, Douglas J. Cosentino, B.S., 2017-
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, Jane Phillips '01, M.A., 2018-
Director of Museum Development, Elizabeth H. Menard, B.A., 2016-
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, Elisabeth L. von Brecht, B.A., 2015-
Assistant Director of Donor Relations, Kelsey E. Moore, M.L.I.T., 2017-
Associate Director of Prospect Research and Analysis, Anne C. Rouse, B.A., 2015-
Associate Director of Prospect Research and Analysis, 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 Grants and Sponsored Programs, Elizabeth S. Danner, B.A., 2006-
Director of Advancement Operations, Lisa L. Burton, B.A., 2007-
Associate Director of Advancement Operations, Martha A. McFadden, B.A., 2015-
Assistant Director of Advancement Operations, Jasmine M. Franzose, 2001-
Senior Advancement Systems Developer/Analyst, R. Neal Patterson, B.A., 1995-
Senior Advancement Systems Developer/Analyst, Seth J. Mercier, B.S., 2005-
Analyst/Developer, Dylan Foster, M.B.A., 2018-
Senior Leadership Gift Officer, Elizabeth L. Bowen '96, 2013-
Senior Leadership Gift Officer, Edgar B. Hatrick, J.D., 2013-
Leadership Gift Officer, Carol Anne Beach '88, 2017-
Leadership Gift Officer, Jonathan D. Kent, M.Ed., 2017-
Leadership Gift Officer, Kimberly F. Kubik, M.A., 2018-
Director of Gift Planning, Richard A. Wells, B.S., 2017-
Director of Milestone Reunions, Carolyn G. Kimberlin, B.A., 2003-
Director of Annual Giving and Advancement Communications, Jennifer A. Eriksen, B.S., 2017-
Associate Director of Advancement Communications, Erin Gilligan, B.A., 2017-
Assistant Director of Advancement Communications, Timothy Dobyns, M.B.A., 2018-
Director of Leadership Annual Giving, Byron J.S. Glaus, M.Ed., 2017-
Leadership Colby Fund Officer, Amber L. Beckwith, B.S., 2016-
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, Morgan F. Springer, '17, 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 and Annual Giving, Brittany M. Newman, B.A., 2018-
Senior Associate Director of Annual Giving, Abigail R. Baguio, B.A., 2018-
Associate Director of Class Giving and Programs, Angela C. Stinchfield, M.B.A., 2018-
Assistant Director of Class Giving and Programs, Shelby L. Childs, B.S., 2015-
Associate Director of Class Giving and Programs, Karin R. Weston, B.A., 1993-

Vice President, General Counsel, and Secretary of the College, Richard Y. Uchida, J.D., 2017-

Executive Assistant, Amy L. Noble, 2017-
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-

Executive Assistant, Shannon D. Roy, A.S., 2016-
Director of Campus Events, Karen R. Farrar Ledger, M.P.A., 1981-
Director of Employer Engagement, Lisa A. Noble, B.A., 2016-
Associate Director of Employer Engagement, Sarah E. Sculley, M.S., 2018-
Associate Director of Global Experiences, Scott P. Lamer, M.A., 2018-
DavisConnects Advisor in Law, Government, Policy, Education and Social Impact, Sarah M. Whitfield '09, M.P.A., 2014-
DavisConnects Advisor for Arts and Communications, Brooke M. Vertin, M.F.A., 2017-
DavisConnects Advisor for STEM Professions, Emily A. Wagner '08, M.P.H., 2018-

Vice President for Communications, Ruth J. Jackson, M.S., 2004-

Executive Assistant, Mareisa M. Weil, 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-
Associate Director of Communications, Laura D. Meader, B.A., 2001-
Assistant Director of Audience Engagement, Christopher J. Kasprak '12, 2018-
Assistant Director of Digital Media, Micaela E. Bedell, B.S., 2017-
Communications Web/Multimedia Designer, Arnold H. Norris, B.F.A., 2012-

Vice President and Dean of Admissions and Financial Aid, Matthew T. Proto, Ed.D., 2015-

Executive Assistant, Stephanie H. Hutchinson, 2016-
Senior Associate Dean and Director of Admissions, Randi L. Arsenault '09, 2010-
Director of New Student Aid, Jill A. Pierce, B.S., 2011-
Assistant Director of New Student Aid, Kathy A. Stevens, A.S., 2013-2016, 2017-
Director of Data and Technology, David S. Jones, M.B.A., 1987-
Associate Director of Admissions for Data and Technology, Jamie W. Brewster '00, 2000-
Associate Director of Admissions and Coordinator of Multicultural Enrollment, Denise R. Walden, M.A., 2003-
Assistant Director of Admissions, Liam M. Wallace, B.A., 2017-
Associate Director of Admissions for Access and Recruitment, Meghan A. Grandolfo, B.S., 2016-
Assistant Director of Admissions, Samuel N. Pelletier '09, 2014-
Assistant Director of Admissions, Jacqueline Pey-Yng Su, B.A., 2018-
Assistant Director of Admissions, Jordan T. Castillo, B.A., 2018-
Associate Director of Admissions for Partnerships and External Relations, Nicole L. Jacobson '12, M.Ed., 2015-
Associate Director of Admissions for Outreach and Communications, Elizabeth B. Atwood, B.A., 2016-
Senior Assistant Director of Admissions, Anuli U. Iloabachie, B.A., 2015-
Senior Assistant Director of Admissions, Alexander G. Zotos, M.Ed., 2016-
Assistant Director of Admissions, Shelby L. Hartin, B.A., 2018-
Assistant Director of Admissions, Aremi Tapia-Torres, B.A., 2018-

Harold Alfond Director of Athletics, Jacob Olkkola, B.S., 2017-
Senior Associate Director of Athletics and Senior Woman Administrator, Jacqueline A. Schuman, M.A., 2018-
Associate Director of Athletics, Jessica L. Cherry, M.A., 2016-
Associate Director of Athletics, 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, 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, Matthew C. Schroeder, M.S., 2017-
Head Equipment Manager, Robert E. Quinn, M.S., 2016-
Assistant Football Coach and Coordinator, Sean A. Conerly, M.B.A., 2018-
Assistant Football Coach and Coordinator, David Dunn, B.A., 2017-
Assistant Football Coach, Matthew F. Dugan, M.A., 2016-

Dean of the College, Karlene A. Burrell-McRae '94, M.A. '14, Ed.D., 2016-

Executive Assistant, Josette A. McWilliams, B.A., 2018-
Assistant Dean of Conduct and Accountability/Title IX Coordinator, Melvin D. Adams, III, Ed.D., 2017-
Dean of Studies, Barbara E. Moore, M.A., 2007-
Director of International Student Programs and Associate Director of the Pugh Center, Susan M. McDougal, B.A., 1996-
Class Dean for Sophomore Students and Programs, Laura E. Jones, M.F.A., 2017-
Class Dean for First Year Students and Programs, Seven A. Moran, M.Ed., 2017-
Class Dean for Junior and Senior Students and Programs, Chanda E. Long, M.A., 2018-
Director of Campus Life, Jessica L. Manno, M.Ed., 2018-
Associate Director of Student Engagement, Nathan W. Baird, M.S., 2018-
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-
Program Coordinator for the Center for Small Town Jewish Life, Sarah J. Rockford, B.A., 2018-
Associate Dean of Diversity, Inclusion, and Equity, Betty G. Sasaki, Ph.D., 2017-
Director of the Gender and Sexual Diversity Program and Associate Director of the Pugh Center, Emily E. Schusterbauer, M.A., 2013-
Program and Outreach Coordinator for Civic Engagement, Paige L. Begley, M.Ed., 2018-

Director of the Pugh Center for Student Diversity, Equity, and Inclusion, Alexandria M. Mucci, M.S., N.C.C., 2018-
Assistant Director of Student Civic Engagement, Lori Morin, M.S., 2009-
Dean of Students, Inge-Lise Ameer, B.A., 2018-
Medical Director, Paul D. Berkner, D.O., F.A.A.P., 2004-
Physician Assistant, Suzanne M. Brown, M.S., P.A.-C, 2017-
Nurse Practitioner, Lydia Bolduc-Marden, M.S.W., F.N.P., P.M.H.N.P., 1992-
Nurse Practitioner, Jennifer G. Riddle, M.S., F.N.P., 2011-
Head Nurse, Judith A. Whyte, B.S., 2011-
Coordinator of Alcohol and Drug Programs, Katherine L. Sawyer, M.A., L.C.P.C., L.A.D.C., C.C.S., 2012-
Head Athletic Trainer, Timothy S. Weston, M.A., M.Ed., A.T.C., 1992-
Staff Athletic Trainer, Christopher O'Toole, B.A., A.T.C., C.E.A.S., 2009-
Staff Athletic Trainer, Emily S. Vartabedian, M.S., A.T.C., 2015-
Director of Counseling Services, Eric S. Johnson, Ph.D., 2013-
Psychologist/Program Specialist, Megan B. Marsh, Ps.D., 2017-
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 Commission of Higher Education

Colby College is accredited by the New England Commission of Higher Education. Inquiries regarding the accreditation status by the commission or the accreditation process should be directed to the associate provost and dean of faculty in the College's Office of the Provost and Dean of Faculty, or the New England Commission of Higher Education, using the contact information below:

New England Commission of Higher Education
3 Burlington Woods Drive, Suite 100

Burlington, MA 01803-4514
781-425 7785 • email: cihe@neasc.org

Other governmental oversight or accreditation agencies include:

- Maine Department of Education
23 State House Station
Augusta, ME 04333-0023
- U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202
- 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 2017 Enrollment: Women 1,000, Men 917, Total 1,917

U.S. States

Alaska
Arkansas
Arizona
California
Colorado
Connecticut
Delaware
Florida
Georgia
Hawaii
Iowa
Idaho
Illinois
Indiana
Kansas
Kentucky
Louisiana
Massachusetts
Maryland
Maine
Michigan
Minnesota
Missouri
Montana
Nebraska
New Hampshire
New Jersey
New Mexico
Nevada
New York
Ohio
Oklahoma
Oregon
Pennsylvania
Rhode Island
South Carolina
Tennessee
Texas
Utah
Virginia
Vermont
Washington
Wisconsin
Wyoming
Puerto Rico
Washington, D.C.

CountriesAustralia
Austria
Bangladesh
Bosnia and Herzegovina
Brazil
Brunei
Canada
China
Costa Rica
Denmark
Egypt
France
Germany
Great Britain
Hong Kong
India
Indonesia
Iran
Jordan
Japan
Kenya
Lesotho
Lithuania
Luxembourg
Morocco
Moldova
Mexico
Mauritius
Nicaragua
Netherlands
Norway
Nepal
New Zealand
Pakistan
Peru
Portugal
Romania
Senegal
Singapore
Serbia
Slovakia
South Africa
South Korea
Swaziland
Switzerland
Syria
Thailand
Tunisia
Turkey
Taiwan
Vietnam
Zimbabwe

DEGREES AND HONORS AWARDED AT COMMENCEMENT

Honorary Degrees

Rebecca Corbett '74, P'09 | Doctor of Letters
Assistant Managing Editor, *New York Times*

Theaster Gates | Doctor of Fine Arts
Renowned Contemporary Artist

Gregory W. Powell P'15 | Doctor of Laws
Executive Chairman, Dexter Enterprises, Inc., and Chairman, Harold Alfond Foundation

Bachelor of Arts Degree Recipients

The Class of 2018

Elizabeth Hollander Adams *Medfield, Mass.*
Jacob Victor Cecil Adner *Swampscott, Mass.*
Omolara Aderonke Akingba *Mmabatho, South Africa*
Daliah Al-Shakhshir *Amman, Jordan*
John Ridgway Alden *Berwyn, Pa.*
Grant Everett Alenson *Manchester, N.H.*
Harrison Lockwood Alpaugh *Wellesley Hills, Mass.*
Haley Laura Andonian *Concord, Mass.*
Alexis Drea Antonino *Duxbury, Mass.*
Thea Clare Aplin *Chappaqua, N.Y.*
Laura Aileen Arnold *Dallas, Texas*
Samantha Jean Attar *Hampton, N.H.*
Jamie Hiu Yee Au *Hong Kong, Hong Kong*
Marnay Chantelle Avant *Saint Louis, Mo.*

Sarah Winona Ellis Backstrand *South Orange, N.J.*
Sergio Armando Baez Madrigal *San Jose, Calif.*
Mariama Bah *Lumley Freetown, Sierra Leone*
Ava Camille Baker *Chevy Chase, Md.*
Adam Jayson Balaban *Calabasas, Calif.*
Corin Sergiu Balan *Jassi Iasi, Romania*
Calin Kenneth Barber *Hillsdale, N.J.*
Peter David Barkey-Bircann *Richmond, Va.*
Keith Barnatchez *West Yarmouth, Mass.*
John Matthew Baron *Medfield, Mass.*
Alexander Istvan Beach *Westwood, Mass.*
Charles J. Beckman *Boulder, Colo.*
Cary Elizabeth Selden Beehler *Bethesda, Md.*
Kevin Arthur Beil *Manhasset, N.Y.*
Jason Thomas Beland *South Berwick, Maine*
Mario Benicky *Liptovsky Mikulas, Slovakia*
Connor James Benjamin *Medway, Mass.*
Elizabeth Eustis Bernard *Hastings-on-Hudson, N.Y.*
Rachel Rushgold Bird *Bethesda, Md.*
Aidan Samuel Black *Cumberland Center, Maine*
Damian Bleiberg-Faust *Miami, Fla.*
Julian Chauncey Boed *Chicago, Ill.*
Chloe L. Boehm *Lexington, Mass.*
Jobelle Pastores Bonete *Makawao, Hawaii*
Kelsey Rose Book *West Boylston, Mass.*
Julia Borges *Tarrytown, N.Y.*

Brittany Theresa Bossi *South Berwick, Maine*
Hannah Jean Bossi *South Berwick, Maine*
Daniel Boudreau *Norfolk, Mass.*
Kamresse B. Bounds *Nottingham, N.H.*
Kelsey Quinn Bowen *Braintree, Mass.*
Emily Overseth Bozian *New York, N.Y.*
Martha Ellen Brainard *Carmel, Ind.*
Tassin Braverman *New York, N.Y.*
Courtney Hart Brenner *Weston, Mass.*
Matthew Ryan Bridges *Baring Plantation, Maine*
Jacqueline Chase Brokaw *Darien, Conn.*
Joshua William Brown *Seattle, Wash.*
Kira Elyse Brown *Brookline, Mass.*
Adelaide Coleman Bullock *Arlington, Vt.*
Samantha Ray Burch *Ponte Vedra Beach, Fla.*
Margaret Xochitl Burgos *Arlington, Va.*
James Akira Burlage *Aquinnah, Mass.*
Owen Robert James Burry *Toronto, Ont., Canada*
Liam Christopher Butchart *Needham, Mass.*

Katherine Eileen Cabrera-Hunt *Philadelphia, Pa.*
Nicholas Scott Cameron *Gardiner, Maine*
Robert William Campbell *Boothbay Harbor, Maine*
Adam Lawrence Carlson *West Roxbury, Mass.*
Eric Ward Carlson *Boring, Md.*
Adrienne Rose Carmack *Veazie, Maine*
Reed Joseph Carpenter *Shelburne, Vt.*
Jonah Carter *Camden, Maine*
Samantha M. Carter *Fallbrook, Calif.*
Anna Marie Caughron *Charlottesville, Va.*
Yoojin Cha *Natchitoches, La.*
Malcolm Greene Chace Jr. *Providence, R.I.*
Stephan Secrest Chaikovsky *Englewood, Colo.*
Graham Tighe Chance *Cape Elizabeth, Maine*
Thomas Henry Chandler *Lake Forest, Ill.*
Victoria Anne Cheff *Allentown, N.J.*
Tianzeng Chen *Tongxiang, China*
Zilin Chen *Tianjin, China*
Victoria Allison Chistolini *Amherst, N.H.*
Tomotaka Cho *Morganville, N.J.*
Tenzin Choeden Choepel *New Haven, Conn.*
Alexander Winston Lambert Churchill *Clayton, N.Y.*
Catherine Conlon Cimini *Needham, Mass.*
Griffin James Clark *Providence, R.I.*
Jillian Nicole Clinton *Avon, Mass.*
Signy Catherine Coakley *New York, N.Y.*
Arianna Catherine Cohen *East Greenwich, R.I.*
Benjamin Dawson Coleman *Yarmouth, Maine*
Matthew James Connolly *Melrose, Mass.*
Cillian Kirrane Connor *Glen Ridge, N.J.*
Tonayo Anne Crow *Mercer Island, Wash.*
Adelaine Dolan Curtis *Waitsfield, Vt.*
Sophie Lee Cyker *Boston, Mass.*

Ryanne Young Daley *Sudbury, Mass.*
Danesha Daniels *Attleboro, Mass.*
Andrew Thompson DiAnieri *Wellesley, Mass.*
Annabel Webb Darling *New York, N.Y.*
Gayatri Das Gupta *Washington, D.C.*
Corben Davis *Summit, N.J.*

Michael William Decker *Algonquin, Ill.*
Gabriella Marie DeConti *Boxford, Mass.*
Ryanne Mckenzie Desjardins *Biddeford, Maine*
Stephanie Sara Desrochers *Burlington, Mass.*
John Seamus Cotten Devine *Cumberland Foreside, Maine*
Jesse Bliss Dewey *Sunapee, N.H.*
Matthew Otis DiAngelo *Greenville, Maine*
Patrick John Savino Dickert *Hatfield, Mass.*
Ian Bowen Dickey *South Hamilton, Mass.*
Lawrence Witherspoon Dickey *Seattle, Wash.*
Michael Bruno DiCosmo *New Canaan, Conn.*
Tucker Garth Dietrick *Wellesley, Mass.*
Camilla Guernsey Di Galoma *Muttontown, N.Y.*
Mirco Dinelli *Talent, Ore.*
Ling Ding *Hangzhou, China*
Blair Danielle Dixon *Pearland, Texas*
Chi Yen Do *Hanoi, Vietnam*
Henry Adams Dodge *Cambridge, Mass.*
Katherine Ann Donchik *Staten Island, N.Y.*
Jingyan Dong *Beijing, China*
Yingzhi Dong *Jinan Shandong, China*
Greta Liddle Dorsey *Weston, Conn.*
Haley Theresa Driscoll *Bedford, N.H.*
Daniel Pursell Dupont *Wallingford, Conn.*
Hailey Rebecca Dutkin *Niwot, Colo.*
Evan Robert Dwyer *West Chester, Pa.*

Jessen Margaret Edlund *Boston, Mass.*
Blake Charles Egan *Madison, Conn.*
Andrew J. Egger *Minneapolis, Minn.*
John Edward Egner *Ringoes, N.J.*
Celine El Abboud *Hanover, Mass.*
Julia Carolyn Scott Endicott *Rockport, Mass.*
Molly O'Brien Entwistle *Reading, Mass.*
Matthew Joshua Epstein *Dover, Mass.*
William Niles Erwin *New York, N.Y.*

Griffin Davis Fadden *Concord, Mass.*
Caitlin Rose Farrington *Bowdoinham, Maine*
Juliet Elizabeth Faughnan *Lafayette, Colo.*
Noel Joseph Feeney *Braintree, Mass.*
Michael Antonio Ferri *Killington, Vt.*
Colin Christopher Finn *Ridgewood, N.J.*
Alicia Brooke Fischer *Ladson, S.C.*
Kelley Anne Fitzpatrick *Darien, Conn.*
Robert A. Forese *New Canaan, Conn.*
Gabriel Thompson Forest *Madison, Wis.*
Austin Edward Frederick *Norridgewock, Maine*
Mathias Francis Fressilli *Temple, N.H.*
Isabel Patricia Friedman *Falmouth, Maine*
Sasha Victoria Fritts *Darien, Conn.*
Sierra Catherine Fuller *Deridder, La.*
Amy Kanna Furusho *Rego Park, N.Y.*

Matthew Mauricio Garcia *Mamaroneck, N.Y.*
Brooke Kelsey Gary *Boxborough, Mass.*
Charles Frederic Gauvin Jr. *New Gloucester, Maine*
Brooke Kathleen Gentry *Atlanta, Ga.*
Eleanor Mary Geoghegan *London, United Kingdom*

Emily Joy Geske *South Burlington, Vt.*
Margaret Elizabeth Giles *Concord, Mass.*
Luke Glynn Ferrarone *Amherst, Mass.*
Charles William Goldston *Chagrin Falls, Ohio*
Olivia Grace Gomez *North Reading, Mass.*
Samuel J. Gomez *North Reading, Mass.*
James Saunders Penn Gonzalez *Atlanta, Ga.*
Koji Gormezano *Mill Valley, Calif.*
Danielle Lise Gould *Bow, N.H.*
Sophia Alexandra Gould *Providence, R.I.*
Harry Nicholas Greenberg *Irvine, Calif.*
Jessica Leah Greenwald *Greenwood Village, Colo.*
Thomas Charles McFadden Griffith *Simsbury, Conn.*
Julia Grace Grimmett *Carmichael, Calif.*
William Lawrence Gross *Moorestown, N.J.*
Elissa Guerra *Houston, Texas*
Marlen Guerrero *Houston, Texas*
Jiaxing Guo *Xian, China*

Christopher Hornbrook Hale *Waterville, Maine*
Eleanor Alpers Hanson *San Francisco, Calif.*
Ryan Scott Hara *Kaneohe, Hawaii*
Timothy Mather Harris *Waitsfield, Vt.*
Benjamin Michael Hartford *Andover, Mass.*
Eric James Hartman *Eden Prairie, Minn.*
Madeleine Marie Hatch *Wilbraham, Mass.*
Tessa Justine Hauptman *Brunswick, Maine*
Catherine Emily Haut *Andover, Mass.*
Vivian Fairfax Hawkinson *Salem, Ore.*
Isaac Harris Hayman *Los Angeles, Calif.*
He He *Beijing, China*
Ruoqiao He *Nanjing City, China*
Avery Augustus Heilbron *Vancouver, B.C., Canada*
Phoebe Loan Heilner *Sandton, South Africa*
Christman Donaldson Henderer *King of Prussia, Pa.*
Daphne Maritssa Hernandez *Houston, Texas*
Nora Mary Driscoll Hill *Boston, Mass.*
Michael Charles Hilton *Bingham, Maine*
Asami Hirano *Tokyo, Japan*
Sara MacDonald Hoffman *Raymond, Maine*
Scarlet Sage Holvenstot *Ridgway, Colo.*
Julia Allegra Holzman *Larchmont, N.Y.*
Jessica Susan Horick *Minneapolis, Minn.*
Wenzhen Hou *Qingdao, China*
Marcques Anthony Houston *Monmouth, Maine*
Emma Rose Howard *Bryn Mawr, Pa.*
Yanqin Hu *Zhejiangsheng, China*
Weiyang Huang *Beijing, China*
Matthew McVay Hughes *New York, N.Y.*
Md Wasif Akram Hussain *Dhaka, Bangladesh*
Jacob Orion Hyatt *Thomaston, Maine*

Allison Leigh Ingraham *Morris Plains, N.J.*
Jennifer Bradbury Isaacson *Boston, Mass.*

Hugh McGavin Jacobsen *Seattle, Wash.*
Samuel Mclean Joaquin *Ashland, Mass.*
Abigail Kathryn Johnson *Medfield, Mass.*
Haley Michele Jones *Durham, N.H.*

Marcus John Blake Jones *Newark, N.J.*
Natalie Killian Jones *East Machias, Maine*

Mathias Dyssegaard Kallick *New York, N.Y.*
Zoe Ellen Kaplan *Gaithersburg, Md.*
Anthony Jonathan Karalekas *Naples, Fla.*
Meredith Foy Keenan *Sherman, Conn.*
Ailie Cameron Clinton Kelso *Washington, D.C.*
Taylor Katherine Kennedy *Hanson, Mass.*
Ahsan-ur Rahman Khan *Basking Ridge, N.J.*
Benard Kibet *Eldama Ravine, Kenya*
Thomas James Kiffney *Portland, Maine*
Phillip E. Kim *Fort Lee, N.J.*
Brian Seung Taek Kim *Bellevue, Wash.*
Makoto Kinoshita *Kyoto, Japan*
Nash Toman Biyer Klinger *Barrington, R.I.*
Philip Klitirinos *Dollard-Des-Ormeaux, Que., Canada*
Stefan Ravi Kohli *Scottsdale, Ariz.*
Amy Christina Kopec *Princeton, Mass.*
Miriam Emma Antonia Kopp *Neufra, Germany*
Louis Mackler Kraham *Maplewood, N.J.*
Samuel Lawrence Krumholz *Hingham, Mass.*
Alyssa Therese Kullberg *Lexington, Mass.*
Kaci Bradbury Kus *Amesbury, Mass.*

Skylar Rae Labbe *Danville, N.H.*
Ryan Chi Kee Lam *Discovery Bay, Hong Kong*
Lily Frances LaMarre *Freeport, Maine*
Patthamaphon Lamom *Phitsanulok, Thailand*
Alyssa Marie Lang *Novato, Calif.*
Zoe Claire Larock *Yonkers, N.Y.*
Nellie Scott LaValle *Mount Desert Island, Maine*
Caitlin Eilise Lawlor *Concord, Mass.*
Alisha Lee *Auckland, New Zealand*
Nathan Yu-Wei Lee *Kaohsiung, Taiwan*
Sohee Lee *Ulsan, Republic of Korea*
Monique Marie Legault *North Falmouth, Mass.*
Ian Andrew Leitch *San Bernardino, Calif.*
Craig Lawrence Leonhardt *Milford, N.J.*
Jake Whitney Lester *Medfield, Mass.*
Brian Kyle Levenson *New Castle, N.H.*
William Moran Levesque *Wrentham, Mass.*
Renata Quinn Levine *Portland, Maine*
Joshua David Levinger *Concord, Mass.*
Andrew Edward Li *Salt Lake City, Utah*
Graham Sage Lian *Alexandria, Va.*
Elizabeth Hobart Liebler *Brooklyn, N.Y.*
Elenia Luu Lin *Seattle, Wash.*
Fa De Lin *West Helena, Ark.*
Vincent Lin *Iowa City, Iowa*
Ian Reed Liphart *Washburn, Wis.*
Yi-Pei Lo *Ningbo, China*
Michael Andrew Logan *McLean, Va.*
Ryan Leon Lolar *Brewer, Maine*
Graciela Lopez *Houston, Texas*
Amanda Jane Loya *Bethel, Conn.*
George Phillips Lucey *Brookline, Mass.*
Vianny Cristina Lugo Aracena *Brooklyn, N.Y.*
Madeline June Lupone *New Canaan, Conn.*
Josua Chad Vitorio Lutian *Singapore, Republic of Singapore*

Alexa Silvia Lyons *Soquel, Calif.*

Cameron Joseph MacDonald *Cumberland, Maine*
Daniel Scott MacDonald *Groton, Mass.*
Tyler H. Macdonald *Summit, N.J.*
Abigail Chuan Ling Tuan MacLean *Winchester, Mass.*
Carl-Philip Majgaard *Copenhagen, Denmark*
Max Bowers Manos *Cold Spring Harbor, N.Y.*
Joseph Rocco Mariani III *Waterford, Conn.*
Charlotte Ginger Marratta *New York, N.Y.*
Emily Ming Luo Martin *Bethesda, Md.*
Matthew John Martin *East Sandwich, Mass.*
Kathleen Frances Mason *Barnstable, Mass.*
Mbasa Unathi Mayikana *Lake Forest, Ill.*
Bryan Connor McAdams *Providence, R.I.*
William Littell McBrian *Dedham, Mass.*
Bradley Lawrence McCarthy *Darien, Conn.*
Shona Bell McCarthy *Pleasanton, Calif.*
Kyle McDonell *Belmont, Mass.*
Nicholas Charles McElroy *Larchmont, N.Y.*
Molly Ilise McGavick *Sudbury, Mass.*
Megan Anna McKenna *Tewksbury, Mass.*
Matthew Bedford McKinney *Fairfield, Conn.*
Hudson Liam McNamee *Carbondale, Colo.*
Caroline Mackinlay Meade *Rye Beach, N.H.*
Riley Caroline Meidell *Bainbridge Island, Wash.*
Robbi Melvin *Toronto, Ont., Canada*
Jeremy Ross Mendoza *North Easton, Mass.*
Margot Roczi Miranda-Katz *Novato, Calif.*
Douglas L. Mo *Little Neck, N.Y.*
Yashaswi Mohanty *Pradesh, India*
Zachary Reyer Mondschein *Summit, N.J.*
Katelyn Joan Monteleone *Lenox, Mass.*
Jay Alexander Moore *Kennebunkport, Maine*
Rebecca Louise Moore *Concord, Mass.*
Arissa Alessandra Moreno Ruiz *La Libertad, Peru*
Gillian Marie Morris *Sanford, Maine*
Kyah Morrisette *Windham, Maine*
Emily Morgan Moslener *Annapolis, Md.*
Weston William Muench *Manchester Center, Vt.*
Devin Anne Mullaney *Boston, Mass.*
Wallis Enid Muraca *Newark, N.J.*
Clare Fenton Murray *Huntington, Conn.*

Chantal Emilie Naegeli *Montclair, N.J.*
Sarah Koch Neal *San Francisco, Calif.*
Hannah S. Newhall *Cape Elizabeth, Maine*
Stephanie Yat Fan Ng *Tsuen Wan NT, Hong Kong*
Wing Tung Jocelyn Ng *Hong Kong, Hong Kong*
Jingwei Ni *Beijing, China*
Katherine Isabella Nicolaou *Cumberland, Maine*
Sandra Umunyana Ntare *Katy, Texas*
Clara Ruth Nuckols *Los Angeles, Calif.*

Natalie Rene Oakes *Weston, Conn.*
Elizabeth Rachel McGovern Oakley *Rehoboth, Mass.*
Elise Werner O'Brien *Cos Cob, Conn.*
Gretchen Brown O'Brien *Dallas, Texas*
Zachary Hugh O'Connor *New York, N.Y.*

James Francis O'Donnell *Melrose, Mass.*
Nina Katherine Oleynik *Arlington, Va.*

Danielle Claire Palmer *Topsham, Maine*
Christian Mullen Papadellis *Hopkinton, Mass.*
Isabella Paule Papapetros *North Andover, Mass.*
John Daniel Pappas *West Simsbury, Conn.*
Brandon Inho Park *Mill Creek, Wash.*
Julia Minard Park *Newton, Mass.*
Jordan Marie Parker *Houston, Texas*
Steven Joseph Parrott *Wilmington, Mass.*
Roger Wolcott Parson *Westwood, Mass.*
Madeline Erica Partridge *Boston, Mass.*
Amelia Agatha Patsalos-Fox *Bernardsville, N.J.*
Ian Samuel Patterson *New York, N.Y.*
Nicholas Morehouse Pattison *Altamont, N.Y.*
Andrew Pauker *New York, N.Y.*
Elizabeth Paulino *Worcester, Mass.*
Anne Campbell Pease *Lincoln, Mass.*
Barlow Lewis Peelle Jr. *Darien, Conn.*
Angelina Jean Kadidja Peterson *Silver Spring, Md.*
Benjamin Eliah Pipernos *West Hartford, Conn.*
Madeline Eve Placik *Northbrook, Ill.*
Tucker Bradbury Plante *Gloucester, Mass.*
Molly Hannah Plunkett *Holliston, Mass.*
Cameron Matthew Price *Rutland, Vt.*

Boyang Qu *Dalian, China*

Nicolas Kristoph Ramirez *National City, Calif.*
Adela Ramovic *Gorazde, Bosnia and Herzegovina*
Anna Lea Ramsey *Woodstock, Vt.*
Jeremy Patrick Ravenelle *Portland, Maine*
Bayley Elizabeth Ray-Smith *Milbridge, Maine*
Micaela Ann Reilly *Morristown, N.J.*
Andrew Joseph Reis *Burlington, Ont., Canada*
Julia Marie Rembetsy-Brown *Westminster, Mass.*
Katherine Price Restrepo *Columbus, Ohio*
Nicholas Baker Rhodes *Portland, Ore.*
Maximilian Palmer Richard *Farmington, Maine*
Hunter Kellogg Riehle *South Burlington, Vt.*
DeVaughn Andrew Riley *Dorchester, Mass.*
Stephanie Danielle Rivera *Ocala, Fla.*
Daniel James Roache *Westwood, Mass.*
Zena Valentina Robert *Fairfax Station, Va.*
Samantha Fern Robertson *West Newton, Mass.*
Samuel Nicholas Robles *Houston, Texas*
Gabriel Mortimer Rosen *Warren, Vt.*
Jamie Ryan Ross *Brunswick, Maine*
Clay Mitchel Rowland *Turner, Maine*
Darpan Roychowdhury *Kolkata, India*
Michael Josef Rudolf *Zug, Switzerland*
Charles Alexander Ruhl *Barrington, R.I.*
Alison Davis Russell *Hampden, Maine*
Katherine Elizabeth Ryan *Portland, Maine*

Amanda Sagasti *San Jose, Costa Rica*
Sandra Sanchez-Ramirez *Tampa, Fla.*

Julia Marion Saul *Palo Alto, Calif.*
Christopher Kendall Scammell *Wellesley, Mass.*
Benjamin Robert Schiller *Northampton, Mass.*
William Wallace Schmidt *Irvington, N.Y.*
Daniel James Schoenfeld *Evanston, Ill.*
Margaret Katherine Schreiner *New York, N.Y.*
Jamie Elise Schwartz *Philadelphia, Pa.*
Neil Kwasi Sefah *Lumberton, N.J.*
Ryan Miller Sellar *Hillsborough, N.J.*
Kristen Heath Settele *Orono, Maine*
Jacqueline Nicole Seymour *Canton, Mass.*
Tanvir Shahjahan *Jamaica, N.Y.*
Alacoque Loretta Shaughnessy *Saint Paul, Minn.*
Abigail Shea *Mount Vernon, Maine*
Sarah Abigail Shoer *East Greenwich, R.I.*
Liam Mackenzie Michael Simes *Naperville, Ill.*
Makhieba Simon *Brooklyn, N.Y.*
Kylie Anne Simpson *Ridgewood, N.J.*
Haransh Singh, *Helena, Mont.*
Samuel Clement Sinkler *Minneapolis, Minn.*
Chandler Drew Smith *Yarmouth, Maine*
Danielle M. Smith *Salem, N.H.*
Erika Smith *Salem, N.H.*
Kendall Ann Smith *Glen Ridge, N.J.*
Myles Campbell Smith *Springfield, Mass.*
Abigail Lea Snyder *Marshalltown, Iowa*
Mark William Snyder *Winnetka, Ill.*
Yoonhee Lane Sohn *Pasadena, Calif.*
Ana Sofía Soils Canales *Managua, Nicaragua*
Haoyu Song *Shenyang, China*
Lucy Elizabeth Soucek *Bar Harbor, Maine*
Kenneth Alden Southworth *Darien, Conn.*
Joseph David Spagnuolo *Wayland, Mass.*
Christian Riede Sparacio *Marlboro, N.J.*
Shaw Edward Speer *Old Greenwich, Conn.*
Daniel Jonathan Spellman *Weston, Mass.*
Christopher Mackenzie Huang Spencer *Minneapolis, Minn.*
Noura Srour *Dakar, Senegal*
Jina Stanfill *Manhattan Beach, Calif.*
Sarah Ashley Steimel *Brawley, Calif.*
Olivia Rose Stein *Wellesley Hills, Mass.*
Clare Alice Morris Stephens *Weston, Mass.*
Craig Strand *Watertown, Mass.*
Slater Waldron Sullivan *Ipswich, Mass.*
Andrew Brent Swapp *Andover, Mass.*
Jane Singleton Swart *Belvedere Tiburon, Calif.*
Benton Gillespie Swift *Ketchum, Idaho*

Sarah Elyse Taft *Dover, Mass.*
Chao Tang *Hangzhou, China*
Dakota John Thompson *Durham, N.C.*
Indiana Hope Thompson *Saco, Maine*
Chiara Louisa Tice *San Francisco, Calif.*
Sydney Freier Tiemann *Seattle, Wash.*
Matthew James Treveloni *Ashland, Mass.*
Samantha Makana Turbeville *Lacey, Wash.*

Grace Uwase *Boise, Idaho*

Aiste Vaitkeviciute *Kovno, Kauno, Lithuania*
Jeremy Evan Dobrow Vale *Lincoln, Mass.*
William Anthony Vinke *Canton, Mass.*
Theodore Nicholas Voulgaris *New Canaan, Conn.*

William Campbell Walkey *Lakewood, Wash.*
Kylie Rose Walters *Newton, Mass.*
Chengyang Wang *Shanghai, China*
Xuning Wang *Hangzhou, China*
Ben Ames Wardwell *Wellesley, Mass.*
Vanessa Claire Warshaw *Westwood, Mass.*
Lydia Ann Wasmer *Naples, Fla.*
Ryohei Watanabe *Tokyo, Japan*
Andrew David Watson *Oakville, Ont., Canada*
Miranda Naomi Weber *Brooklyn, N.Y.*
Gillian Jia Xian Wei *Hong Kong, Hong Kong*
Anthea Skydel Weiss *Williston, Vt.*
Yuewei Wen *Beijing, China*
Nita Whelan *Westfield, N.J.*
Don Whitcraft *Bangkok, Thailand*
Sarah Emily Whitney *West Hartford, Conn.*
Kaya Louise Francia Williams *Buxton, Maine*
Caroline Marie Wilson *New York, N.Y.*
Kathryn Eileen Wincek *Omaha, Neb.*
Caroline Lawrence Winslow *Manchester, Mass.*
William Samuel Hughes Wisener *Ridgewood, N.J.*
Hermela Tekaligne Woldehawariat *Houston, Texas*
Kyle H. Wong *Old Tappan, N.J.*
Katherine Conley Wrean *Weston, Mass.*
Laura Elizabeth Wu *Menlo Park, Calif.*
Molly Ann Wu *Katy, Texas*

Cally Wen Xi *Broomfield, Colo.*
Xiaohui Xu *Shanghai, China*

Jianing Yang *Hangzhou, China*
Minjing Yang *Jiangsusheng, China*
Jiayu Ye *Tianjin, China*
Amanda Victoria Young *Warren, Maine*
Joelle Elizabeth Young *Westwood, Mass.*
Joshua Aaron Young *Westwood, Mass.*
Zhichun Yu *Shanghai, China*

Alison Pesaturo Zak *Bolton, Mass.*
Marco A. Zamarron Corpus *Austin, Texas*
Wesley Zebrowski *Wauwatosa, Wis.*
Muyuan Zhang *Hangzhou, China*
Zhuofan Zhang *Beijing, China*
Yanlin Zhao *Suzhou, China*
Steven Blake Zieselmann *Mansfield, Mass.*
Natalie Bowne Zolper *Saint Petersburg, Fla.*
Ilana Michaela Zyatitsky *Anchorage, Alaska*

Honors

Summa Cum Laude

Rachel Rushgold Bird
Hannah Jean Bossi
Adam Lawrence Carlson
Adrienne Rose Carmack
Victoria Anne Cheff
Stephanie Sara Desrochers
Mirco Dinelli
Caitlin Rose Farrington
Alicia Brooke Fischer
Weiyang Huang
Jacob Orion Hyatt
Abigail Kathryn Johnson
Sohee Lee
Kyle McDonell
Danielle Claire Palmer
Molly Hannah Plunkett
Jeremy Patrick Ravenelle
Christopher Kendall Scammell
Ryan Miller Sellar
Sarah Abigail Shoer
Danielle M. Smith
Erika Smith
Yuewei Wen
Sarah Emily Whitney
Jiayu Ye
Zhuofan Zhang

Magna Cum Laude

Daliah Al-Shakhshir
Marnay Chantelle Avant
Keith Barnatchez
Tianzeng Chen
Victoria Allison Chistolini
Tonayo Anne Crow
Nora Mary Driscoll Hill
Yanqin Hu
Miriam Emma Antonia Kopp
Alyssa Therese Kullberg
Elenia Luu Lin
Clare Fenton Murray
Stephanie Yat Fan Ng
Jingwei Ni
James Francis O'Donnell
Julia Minard Park
Jamie Ryan Ross
Abigail Lea Snyder
Haoyu Song
Clare Alice Morris Stephens
Chiara Louisa Tice
Grace Uwase
Jeremy Evan Dobrow Vale
Joshua Aaron Young
Muyuan Zhang

Cum Laude

Elizabeth Hollander Adams
Thea Clare Aplin
Samantha Jean Attar

Connor James Benjamin
Elizabeth Eustis Bernard
Chloe L. Boehm
Liam Christopher Butchart
Zilin Chen
Sophie Lee Cyker
Michael Bruno DiCosmo
Ling Ding
Jingyan Dong
Julia Carolyn Scott Endicott
Isabel Patricia Friedman
Sierra Catherine Fuller
Brooke Kathleen Gentry
Timothy Mather Harris
Catherine Emily Haut
Vivian Fairfax Hawkinson
Wenzhen Hou
Kaci Bradbury Kus
Alyssa Marie Lang
Nellie Scott LaValle
Abigail Chuan Ling Tuan MacLean
Carl-Philip Majgaard
Matthew John Martin
Shona Bell McCarthy
Megan Anna McKenna
Caroline Mackinlay Meade
Margot Roczi Miranda-Katz
Douglas L. Mo
Yashaswi Mohanty
Gillian Marie Morris
Madeline Erica Partridge
Anne Campbell Pease
Barlow Lewis Peelle Jr.
Alison Davis Russell
Katherine Elizabeth Ryan
Sarah Ashley Steimel
Chao Tang
Kylie Rose Walters
Gillian Jia Xian Wei
Katherine Conley Wrean
Jianing Yang
Amanda Victoria Young
Alison Pesaturo Zak

Honors Programs

Honors in American Studies

Isabel Patricia Friedman
Katherine Price Restrepo

Honors in Anthropology

Rachel Rushgold Bird
Charles Frederic Gauvin Jr.
Alyssa Marie Lang

Honors in Biology

Stephanie Sara Desrochers
Margot Roczi Miranda-Katz

Julia Minard Park
Jane Singleton Swart
Caroline Marie Wilson
Jiayu Ye

Honors in Chemistry

Danielle M. Smith
Erika Smith
Noura Srour
Grace Uwase
Yuewei Wen

Honors in Computer Science

Graham Tighe Chance
Victoria Allison Chistolini
Kyle McDonell

Honors in East Asian Studies

Abigail Chuan Ling Tuan MacLean

Honors in Economics

Jason Thomas Beland
Clare Fenton Murray
Stephanie Yat Fan Ng
Joshua Aaron Young

Honors in Economics-Mathematics

Daliah Al-Shakhshir
Keith Barnatchez
Mirco Dinelli
Chi Yen Do
Yashaswi Mohanty

Honors in Educational Studies

Adrienne Rose Carmack

Honors in English

Grant Everett Alenson
Elizabeth Eustis Bernard
Ryenne Mckenzie Desjardins
Isaac Harris Hayman
Jacob Orion Hyatt
Natalie Killian Jones
Tyler H. Macdonald

Honors in Environmental Studies

Vivian Fairfax Hawkinson
Alyssa Therese Kullberg
Jeremy Patrick Ravenelle
Chengyang Wang
Wesley Zebrowski

Honors in French and Italian

Benjamin Eliah Pipernos

Honors in Geology

Alicia Brooke Fischer
Kaci Bradbury Kus

Honors in Global Studies

Julia Carolyn Scott Endicott
Nora Mary Driscoll Hill

Honors in Government

William Niles Erwin
Timothy Mather Harris
Meredith Foy Keenan
Nellie Scott LaValle
William Moran Levesque

Honors in History

Eleanor Alpers Hanson

Honors in Mathematics

Weiyan Huang
Jianing Yang
Muyuan Zhang

Honors in Music

Liam Christopher Butchart

Honors in Philosophy

Ryan Chi Kee Lam

Honors in Physics and Astronomy

Hannah Jean Bossi
Yuewei Wen

Honors in Psychology

Elizabeth Hollander Adams
Caitlin Rose Farrington
Yi-Pei Lo
Chiara Louisa Tice
Zhichun Yu

Honors in Religious Studies

Brooke Kathleen Gentry
Lucy Elizabeth Soucek

Honors in Science, Technology, and Society

Haley Laura Andonian

Honors in Sociology

Gillian Jia Xian Wei

Honors in Spanish

Vianny Cristina Lugo Aracena

Distinction in Major

African-American Studies

Marnay Chantelle Avant

American Studies

Thea Clare Aplin
Camilla Guernsey Di Galoma
Isabel Patricia Friedman
Scarlet Sage Holvenstot
Katherine Price Restrepo
Jina Stanfill

Anthropology

Peter David Barkey-Bircann
Rachel Rushgold Bird
Tassin Braverman
Hailey Rebecca Dutkin
Charles Frederic Gauvin, Jr.
Alyssa Marie Lang
Arisa Alessandra Moreno Ruiz
Chantal Emilie Naegeli
Abigail Lea Snyder
Ana Sofía Solís Canales
Joelle Elizabeth Young

Art History

Ling Ding
John Edward Eger
Nora Mary Driscoll Hill
Emily Ming Luo Martin
Nina Katherine Oleynik
Katherine Price Restrepo
Katherine Elizabeth Ryan
Gillian Jia Xian Wei

Biology

Haley Laura Andonian
Tianzeng Chen
Stephanie Sara Desrochers
Michael Bruno DiCosmo
Madeleine Marie Hatch
Taylor Katherine Kennedy
Thomas James Kiffney
Brian Seung Taek Kim
Caitlin Eilise Lawlor
Sohee Lee
Elenia Luu Lin
Ian Reed Liphart
Margot Roczi Miranda-Katz
Julia Minard Park
Julia Marie Rembetsy-Brown
Jane Singleton Swart
Chao Tang
Caroline Marie Wilson
Cally Wen Xi
Jiayu Ye
Amanda Victoria Young

Chemistry

Grace Uwase
Yuewei Wen

Chemistry-Biochemistry

Amanda Jane Loya
Danielle M. Smith
Erika Smith
Noura Srour

Classical Civilization

Emily Overseth Bozian
Jessica Leah Greenwald
Hugh McGavin Jacobsen

Classics

Emily Overseth Bozian
Vivian Fairfax Hawkinson
Ryan Miller Sellar

Computer Science

Hannah Jean Bossi
Adam Lawrence Carlson
Graham Tighe Chance
Zilin Chen
Victoria Allison Chistolini
Jingyan Dong
Sara MacDonald Hoffman
Mathias Dyssegaard Kallick
Makoto Kinoshita
Carl-Philip Majgaard
Matthew John Martin
Kyle McDonell
Christopher Kendall Scammell
Haoyu Song
Xuning Wang
Muyuan Zhang
Zhuofan Zhang

East Asian Studies

Abigail Chuan Ling Tuan MacLean
Douglas L. Mo
Kristen Heath Settele

Economics

Samantha Jean Attar
Jason Thomas Beland
Connor James Benjamin
Julian Chauncey Boed
Owen Robert James Burry
Ling Ding
Daniel Pursell Dupont
Blake Charles Egan
Harry Nicholas Greenberg
Jessica Susan Horick
Yanqin Hu
Anthony Jonathan Karalekas

Makoto Kinoshita
Samuel Lawrence Krumholz
Clare Fenton Murray
Stephanie Yat Fan Ng
Jingwei Ni
Michael Josef Rudolf
Kenneth Alden Southworth
Chao Tang
Joshua Aaron Young

Economics-Mathematics

Daliah Al-Shakhshir
Keith Barnatchez
Mirco Dinelli
Chi Yen Do
Yashaswi Mohanty
Boyang Qu

Educational Studies: Human Development

Adrienne Rose Carmack
Sophie Lee Cyker
Graciela Lopez
Emily Ming Luo Martin
Samantha Fern Robertson
Katherine Conley Wrean
Natalie Bowne Zolper

Educational Studies: Schools, Society, and Culture

Weston William Muench

English

Elizabeth Hollander Adams
Elizabeth Eustis Bernard
Adelaine Dolan Curtis
Colin Christopher Finn
Jacob Orion Hyatt
Natalie Killian Jones
Charlotte Ginger Marratta
Katelyn Joan Monteleone
Kyah Morrissette
Sarah Koch Neal

Environmental Policy

Anna Marie Caughron
Alexander Winston Lam Churchill
Gabriella Marie DeConti
Thomas Charles McFadde Griffith
Catherine Emily Haut
Vivian Fairfax Hawkinson
Barlow Lewis Peelle Jr.
Tucker Bradbury Plante
Jeremy Patrick Ravenelle
Myles Campbell Smith
Caroline Lawrence Winslow
Wesley Zebrowski

Environmental Science

Mariama Bah
Thomas James Kiffney
Brian Seung Taek Kim
Alyssa Therese Kullberg
Zachary Reyer Mondschein
Madeline Erica Partridge
Chengyang Wang

French Studies

Elizabeth Eustis Bernard
Victoria Anne Cheff
Yingzhi Dong
Asami Hirano
Sarah Abigail Shoer

Geology

Alicia Brooke Fischer
Kaci Bradbury Kus
Samuel Clement Sinkler
Xiaohui Xu

German Studies

Anna Marie Caughron
Christopher Hornbrook Hale
Alexa Silvia Lyons
Kylie Rose Walters

Global Studies

Andrew Thompson DíAnieri
Yingzhi Dong
Hailey Rebecca Dutkin
Julia Carolyn Scott Endicott
Juliet Elizabeth Faughnan
Charles Frederic Gauvin Jr.
Danielle Lise Gould
Christopher Hornbrook Hale
Phoebe Loan Heilner
Nora Mary Driscoll Hill
Jessica Susan Horick
Ryan Chi Kee Lam
Abigail Chuan Ling Tuan MacLean
Shona Bell McCarthy
Caroline Mackinlay Meade
Katherine Isabella Nicolaou
Natalie Rene Oakes
Margaret Katherine Schreiner
Kylie Rose Walters

Government

Daliah Al-Shakhshir
Thea Clare Aplin
Kira Elyse Brown
William Niles Erwin
Juliet Elizabeth Faughnan
Sierra Catherine Fuller
Timothy Mather Harris
Yanqin Hu
Nellie Scott LaValle

William Moran Levesque
Andrew Pauker
Indiana Hope Thompson
Jeremy Evan Dobrow Vale
Wesley Zebrowski

History

Owen Robert James Burry
Tonayo Anne Crow
Danielle Claire Palmer
William Wallace Schmidt
Alison Pesaturo Zak

Latin American Studies

Clare Fenton Murray

Mathematical Sciences

Keith Barnatchez
Chloe L. Boehm
Zilin Chen
Victoria Allison Chistolini
Jingyan Dong
Wenzhen Hou
Abigail Kathryn Johnson
Yashaswi Mohanty
Jingwei Ni
James Francis O'Donnell
Xuning Wang
Sarah Emily Whitney
Minjing Yang
Joshua Aaron Young
Zhichun Yu
Zhuofan Zhang

Mathematics

Weiyang Huang
Kyle McDonell
Haoyu Song
Jianing Yang
Muyuan Zhang

Music

Liam Christopher Butchart
Tessa Justine Hauptman
Christman Donaldson Henderer

Music-Interdisciplinary Computation

Josua Chad Vitorio Lutian

Philosophy

Ryan Chi Kee Lam
Gillian Marie Morris
Jamie Ryan Ross

Physics

Chloe L. Boehm
Hannah Jean Bossi

Tianzeng Chen
Mirco Dinelli
Gabriel Thompson Forest
Abigail Kathryn Johnson
Madeline Eve Placik
Yuewei Wen
Jianing Yang
Minjing Yang

Psychology

Elizabeth Hollander Adams
Celine El Abboud
Caitlin Rose Farrington
Miriam Emma Antonia Kopp
Zoe Claire Larock
Jake Whitney Lester
Yi-Pei Lo
Vianny Cristina Lugo Aracena
Micaela Ann Reilly
Alison Davis Russell
Sarah Ashley Steimel
Clare Alice Morris Stephens
Chiara Louisa Tice
Katherine Conley Wrean
Zhichun Yu
Yanlin Zhao
Natalie Bowne Zolper

Religious Studies

Brooke Kathleen Gentry
Eleanor Mary Geoghegan
Skylar Rae Labbe
Elizabeth Rachel McGover Oakley
Lucy Elizabeth Soucek

Science, Technology, and Society

Haley Laura Andonian
Alisha Lee
Olivia Rose Stein
Sarah Elyse Taft

Sociology

Marnay Chantelle Avant
Arianna Catherine Cohen
Sophie Lee Cyker
Gillian Jia Xian Wei

Spanish

Alexis Drea Antonino
Daniel Boudreau
Kelsey Quinn Bowen
Eleanor Alpers Hanson
Alyssa Therese Kullberg
Vianny Cristina Lugo Aracena
Weston William Muench
Molly Hannah Plunkett
Amanda Victoria Young

Studio Art

Rachel Rushgold Bird
Kaci Bradbury Kus
Anne Campbell Pease
Yanlin Zhao

Theater and Dance

Katelyn Joan Monteleone
Kyah Morrisette
Nicholas Morehouse Pattison
Lucy Elizabeth Soucek

Womenís, Gender, and Sexuality Studies

Adrienne Rose Carmack
Molly Hannah Plunkett
Abigail Lea Snyder

Phi Beta Kappa

Daliah Al-Shakhshir
Marnay Chantelle Avant
Keith Barnatchez
Rachel Rushgold Bird
Hannah Jean Bossi
Liam Christopher Butchart
Adam Lawrence Carlson
Adrienne Rose Carmack *
Victoria Anne Cheff
Tianzeng Chen
Victoria Allison Chistolini
Tonayo Anne Crow
Stephanie Sara Desrochers
Mirco Dinelli *
Caitlin Rose Farrington
Alicia Brooke Fischer *
Nora Mary Driscoll Hill
Yanqin Hu
Weiyan Huang
Jacob Orion Hyatt
Abigail Kathryn Johnson
Alyssa Therese Kullberg
Sohee Lee
Elenia Luu Lin
Kyle McDonell *
Clare Fenton Murray
Stephanie Yat Fan Ng
Jingwei Ni
James Francis O'Donnell
Danielle Claire Palmer
Molly Hannah Plunkett
Jeremy Patrick Ravenelle *
Jamie Ryan Ross
Christopher Kendall Scammell
Ryan Miller Sellar
Sarah Abigail Shoer
Danielle M. Smith *
Erika Smith *
Abigail Lea Snyder

Haoyu Song *
Clare Alice Morris Stephens
Chiara Louisa Tice
Jeremy Evan Dobrow Vale
Yuewei Wen *
Sarah Emily Whitney *
Jianing Yang
Jiayu Ye
Muyuan Zhang
Zhuofan Zhang

* elected in junior year

Julius Seelye Bixler Scholars

Mirco Dinelli
Alicia Brooke Fischer
Kyle McDonell
Jeremy Patrick Ravenelle
Danielle M. Smith
Erika Smith
Yuewei Wen

Charles A. Dana Scholars

Adrienne Rose Carmack
Victoria Anne Cheff
Weiyang Huang
Christopher Kendall Scammell
Sarah Emily Whitney

Ralph J. Bunche Scholars

Marnay Chantelle Avant
Adam Jayson Balaban
Jobelle Pastores Bonete
Margaret Xochitl Burgos
James Akira Burlage
Tomotaka Cho
Amy Kanna Furusho
Asami Hirano
Scarlet Sage Holvenstot
Marcus John Blake Jones
Ahsan-ur Rahman Khan
Brian Seung Taek Kim
Ryan Chi Kee Lam
Fa De Lin
Emily Ming Luo Martin
Jeremy Ross Mendoza
Brandon Inho Park
Madeline Erica Partridge
Elizabeth Paulino
Angelina Jean Kadidja Peterson
Nicolas Kristoph Ramirez
Stephanie Danielle Rivera

Sandra Sanchez-Ramirez
Yoonhee Lane Sohn
Dakota John Thompson
Samantha Makana Turbeville
Grace Uwase
Marco A. Zamarron Corpus

SENIOR SCHOLAR

Adrienne Rose Carmack
The Impact and Radical Queer Possibility of Youth Participatory Action Research